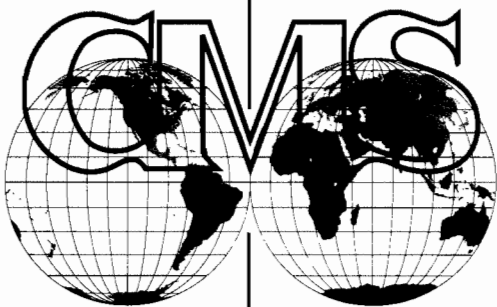


# INTERNATIONAL MIGRATION OF THE HIGHLY QUALIFIED: A BIBLIOGRAPHIC AND CONCEPTUAL ITINERARY

*By Anne Marie Gaillard and Jacques Gaillard*



**BIBLIOGRAPHIES AND  
DOCUMENTATION SERIES**

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OF THE HIGHLY QUALIFIED:**

**A Bibliographic and Conceptual Itinerary**

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# INTERNATIONAL MIGRATION OF THE HIGHLY QUALIFIED: A BIBLIOGRAPHIC AND CONCEPTUAL ITINERARY<sup>1</sup>

*By Anne Marie Gaillard and Jacques Gaillard<sup>2</sup>*

## SUMMARY

A bibliography of 1,816 references of published and unpublished works written between 1954 and 1995 on the international migration of high qualified manpower was compiled in a data base. These references came from a variety of documentary sources, including seven data bases and close to a dozen bibliographies.

This article deals with the main characteristics of the works in the bibliography. Classical bibliometric indicators such as chronology of publication, identification of the most prolific authors, location of the main journals, and key institutions will be used to map the interest shown for this theme during these forty years.

To measure the different levels of interest per time period required a qualitative approach based on another set of indicators (countries concerned with the publications, the nature of the publications, themes). The analysis of these indicators shows that in the beginning the migration of highly qualified people, was deemed a positive way to transfer technology from rich to poor countries since expatriate students were expected to return home, but that later it was generally seen as a net loss for the home countries because it was generally expected that students would not be returning.

This led to one of the most controversial theoretical themes of the 1970s gravitating around the "who wins/who loses" issue. Moreover it became a work topic in international conferences on development. But since the 1980s it has been recovering a positive connotation in a context of globalised trade and exchanges which makes international migration appear as potentially beneficial for the home countries.

Besides reporting results, this article presents the bibliography as a tool, with a solid scientific basis for anyone interested in exploring the migration question more thoroughly, and as a vital element in making a "state of the art" assessment of international migration of highly qualified manpower.

<sup>1</sup>An earlier version of this paper was presented at the Conference on International Scientific Migration held in Bogota (Colombia), June 1996.

<sup>2</sup>Anne Marie Gaillard is a social-anthropologist. Jacques Gaillard is a sociologist of science and technology at ORSTOM, the French Scientific Research Institute for Development through Cooperation.

# 1. INTRODUCTION: BUILDING THE DATABASE

## Selection criteria

Publications on the migration of high level intellectuals, scientists and technicians were indexed according to selected criteria. But, since we did not want our base to exclude general and theoretical work on the brain drain, our first selection focused on keywords such as *brain drain*, *exode des cerveaux*, *fuite des cerveaux*, *reverse transfer of technology*, although we knew that between 1974 and 1987 these concepts had expanded from intellectual, scientific and technical migration to cover all skilled professionals migrating out of the countries of the south. The first selection only generated a mere 298 titles.

The other references were selected on the basis of professional categories. This makes our approach different from the one used in many earlier, bibliographic studies on the brain drain and qualified (or skilled) migrations, since the “brainful” category includes people whose qualifications are in short supply in the country of origin and benefit the country of destination. Certain studies, for instance, include qualified workers or certain categories of employees seen as qualified labourers (which they are) whose absence is very detrimental to their home country<sup>3</sup>; these references have not been included in our data base.

In an international study, it is almost impossible to circumscribe the migration of highly qualified manpower through professional categories. Even when social categories and professions are clearly delineated, (which is not always the case), they are not analogous, and thus are not comparable. Some very important aspects, like the history of labour or the social welfare system, which in certain western countries has determined labour categories, are very different. Moreover those categories, when comparable, are not treated the same in statistical analyses. In addition, there are certain concepts and words that cannot be translated, *e.g.* French word “cadre” for which there is no English or German equivalent, or the English word “professional” which defies French translation (Desrosières and Thévenot 1988<sup>4</sup>). It partly explains the imprecision of classifications and the justification for defining a so-called “intellectual, scientific and technical category”, whose unifying characteristic is that it always operates through university channels or other places of higher learning.

Since we wanted to focus this study on the problem of high level people migrating out of a specific geopolitical context we omitted some quite instructive work that centred on themes other than migration, *e.g.* work on national scientific communities or national professional contexts/practices (physicians, for instance) even when the situations seemed potentially vulnerable to out-migration or the brain drain.

This publication does not include work on national institutions for higher education or research, even when they alluded to attempted internationalisation, or to national and international academic exchange programmes. On the other hand, we have included evaluation reports and studies on migration and exchange relations coifed by these institutions and programmes.

<sup>3</sup>This was the case in particular in “Bibliography on Skilled Migration” published in *Etudes Migrations* (Todisco, 1993).  
<sup>4</sup>DEROSIÈRES A. et L. THÉVENOT. (1988). *Les catégories socio-professionnelles*, Editions de la découverte, Paris, 125 p.

We excluded work not directly related to student migration that dwelt on academic success, diploma equivalencies, linguistic problems, practical manuals, and descriptions of courses, programmes and inter-university cooperation, or on recruitment, admission, academic and social equipment specific to these students' environments (counselling services, *inter alia*), or on the "nebulous issue of «international student needs»" (Altbach and Lulat, 1985: 32), *i.e.* problems of housing, financing, health, recreation, etc. which were also not central to the migration issue.

Similarly, writings devoted exclusively to the legal aspects of migration have not been included, although many articles touch upon the subject. Psychological and anthropological studies were carefully screened. We did not select the ones dealing with small communities that were concerned with changes in their own personal ethnic or cultural identity, or the individual or collective risks connected to migration (mental disorders in studies of a given nationality on such or such a campus, eating habits in another group, changes in the perception of the role of women, or men, in some Asian national groups in a certain state of the U.S. etc.<sup>5</sup>). On the other hand, we did select studies on the adaptation and integration of community groups and on cultural problems when they were general or directly related to a decision to return to the home country or a decision to stay in the host country.

## Gathering the documents

The reference list was constructed from earlier bibliographies on the theme of scientific migration (Glaser 1978, Altbach *et al.* 1985, UNCTAD 1987, Todisco 1993) and a more general bibliography on return migration (Gaillard 1994). We consulted data bases (Box no. 1), and catalogues of documentation centres we had visited (Box no. 2), and carefully checked all the bibliographic references in the written works we had consulted. This last task was surprisingly productive, even though we had already gone through the bibliographic references and data bases mentioned earlier with a fine-toothed comb. Last, we asked a few of the most prolific authors (including institutional authors) to complete the list of references concerning their own work.

### BOX NO. 1 - DATABASES USED

- CLASE -*Citas Latinoamericanas en Ciencias Sociales y Humanidades (Mexico)*
- FRANCIS -*CNRS (France)*
- Dissertation Abstract International (USA)*
- Répertoire National des Thèses et Télétheses (France)*
- LABORDOC *data base of the International Labour Office (ILO), Switzerland*
- Magazine Database (USA)*
- MEDLINE (USA)*
- Social Science Index (USA)*
- Sociological Abstracts (USA)*

<sup>5</sup>We are not questioning the interest or justification of these studies, but rather their relevance to the context of this publication.

**BOX NO. 2- LIBRARIES AND DOCUMENTATION CENTRES VISITED**

- The Library of Congress (Washington D.C., USA)*
- The Georgetown University Library (Washington D.C., USA)*
- The George Washington University Library (Washington D.C., USA)*
- The International Labour Office (ILO) Documentation Centre (Paris, France)*
- The International Association of Universities' Documentation Centre (Paris, France)*
- CIEMI Documentation Centre (Paris, France)*
- UNESCO Documentation Centre*

Altogether 1,816 references were selected. We think that we have compiled most of the works published on international migration of highly skilled manpower, but recognize that our database cannot be exhaustive.

## 2. PRESENTATION OF THE DATABASE

Over 80% of the titles came from various types of published works (see Box no. 3). Most articles came from scientific journals (674 references). Then came contributions to multi-authored books or papers at conferences (371), followed by reports from institutions (189) and books (131, including 22 conference proceedings and 12 multi-authored books); there were 69 articles published in news magazines and 61 articles in popular science magazines. The unpublished works mainly included research reports (essentially thesis papers) and reports from national and international institutions and from NGOs.

**BOX NO. 3 - TYPES OF DOCUMENTS**

*1495 published works*

- *674 articles in scientific journals*
- *371 contributions to multi-authored books or papers at conferences*
- *189 reports (official or administrative reports, reports from international institutions, NGOs or other private organizations)*
- *131 books (including 22 conference proceedings and 12 multi-authored books)*
- *69 articles in news magazines*
- *61 articles in popular science magazines (Science, Nature, etc.)*

*321 non published works*

- *127 research reports (including 103 PhD theses)*
- *97 national reports (including unpublished conference papers)*
- *57 reports by international institution*
- *27 NGO reports*
- *13 other works*

Most (1,615 titles, or 88%) of the work was published in English. This is a constant for scientific production the world over. We queried several data bases and documentation centres in France, but even there, only 6% (112 titles) were in French<sup>6</sup>. Then came Spanish, and a smattering of texts in German, Portuguese and Italian.

The 674 articles published in scientific journals were divided across 354 journals, of which 265 only published one article, 46 published 2, 13 published 3, 6 published 4, 8 published 5, and 16 published more than 5 articles (which includes two special issues).

**BOX NO. 4 - THE MAIN JOURNALS IN WHICH THE WORKS ARE PUBLISHED:**

- *International Migration* which published 30 articles during this period, with three noticeable publication "peaks": 5 in 1976-77, 7 in 1985-86, and 7 in 1991-92;
- *Studi Emigrazione/Etudes Migrations* which published 21 articles since 1989 (15 in a special issue in 1995, featuring the proceedings of a seminar on the migration of qualified manpower);
- *Minerva*, which published 20 articles, over half before 1975; activities have been resumed timidly since 1990 (4 articles);
- *International Educational and Cultural Exchange*, with 20 articles published between 1966 and 1978;
- *International Migration Review*, with 16 articles published, mainly during the first half of the 1970s and after 1990;
- *Comparative Education Review* with 13 articles (over half, i.e. 7, were published in 1984).

The journals restricted their scientific coverage essentially to the human sciences (mainly anthropology, demography, economics, geography, history, psychology, educational sciences, communications, political sciences, and sociology). But the mobility of scientists and academics was also a theme of interest. Now and then scientists in physics, biology and medicine, whose articles are published in specialized journals, touch upon the subject<sup>7</sup>. This is a patent concern for the "hard science"; articles may make up only a small part of the scientific journals (47 articles in 33 journals) but, there were also 54 articles in scientific magazines such as *Science*, *Nature*, and *New Scientists*)<sup>8</sup>.

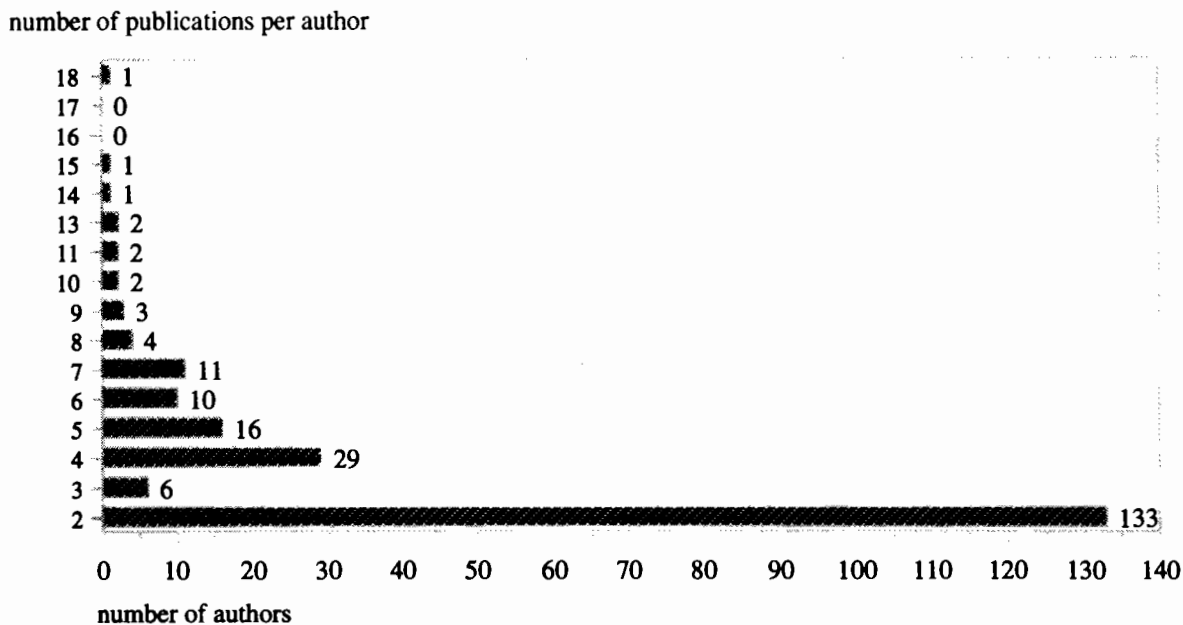
This said, it is the thematic, multidisciplinary journals that publish the most articles (see Box 4). First, there are the journals specialised in the study of migration, then the ones devoted to science and education. Most of the works are written by a single author (1,597, including 150 institutional authors). There were only 294 co-authored books, of which 221 had two authors.

<sup>6</sup>The data bases run by the Institut de l'Information Scientifique et Technique (INIST) in France, grant preferred conditions of access to French and European scientific literature but are linguistically "dominated" by English since 75% of the references indexed in PASCAL are in English and only 10% in French.

<sup>7</sup>Usually in connection with information on observing scientific communities in which the authors live and work, therefore they are not scientific studies on the subject *per se*, but mostly worrying observations and first-hand reports.

<sup>8</sup>Most of the articles in these wide circulation popular scientific magazines are on the "hard" sciences". These magazines are not include in the calculations on scientific journals examined in this section.

**GRAPH NO. 1**  
**NUMBER OF AUTHORS WHO PUBLISHED TWICE OR MORE**



Furthermore, an overwhelming majority (84%, or 1181 people) only treated the subject once. This would tend to prove that there is no overdose of specialists working on the field of this study. There were only 13 authors of university dissertations (out of the 103 selected for the data base) who published on the subject of their university thesis again at a later date. The vast majority of these theses have not been published and can only be found in specialised data bases.

Conversely, this does not mean that the author's expertise develops systematically as the list of his published works grows although the two are probably connected. The frequency of publication is obviously a relevant indicator in a bibliometric analysis, but looking at the titles of works by certain authors quickly shows that quality cannot be measured exclusively by the number of publications and that, in some cases, publications are versions of a often rehashed basic text. Certain prolific authors sometimes use the same version of a text and update the information on their field study (which may be worthwhile, especially if statistical information is involved, but this makes the publication relatively less original). We tried to eliminate this bias by not repeating mention of overlapping titles in publications that were chronologically close (less that two years apart)<sup>9</sup>.

## The countries concerned

Of the works in reference, close to 75% cover at least one country or region. We assigned them to categories according to this geopolitical vantage point. The rest (500 references) is composed essentially of studies, discussion papers, models, and policy proposals to solve the problem of the brain drain and the mobility of students, and highly qualified manpower and scientists

<sup>9</sup>A account which includes information on the various related publications, e.g. "also published in...on...etc."

**BOX NO. 5 - BREAKDOWN OF WORKS: HOST COUNTRIES AND COUNTRIES OF ORIGIN**

-Works covering both country of origin and host country: 496

(mainly studies on the migrant communities or on the sequential order of their migratory experience).

-Works on the country of origin without reference to the countries of destination: 478

(mainly socio-political studies on the consequences of the elites' departure for the country of origin).

-Works on the country of destination without reference to the countries of origin: 337

(mainly general studies on the effects of migration (especially by students) on the host countries, and socio-political issues related to such migration)

*The countries of origin*

There were 979 works on the migration of scientists or highly qualified manpower, from the viewpoint of a country or region of origin. Since the migration involved was very specific, the countries of origin affected by this migration did not match the list of countries traditionally affected by emigration. There were practically no works (only 6) concerning either the European or the African countries along the Mediterranean, for instance, yet, throughout the last few decades, this is where most labourers migrating to northern Europe originated<sup>10</sup>. As Salt and Findlay (1989) pointed out, thus, the brain drain, as a phenomenon, has seldom been studied together with migratory flows, as a phenomenon, simply because it was not considered as immigration *per se* and it did not affect a sufficiently large number of people.

**TABLE NO. 1**  
**FREQUENCY OF REFERENCE TO COUNTRIES AS COUNTRIES OF ORIGIN\***

AFRICA		AMERICA		ASIA		EUROPE	
GENERAL	44	GENERAL	35	GENERAL ASIA	50	GENERAL	50
SOUTH AFRICA	1	ARGENTINA	14	SAUDI ARABIA	1	GERMANY	9
ALGERIA	2	BOLIVIA	1	BANGLADESH	2	AUSTRIA	2
CAMEROON	3	BRAZIL	9	SOUTH KOREA	15	BULGARIA	4
EGYPT	9	CANADA	10	HONG KONG	21	SPAIN	3
GHANA	3	CHILE	5	INDIA	72	FINLAND	2
KENYA	2	COLOMBIA	14	INDONESIA	2	FRANCE	9
LIBYA	1	COSTA RICA	3	IRAN	14	GEORGIA	1
MAGHREB	3	CUBA	1	ISRAEL	8	GREAT BRITAIN	42
MOROCCO	1	GUYANA	1	JAPAN	10	GREECE	8
NIGERIA	15	HONDURAS	1	JORDAN	1	HUNGARY	9
SOMALIA	3	MEXICO	4	LEBANON	7	IRELAND	10
SUDAN	6	NICARAGUA	1	MALAYSIA	3	ITALY	2
SWAZILAND	3	PANAMA	1	PAKISTAN	8	NORWAY	1
TANZANIA	4	PARAGUAY	1	PALESTINE	1	POLAND	12
ZAMBIA	3	PERU	3	PHILIPPINES	22	PORTUGAL	1
		PUERTO RICO	2	PEOP.REP.CHINA	93	CZECH REP	4
		URUGUAY	3	SINGAPORE	6	ROMANIA	5
		USA	25	SRI LANKA	5	RUSSIA	56
		VENEZUELA	6	TURKEY	5	SERBIA	1
				TAIWAN	15	SLOVAKIA	5
				THAILAND	4	SLOVENIA	2
				VIETNAM	1	SWEDEN	3
						UKRAINE	4
						EX USSR	10
						EX CZECHOSLOVAKIA	2
						EX YUGOSLAVIA.	2

Total.....103    Total.....140    Total..... 366    Total.....259

\*In this table, countries are classified geographically, not geopolitically.

<sup>10</sup>As a comparison, see the bibliography entitled "Migration Return: A Bibliographical Overview" by Anne Marie Gaillard (1994) in which the author shows that writings on return migration mainly involve migrants, most of whom originated in the Mediterranean Basin countries.

The continents where the most studies on the origin of international migration have been made are Asia and then Europe (see Table no. 1). In Europe, with the exception of the United Kingdom and Ireland, the subject was not considered a serious problem until a few years ago. But since the communist regimes in the Soviet Union and in East Europe collapsed, there have been increasing numbers of studies on these countries as countries of origin. Between 1990 and 1995, for instance, 56 papers on Russia were published. Great Britain, where the notion of the "brain drain" was born (Royal Society 1963) is the European country which has been surveyed the most since the 1960s; an impressive 42 papers have been published on the subject. This is probably connected to the fact that British scientists have been directly operational in the United States, a country that constituted a real threat to the U.K. national scientific community, which feared that its intellectual potential would take flight and benefit another country. This was, but to a lesser extent, also the case of Ireland, whose students and scientists left for England.

The 868 references in Table no. 1 do not include all of the 971 references dealing with the countries of origin, because some of the latter cover several countries and give each country's name (which means that a reference can be counted several times) or cover a geopolitical entity such as developing countries (153 references), industrialised countries (2), countries of the Commonwealth (4), Arab countries (18), the Caribbean (10). None of these references are included in Table no. 1.

#### *The host countries*

With 433 references, (23% of the total figure), work on the United States far surpasses that on other countries of immigration<sup>11</sup> (see Table no. 2) The United States is also the world leader in receiving foreign students (over 400,000 in the beginning of the 1990s).

France, which is second on the foreign students reception list, (136,000<sup>12</sup>) only appears in 31 writings (1.7%), thus in fifth position, since Great Britain (59), Canada (44) and Germany (32) outrank it.

Although the countries of the South are the ones most often monitored when studying countries of origin (twice as much as the countries of the North - see Table no. 1), the countries of the North constitute the prime pole of interest for studies on host countries. This is due to a migratory reality, and it is not surprising that "geographical dispatching" in basic writings for our period of study indicate a direction of migration that runs from south to north.

<sup>11</sup>This said, in our data base, we are far from the 70% figure given in the bibliography on university migration, carried out in the United States, by Altbach and Lulat (1985). Their bibliography includes substantial university writings which, because of selection criteria described earlier, we have not included.

<sup>12</sup>UNESCO Statistical Issues, 1993.



**TABLE NO. 2**  
**FREQUENCY OF REFERENCE TO COUNTRIES AS HOST COUNTRIES \*13**

OCEANIA		AMERICA		ASIA		EUROPE	
		Latin America	3	GENERAL ASIA	3	GENERAL	46
						EASTERN EUROPE	1
AUSTRALIA	25	CANADA	44	INDIA	1	GERMANY	32
		GUYANA	1	ISRAEL	6	SPAIN	2
		USA	433	JAPAN	7	FINLAND	1
		VENEZUELA	1	PAKISTAN	2	FRANCE	31
				PALESTINE	1	GREAT BRITAIN	59
				THAILAND	1	ITALY	2
						NORWAY	3
						NETHERLANDS	3
						POLAND	1
						ROMANIA	1
						SWEDEN	8
						SWITZERLAND	2
						EX USSR	5
<b>TOTAL.....</b>	<b>25</b>	<b>TOTAL.....</b>	<b>482</b>	<b>TOTAL.....</b>	<b>21</b>	<b>TOTAL</b>	<b>197</b>

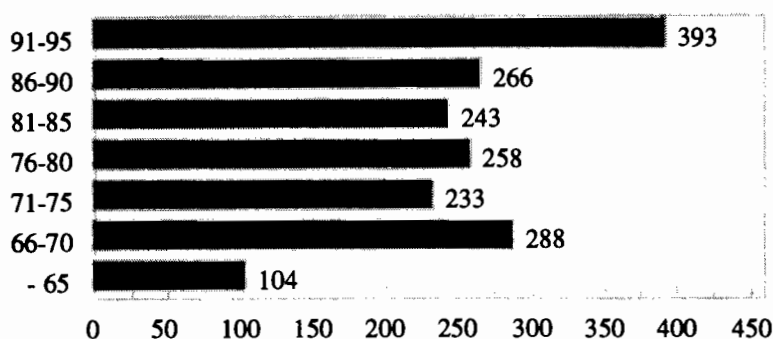
\* In this table, countries are classified geographically, not geopolitically.

### 3. CHRONOLOGY OF THE WORKS

In the third part, we considered the chronology of indexed references by working in five-year periods. The goal was to mitigate inter-annual variations connected to the organization of events such as international conferences which generate considerable writings, be they published or not.

#### Chronology of references

**GRAPH 2**  
**CHRONOLOGY OF INDEXED REFERENCES**



International migration of highly qualified manpower first appeared as a theme of attention in the early 1960s<sup>14</sup> and reached its culmination at the end of that same decade. There was a very relative drop in interest during the first half of the 1970s although it was generally maintained until the end of the 1980s. Then interest soared again, in particular because of the brain return in many Asian countries and, more recently, because of the upheavals in the scientific and technical systems in the ex-Soviet Union and the East European countries which has led to new flows of skilled scientific and technical personnel.

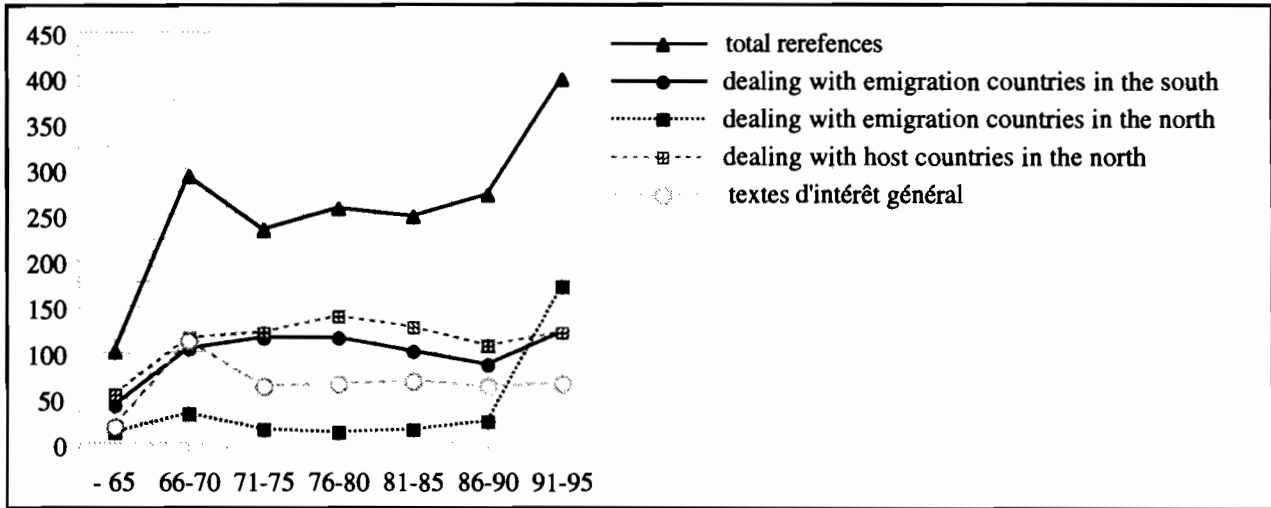
<sup>13</sup>Two indexed works indicate Africa as host country. One is a general text, the other is a text on Nigeria.

<sup>14</sup>Out of 104 references published prior to 1965, 27 date back to before 1960.

## Chronology of references by continent and by country

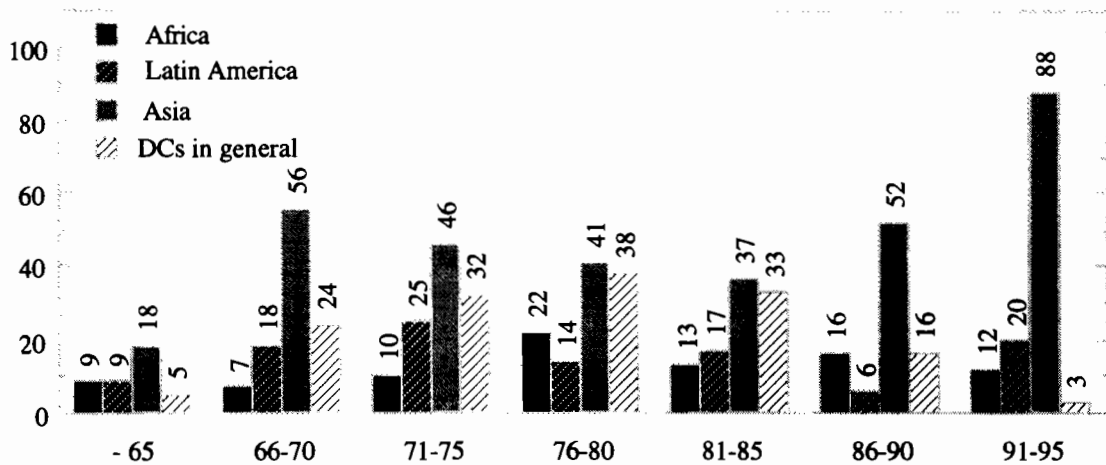
This renewed interest for a theme expressed essentially in quantitative terms since the early 1990s also corresponds to a shift of interest, concerning both the countries and continents of emigration and immigration studied, and the flows that made up the migration of highly qualified manpower during the last four decades (see Figures 3, 4, 5, 6, and 7 below)

**GRAPH 3**  
**CHRONOLOGY BASED ON GEOGRAPHICAL ZONE<sup>15</sup>**



Thus, as Figures 3, 4, and 5 clearly indicate, the increase in the number of references during the first half of the 1990s can be explained by the interest shown in these two main poles: the emigration countries of the North (mainly ex-Soviet Union and East Europe where the problem is loss of trained scientists and prevention of further loss) and the emigration countries of the South, (especially Asia, and more particularly, China where the problem is mainly student return or non-return and the related policies).

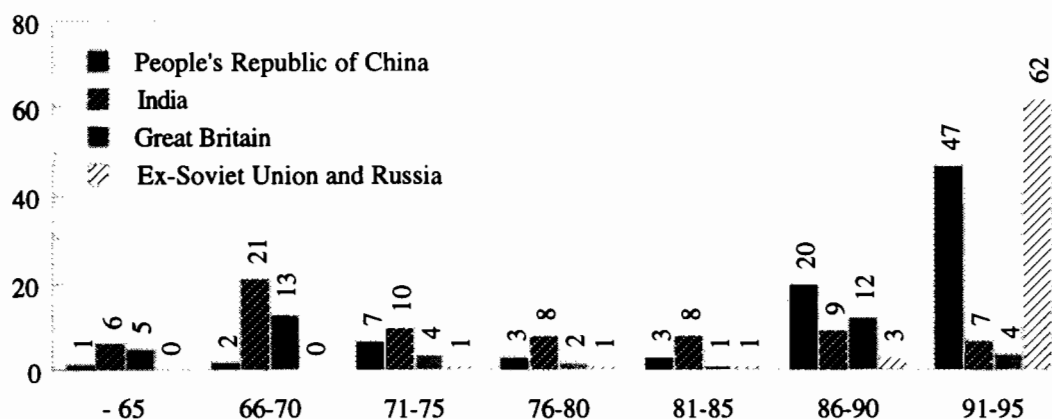
**GRAPH 4**  
**CHRONOLOGY BY CONTINENT IN THE SOUTH**



<sup>15</sup> The total of the curves does not correspond to the curve on the total number of titles because some works refer to both the country of emigration and the country of immigration.

This graph indicates that two geographic poles, Asia and the Developing Countries (DCs), very quickly captured widespread general attention. Throughout the years there has been regular interest shown in Asia (writings on India represented more of less 20% of the total, except in the 1966-1970 period when the figure rose to 37% and in the recent years when it has barely averaged 8% - see Graphs 4 and 5), and in the Developing Countries (DCs) as a generic entity. As we already mentioned, the most recent publications on Asian countries deal with the People's Republic of China (see Graph 5). The same cannot be said about the references to the DCs. Interest in works from this entity faded out because of the impossibility to implement policies that had been devised to stem to the brain drain from countries of the South. More will be said about this later.

**GRAPH 5**  
**CHRONOLOGY OF WRITINGS ON CHINA, INDIA, GREAT BRITAIN AND RUSSIA**  
(COUNTRIES OF THE SOUTH AND THE NORTH ABOUT WHICH THE MOST HAS BEEN WRITTEN)



#### 4. MAIN THEMATIC TRENDS

To determine the main trends in our field of study and their relative importance during the last forty years we used successive steps, as our data base grew. We only kept the significant major trends for the period of study, and defined six main trends, as follows: "Brain Drain", "Students", "Migration", "Scientific Mobility", "Brain Gain", and "Reverse Brain Drain or "return"<sup>16</sup>. Since the data indexing operation took more than six months, we felt that the definitions of the different trends would not become definitive until the data had been completed. For each reference we recheck (and sometimes corrected) the trend to which it had been assigned. Each reference was assigned to only one trend, except for 5 works on the brain gain which dealt with migration as both a loss and a gain for the country of origin. They have been classified under both brain drain and brain gain. Trend definitions are given below. The chronology of these trends is plotted in Figure 6, which gives us a possible, although not exclusive, representation of the trends observed in our field of study. As in all typologies of this type, what is most important is defining the selected categories and trends precisely, without room for ambiguity.

<sup>16</sup> We have defined other trends, e.g. Brain Overflow, Brain Drain for the host country, policies and programmes, etc. but we finally decided not to use them.

## Definition of trends used in the graphs

*Brain drain:* this category includes everything written on migration as a phenomenon causing loss to the country of origin and, marginally, gain for the host country. (We have not subscribed to the U.N. logic that defines brain drain only in terms of benefits to the industrialised countries with a market economy. This trend includes economic and political, and sometimes sociological and psychological writings based on a postulate that associates migration with the principle of loss for the country of origin.

*Students:* this category includes general studies on students, (either at the country level, host or origin, or at the international level — flows, trends, course options, etc.), programme evaluations, policy impact studies, annotated statistics, writings on the relations between the country of origin and students, the role of foreign study in the development of the country of origin, and the country's attitude towards sending or receiving students, as well as sociological works on the migration of specific students.

*Migration:* this category includes writings on highly qualified professionals (not students) seen as a social group whose migratory traits (in part or in general) are being studied, e.g. the dynamics and causal factors of migration, the various aspects of the migratory experience, reasons for returning or not returning. It also includes historical, demographic and sociological writings intended to edify the subject of migration as a whole by measuring flows, making scales of satisfaction and studying changes in attitude or behavior, etc.

*Scientific mobility:* this entails strictly scientific migration i.e. mobility of academics, research scientists, high level technicians. It includes historical works, thematic articles, writings on the value of experience acquired abroad, etc. These writings are put in the scientific mobility category, unless they concern migratory processes *per se*, in which case they are classified in the migration category described above.

*Brain gain:* this category includes writings that analyse the role of the country's intellectual diaspora in terms of gain for the country of origin. It also takes account of works that study the preferential relations between the country of origin and the host country, and the transfer of information and technology made possible thanks to the expatriate scientists.

*Reverse Brain drain or return:* this category includes writings that study the recovery of expatriated skills through actual returns, the impact of returning migrants on the country of origin and evaluations of return incentive programmes.

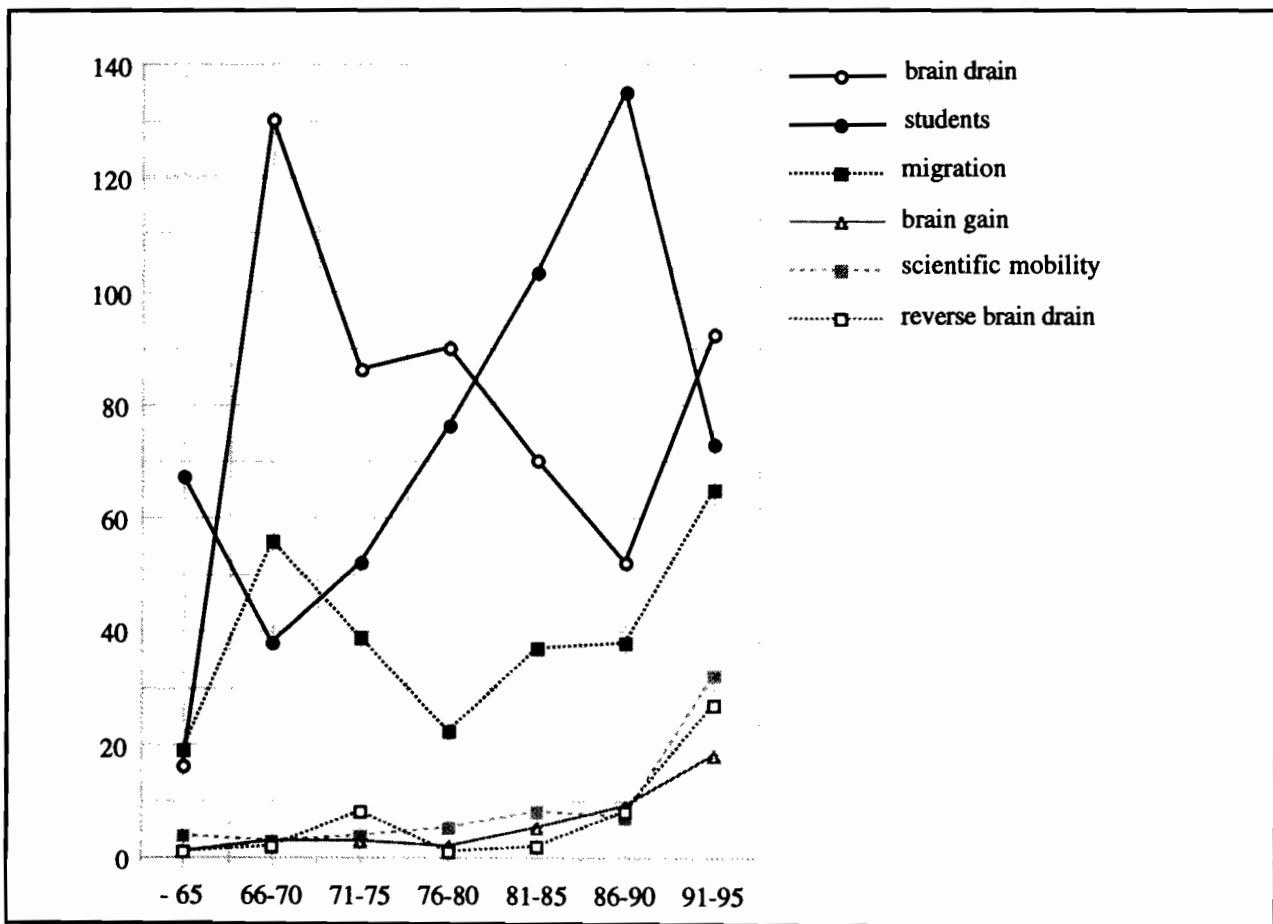
The following graph plots the interest of the themes in the indexed references. It shows that the number of publications in the "brain drain" trend fell between the early 1970s and the end of the 1980s and then rose sharply during the last five years on the graph (because of interest shown for the countries of the ex-USSR and the People's Republic of China, as mentioned earlier) We think that the drop between 1970 and 1990, was not due, in the early 1970s, to lack of interest in the problem of the brain drain as

a source of loss for the country of origin, because other observations confirm that the largest number of works on losses to countries of the South caused by elites migrating to the North were written during this period, (see Graph 4 on writing devoted to the DCs).

We think that the reason for the notable drop on our graph can be traced to our classification of themes. In this paper, the brain drain theme is used to characterise general studies, but during our time frame, the question of the brain drain largely gravitated around the issue of students, who constituted the biggest component of the elites migration movement<sup>17</sup>. This graph clearly shows that the decrease in the number of works on the brain drain was paralleled by an increase in the number of works on students. We think that this reflects a compensation but unfortunately are unable to detail it on this graph.

This graph also shows a strong progression, during the last five years, in three trends (return, brain gain and scientific mobility) that contribute to renewing the scientific issue.

GRAPH 6  
CHRONOLOGY OF MAIN TRENDS

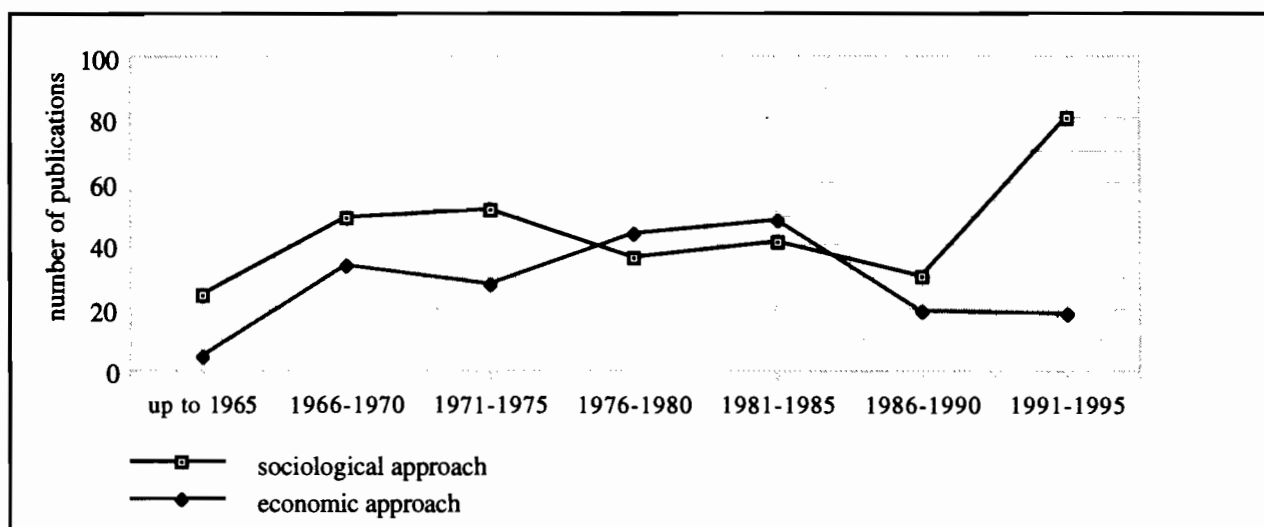


<sup>17</sup>As of 1970, far more students went abroad, *i.e.* 95% more during the 1970s and 29% during the 1980s (percentages calculated on the basis of UNESCO figures published in 1993 which show the increase in flows per decade in comparison with the preceding decade).

## 5. MAIN DISCIPLINARY APPROACHES

The percentage of economic papers (or multidisciplinary works with a strong economic component) on evaluating the cost of the brain drain and on problems of compensation between countries (194 titles, or 11% of the 1,816) was relatively low (see graph 7) but they strongly influenced the debate for more than a decade, especially in the international arena. Although a lot of work was done in the field of sociology (314) its impact, except for UNITAR, was far weaker.

GRAPH 7  
CHRONOLOGY OF ECONOMIC AND SOCIOLOGICAL APPROACHES



### The semantic evolution of the “brain drain”

It was in 1957 that Ayn Rand, in his novel *Atlas Shrugged*,<sup>18</sup> introduced the term “brain drain” to illustrate what happened when innovators and entrepreneurs “evaporated” out of research and production for social, economic or political reasons. The Royal Society<sup>19</sup> then applied the term to British scientists and intellectual who migrated to the United States. According to Johnson (1965), the purpose was to play up the loss of trained personnel (especially scientists and doctors) who left the United Kingdom to take up attractive jobs in research in the United States. The notion of “brain drain”, at that time, meant losing trained minds to the pull of a foreign market. Furthermore, because of similarity in training, language and experience, the British “brain” was almost immediately operational in the American scientific world, which was becoming more and more powerful partly thanks to skills “flowing in” from Britain (Hoch and Platt 1992<sup>20</sup>). In that particular case the image of immediate drainage and the use of brains that have migrated from one environment to another is relevant.

<sup>18</sup>RAND A., 1957, *Atlas Shrugged*, Signet, New York.

<sup>19</sup>Royal Society (The), 1963, *Emigration of Scientists from the United Kingdom*, Report of a Committee Appointed by the Council of the Royal Society, Royal Society, London.

<sup>20</sup>HOCH P., PLATT J., 1992, Migration and the Denationalization of Science, in E. Crawford, T. Shinn and S. Sörlin, *Denationalizing Science*, Kluwer, London, pp. 133-152.

The same expression was used to describe the case of “brains” that migrated from developing countries to the developed countries, but the situation was somewhat different in that most of these “brains” left home to study, and therefore were not yet trained in research at the time of their departure (Gaillard 1991). Loss of a qualified person, thus, is caused by the non-return of the student, who after finishing his studies, becomes a scientist, and decides to remain abroad, usually in the country where he studied. Even if most of them had the intention to go home<sup>21</sup>, many did not.<sup>22</sup> Estimates suggest that close to a million students and scientists during the last forty years stayed in - or emigrated to - the United States or Europe after completing their studies (Kallen 1994). Within the strides of economic analyses ensconced in the ideology of third worldism, the concept takes a different turn, but nonetheless keeps the notion of “economic drainage”, which tags on to the concept of pillage of the South (Amuzegar 1968). The word “drain” has kept its economic connotation, but the word “brain” has become multifarious. The word “brain” refers increasingly to a “brain to be trained” rather than, as we already saw, to a “trained brain”. At the same time, it is less “brainy”, so to speak, since it no longer only refers to the intellectual and scientific profession, and the emphasis gets placed on the “drain” part of the “brain drain”. Hence the term no longer defines a specific migration, *i.e.* the movement of scientific or intellectual minds, but rather a phenomenon that occurs through migration, and connotes a country’s real or potential loss of professional skills at all levels. Despite the shift in meaning, the question of scientific migration (of both trained and trainable minds) remains central to the debate.

### **The ideological controversy: countervailing economic postulates**

The idea that migration always entailed a brain drain was never universally accepted. The issue which was central during the so called “controversy on the brain drain” (Das 71) is still topical. Is international migration of minds a synonym to “exodus”, in other words, a country’s loss due to migration? Or does it contribute to the international circulation of knowledge, which should benefit us all? This question has stoked many animated discussions. Some people refuse to analyse the migration of the professional elite using the paradigm inspired by the neocolonial approach. They stand pat on the idea that these migrations will continue to benefit their home country because money is “sent home”, because migrants influence the policies of their country of residence, *i.e.* make them more favourable to their country of origin<sup>23</sup>, and because high level expatriates contribute to the development of their home country through technology transfers (even when they themselves do not return home) (Grubel 1966, Grubel and Scott 1966, Johnson 1967 and 1968). This was the beginning of the famous “brain

<sup>21</sup> HOCH P., PLATT J., 1992, Migration and the Denationalization of Science, in E. Crawford, T. Shinn and S. Sörlin, *Denationalizing Science*, Kluwer, London, pp. 133-152.

<sup>22</sup> In the United States, an estimated 60% of the non-American students who graduate with a PhD stay in the United States after completing their studies (Steward, 1993).

<sup>23</sup> Thereby preceding the increasingly widespread idea on the political role of the diaspora in the country of destination (Bhagwati and Rao 1994).

drain controversy” where the internationalist and the nationalist streams of thought, each with its own economic perspective, clashed (Adams 1968, Kindleberger 1977). According to the former, the migration of brainpower to the countries of the north is a normal phenomenon in a global market, because that is where wages and productivity are optimal. Furthermore, according to this approach, migration is of equal benefit to the South and the North<sup>24</sup>. The “nationalists” buttress their thesis on two postulates: 1) in an international economy, expertise is not evenly distributed — the North benefits from what is cruelly wanting in the South, 2) these migratory movements are artificial because they constitute a response to a selective migratory policy of the “importing” country whose immediate goal is profit (Amuzegar, 1968).

The “nationalist” thesis was adopted as the basis for international policies, in particular within the United Nations. Governments and international organizations were urged to compile information on the scope of the problem in order to prepare their position (Grubel 1976). This, in 1974, gave rise to the UNCTAD term, “reverse transfer of technology” (UNCTAD 1974) which clearly sites the problem within international co-operation policies. According to this analytical model, derived from the “nationalist” theories on the brain drain, the migration of the elite from the countries of the South, “reinjects”, in the industrialised countries, the benefits of aid that they originally granted to the South. This provides the basis for the ambiguous concept of reverse transfer of technology. The goal then becomes to calculate the “loss” and to find some way to prevent or offset it.

## The impossible quest for compensation

The first so called preventive measures were designed to stimulate the “exporting” countries to create a political, economic, scientific and social environment that could stem the flight of skilled people (Baldwin 1970, Zahlan 1977). Restrictive measures were also proposed, and countries of the South were advised to introduce emigration regulations, while, at the same time, the intake countries of the North were advised to adopt immigration regulations to cancel former incentives offered to the elite of the South (Böhning 1977). Other proposals, called measures of restitution were also suggested. They entailed the return of trained professionals (the country of training was to encourage the temporary - not definite - emigration of these intellectuals), and a compensation system crafted to replace any emigrating specialist from the South through technical assistance from the North to the South. Finally, the most well-known measure was taxation (Bhagwati and Dellalfar 1973, Bhagwati 1976), which advocated a surtax on the incomes of professionals who immigrated from the less developed countries (LDCs) to the developed countries (DCs). The funds raised were to have been “routed through the United Nations to development programmes in the LDCs.” (Bhagwati, 76:3)

These measures were doomed to fail from the very beginning because of a triple bias in the underlying theoretical approach which assumed that all intellectual migrants left home for economic reasons (refuted in the writings of, *inter alia* Johnson 1965 and 1968, Glaser and Habers 1978, Böhning 1982) and

<sup>24</sup> In this context M. S. Das (1971) already talked about replacing the word *brain drain* by *brain gain* or *brain exchange*.



that there was a connection between the migratory movement and the movement of capital, products, salaries, and prices, (refuted *inter alia* by Salomon 1973). The third bias lay, (and still lies) in the difficulty in measuring the migration of the elite (unclear definition of the concept, no mechanism for observing their movement, available statistics not very reliable and not standardised). Departures, for instance, were partly recorded, but returns were not. Thus, the consequences of the brain drain were grossly overestimated (Johnson 1965).

The result was that these measures did not produce the desired effects, and, more often than not, were not applicable. The preventive measures were constructed on the most radical principles because their aim was to keep the elite home by offering attractive salaries and a stimulating professional environment. It was difficult to see them as transitional measures, since they stood out clearly as the principal goal. The prerequisite to implementing policies such as these was a level of economic, scientific and cultural development that ensured the *de facto* existence of conditions propitious to solving the problem of the high level brain drain (Keely 1985).

The restrictive measures were no more successful and were almost inapplicable. For them to achieve their goal, the countries of origin would have had to seriously tighten their emigration rules. This would have meant establishing a police and controls system that most of the states could not (nor wanted to<sup>25</sup>) impose. This would also have obliged the countries of destination to change their immigration policies, a prerogative of the states alone that depends on geopolitical, economic and social choices. Considering the present state of international relations, there is no country in the world that would agree to alter its policy on incoming foreigners in response to an injunction or advice from international organizations.

Restorative measures were never effective either since they ultimately depended on individual migration controls. In other words in application of these measures every time a specialist from the South went to the North, he had to return home, be it of his own volition or under pressure. Failing this, a specialist from the North would have had to go to fill the intellectual gap he left in his country of origin. It is not difficult to understand why these measures could not be successful. Besides the fact that they required difficult and unpleasant controls they were not always compatible with North/South co-operation policies

Compensation measures (mainly taxation) were to be organized via a new international fund to help develop the countries of origin. The idea was to reimburse the training cost of each non-returning trained emigrant and the potential attendant skill loss. These measures proved practically impossible to apply because of problems with the statistical design and the collection systems (Mundende 1989). The "tax" option and the concept of "reverse transfer of technology" died a natural death (UNCTAD 1987), after endless discussion and numerous studies between 1973, when the idea was born, and 1987, when it was dropped.

<sup>25</sup> Countries that made the political choice to impose drastic emigration regulations on their elite (countries in the East, for instance) were not paragons of democracy and did not wait for recommendations from international experts to implement these measures.

In conclusion, these measures did not have the expected effects and, moreover, proved that a global solution cannot be applied to a social phenomenon which by its very nature is polymorphic.

## The sociological “career” of the brain drain

This aspect was given special attention by UNITAR (*United Nation.Institute for Training and Research*) who started in 1970 looking at the problem from a sociological angle. This approach was fundamentally different from the economic approach, which kindled the controversy, and from the attempted remedies, but was not a new way of analyzing migration as a phenomenon<sup>26</sup>. Literature offers us many earlier works that use sociological approaches to the *brain drain* problem, albeit often to a lesser extent.

When Glaser and Habers (1978) published the results of a uniquely broad study (6,500 students queried in eleven countries), some unexpected aspects of the brain drain came to the fore. They became landmark references for years to come, for they showed, contrary to popular belief, that 1) students who stayed in their country of study after finishing their courses nonetheless intended to return to their home country, 2) most of the students who had returned to their home country intended to stay there, and 3) it was not necessarily the brightest students who stayed in the country of study. In other words, student migration, which had been one of the main subjects under discussion on the brain drain, was not necessarily a real “drain”, because, if the hypothesis on the students’ eventual return to the home country proved true, (something that was not however established)<sup>27</sup>, there would be no brain drain, just temporary migration. Furthermore, by using the sociological approach, UNITAR brought out the tremendous complexity of the migratory process and dynamics, and the infinite number of reasons for individuals and groups to emigrate, stay abroad and/or return home<sup>28</sup>.

This partly called into question the very notion of brain drain as postulated in economic analyses. Furthermore, through the study’s geographic coverage, the authors showed that the brain drain was not, and could not be, uniform since it resulted from a social reality that by definition was polymorphic because of its connections with the country’s political, social, economic and cultural conditions. The logical conclusion therefrom was that the way the brain drain, as a phenomenon, was expressed, depended on the country and on the migration characteristics (nature, direction, number of people leaving). Going a step further, it seemed ill-found to advocate that global solutions, - like earlier proposals based on a macro-economic approach, - be applied to the brain drain.

As mentioned earlier, the work done by the UNITAR team made it possible to understand the complexity of this migration. In so doing, however, it did not challenge the basic idea of loss of expertise and talent for the country of origin, but gave it relative value. Actually, for students and professionals who intended to return home and did not, the loss became more than obvious. Thus, the converse was that

<sup>26</sup> Sociologists from the Dept. of Urban Ecology at the Chicago School had extensively tested the sociological methods (among others) to analyse migration patterns from the beginning of the century (1914-1930).

<sup>27</sup> Other subsequent studies prove that many in fact do not return, cf. note 28.

<sup>28</sup> The studies by UNITAR inspired a lot of work on both exodus and return during the following decade.

returning home was the best remedy against the brain drain. Gradually the global economic measures that had been advocated to fight the brain drain were replaced by national approaches that devised ad hoc solutions, *e.g.* return incentive policies. This led to a perception of elite migrations (students and professionals) that leaned on the earliest ideas on these migrations, *i.e.* that they would favour the development of the South.

The shift away from strictly economic research (see Graph no. 7) did not mark the total demise of an economic approach to the brain drain. But, this type of approach no longer enjoys the same resonance it formerly had in international organisations and fora. Moreover, the brain drain, defined as a phenomenon that causes loss of human resources to the country of origin, shifted away from the 1970s and 1980s economic approach, to embark on a new career in the 1990s, based on its original definition that viewed the migration of high level, trained scientists, researchers and technicians to foreign lands mainly as a response to a scientifico-politico-economic reality (cf. UNESCO/ROSTE 1994).

## **New prospects: the brain return and the diaspora option**

The most recent period has been marked by two approaches that contributed to opening new possibilities for the future: brain return (as discussed above) and the diaspora option. In the 1980s, as the study on losses from departures was underway, the symmetrical concept of “brain return” or “return of skills”<sup>29</sup> was being developed. The “little dragons” of Southeast Asia are the champions of the “brain return”. Policies established in the 1960s and 1970s were designed for the systematic reintegration of nationals trained abroad<sup>30</sup>. Among the “little dragons”, South Korea and Taiwan probably had the most determined repatriation policies. (Chang 1992, Yoon 1992, Song 1991).

The efficacy of these policies was very limited in the 1960s and 1970s. In the case of South Korea, it wasn't until the 1980s that large numbers of scientists and engineers, who had gone to the United States, decided to return home (Song 1991).

This example, like other examples from newly industrialised countries in the region, clearly shows that the return of the scientific and technical elite is strongly connected to the country's economic development (and the development of an effective national research system<sup>31</sup>), and depends largely on the quantity and quality of contacts between the country of origin and the expatriate intellectual diaspora.<sup>32</sup>

<sup>29</sup> Since close to 20 years, two international organisations have also been funding aid projects to help qualified professionals return to their home countries, with various degrees of success. There is the IOM (International Organization for Migration) Return Programme and the UNDP-run TOKTEN programme (Transfer of Knowledge Through Expatriate Nationals).

<sup>30</sup> Recent studies in Taiwan and South Korea indicate that the *brain drain*, especially to the United States, mainly involves student migrations, not qualified engineers and scientists (Chang 1992).

<sup>31</sup> By cancelling aid to returning expatriate scientists and engineers at the beginning of the 1990s, South Korea implicitly recognised the fact that aid no longer played a major role in the decision to return. Furthermore, in 1994 aid was replaced by the “brain pool” programme which enabled Korean S&T institutions to invite Korean scientists and engineers residing abroad, for a period of up to a year. (Song 1990).

<sup>32</sup> At the same time the “brain pool” was being established, the Korean government increased its support to Korean science and engineering associations abroad; these associations created and fed databases interfacing national demand for scientific and technological expertise and Korean scientists residing abroad (Song 1990).

The diaspora option is designed to reconnect national scientists living abroad with the national scientific community via scientific activities of common interest. It is not a completely new policy; what is new is the systematic and multiple contacts that can be established through the development of modern communications technology. Using its many and more extensive configurations, a far greater number of members of the diaspora can inter-relate and exchange information. During the last few years, several countries have tried to inventory, mobilize and organize their expatriate scientists and reconnect them with the scientific community in the home country. Examples of this can be found in Chile, Colombia, South Korea, Ethiopia, Eritrea, India, Israel, Romania, Singapore, Taiwan and Venezuela<sup>33</sup>. Colombia, with its "Caldas Network" is probably the most advanced in its efforts to reconnect expatriate scientists<sup>34</sup>.

The idea seems simple and appealing, but applying it is more complicated. Other limits to the model may be due to the fact that it is based on a double postulate with an internal contradiction: the universality of science vs. the expatriate scientist's feeling of national allegiance. Observations show that the more researchers see themselves as true scientists the more they tend to want to use the diaspora network as an international scientific network. They also tend to prefer contacts with their professional peers, rather than with colleagues from different disciplines, even if they are fellow citizens, because science knows no borders. From an opposite viewpoint, the more "national" they feel, the more they give in to the temptation to convert the diaspora network into a network for national exchange and mutual assistance, thereby weakening its strictly S&T potential<sup>35</sup>.

Yet, the "diaspora option", like the "return option", is one of the most promising ways to combat the negative effects of the brain drain and, at the same time, benefit from it. Retrospectively, it is interesting to note that this approach reverts to a recurrent theme of the past, *viz.* developing the country of origin via the expatriate elite. This was the main principle of the "technology transfer" concept applied to foreign study and was one of the preferred themes of the "internationalists" in the 1970s. There almost seems to be a consensus about this idea, and it is significant that people who long rode the nationalistic wave now recognize the advantages, for the home country, that can be derived from the external migration of the elite. Bhagwati, the specialist and supporter of tax and compensation systems in the mid 1970s, wrote in 1994 that the developing countries had changed their opinion. They increasingly view the emigration of their most talented nationals as an opportunity for them (the nationals) to gain distinction and contribute to the glory of their home country... These countries hope to profit from the talents of their overseas nationals. In short, what appeared as a brain drain is now seen as the diaspora (Bhagwati and Rao, 1994)

<sup>33</sup>GAILLARD J., MEYER J-B., 1996, Le brain drain revisité : de l'exode au réseau, in J. GAILLARD (ed.), *Les coopérations scientifiques internationales*, Paris: Editions de l'ORSTOM, pp. 331-347.

<sup>34</sup>CHARUM J., GRANES J., MEYER J-B., 1996, La récupération de l'intelligence scientifique expatriée : le réseau Caldas, une expérience colombienne, in J. GAILLARD (ed.), *Les coopérations scientifiques internationales*, Paris: Editions de l'ORSTOM, pp. 319-329.

<sup>35</sup>SCHLEMMER B., GAILLARD J., BERNAL D., NARVAEZ N., 1996, *La dialectique du virtuel et du concret dans le réseau Caldas*, paper presented at the Conference on International Scientific Migration held in Bogota (Colombia), June 1996.

But the diaspora option goes further. It becomes an increasingly determined political option which the home countries use as access to their expatriate elite's many different - professional and relational - skills. In this context of globalised science and communications technology, efforts are now being made to maximize and ensure national uptake of the benefits stemming from the work of the expatriate scientists who, themselves, are becoming vanguards and outreaches of national science.

The diaspora option cannot stand alone. Although it is vital to the success of the "return" strategies, but counts on the return flow for vitality and renewal. The more the professionals joint active diaspora networks and participate in associations that facilitate their renewed and continued connections with the professional community in their country of origin, the easier it is for them to take the decision to return to their home country when the opportunity arises (Song 1997<sup>36</sup>). Furthermore, the interface between the national scientific community and the diaspora expands as the number of returning scientists increases. In the long term, if more and more professionals return to their home country, the gap between the scientific/technical activities at the national level and the level at which the expatriate scientists operate will shrink. Thus by returning home, the professionals will not only help strengthen and diversify the national scientific communities, but will also provide an indispensable base for maintaining and developing the diaspora option itself.

<sup>36</sup> SONG Hahzoong, 1997, From Brain Drain to Reverse Brain Drain: three decades of Korean Experience, *Science Technology and Society*, Vol.2 n°2.

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## GEOGRAPHICAL SELECTION

## COUNTRIES OF ORIGIN AFRICA

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
ADEBAYO A.	1985	ENGLISH	GHANA
ADEPOJU A.	1984	ENGLISH	AFRICA
ADERINTO A.	1978	ENGLISH	AFRICA
ADWERE-BOAMAH J.	1973	ENGLISH	AFRICA
AICH P.	1963	ENGLISH	AFRICA
ALI A.A.G.	1976	ENGLISH	SUDAN
AMARAN D.	1976	ENGLISH	NIGERIA
ANUMONYE A.	1970	ENGLISH	AFRICA
BEHRINGER G.	1983	ENGLISH	GHANA
BENNELLS P.S., GODFREY M.	1983	ENGLISH	AFRICA
BIRKS J.S., SINCLAIR C.A.	1978	ENGLISH	SUDAN
BORGOGNO V., VOLLENWEIDER-ANDRESEN	1995	FRENCH	AFRICA
BREITENBACH D., DANCKWORTT D.	1961	GERMAN	AFRICA
CENTRE D'ETUDES ET DE RECHERCHES ECONOMIQUES ...	1982	ENGL. FRENCH	AFRICA
CHUKUNTA N.K.O.	1975	ENGLISH	NIGERIA
CLARK V.E.W.	1963	ENGLISH	GHANA
DAMACHI U.G., DIEJOMAOH V.P. (EDS.)	1978	ENGLISH	AFRICA
DANKWORTT D.	1959	GERMAN	AFRICA
DAS M.S.	1974	ENGLISH	AFRICA
EKAIKO U.T.	1981	ENGLISH	AFRICA
EL TOM M.E.A.	1981	ENGLISH	SUDAN
ELKHALIFA A.Y.		ENGLISH	SUDAN
GEE T.W.	1980	ENGLISH	E. AFRICA
GOULD W.T.S.	1985	ENGLISH	AFRICA
GREY-JOHNSON C.	1986	ENGLISH	AFRICA
HAMID A.A.M.	1990	ENGLISH	SUDAN
INTERGOVERNMENTAL COMMITTEE FOR MIGRATION (ICM)	1986	ENGLISH	AFRICA
IOM	1986	ENGL. FRENCH	AFRICA
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ISHUMI A. M.	1980	ENGLISH	E. AFRICA
JACQZ J.W.	1967	ENGLISH	AFRICA
KING K.J.	1970	ENGLISH	AFRICA
KOLOKO E.M.	1980	ENGLISH	ZAMBIA
KOMOROWSKI Z.	1971	ENGLISH	AFRICA
KONFOR S.N.	1989	ENGLISH	AFRICA
LIVINGSTONE A.S.	1960	ENGLISH	AFRICA
LOGAN B.I.	1987	ENGLISH	AFRICA
LOGAN I.B.	1992	ENGLISH	AFRICA
LOGAN W.	1990	ENGLISH	AFRICA
LOUW J., FOSTER D.	1986	ENGLISH	S. AFRICA
MALIYAMKONO T.L. (ED.)	1980	ENGLISH	E. AFRICA
MBURU F.M.	1984	ENGLISH	AFRICA
MNZAVA N.E.	1978	ENGLISH	TANZANIA
MOOCK J.L.	1984	ENGLISH	AFRICA
MORGAN G.D.	1963	ENGLISH	NIGERIA
MORGAN G.D.	1964	ENGLISH	NIGERIA
NTEZIRYAYO A.	1982	ENGLISH	AFRICA
NWAOCHEI B.N.	1979	ENGLISH	NIGERIA
NXUMALO N.N.	1991	ENGLISH	AFRICA
ODENYO A.O.	1979	ENGLISH	NIGERIA
OFFOHA M.U.	1989	ENGLISH	NIGERIA
OFFOHA, M.U.	1990	ENGLISH	NIGERIA
OJO K.O.	1990	ENGLISH	AFRICA
OKEIDIJI O., OKEIDIJI F.O.	1971	ENGLISH	AFRICA
OKEIDIJI O.O., OLU F.	1972	ENGLISH	NIGERIA
OKEIDIJI O.O., OKEIDIJI F.O.	1972	ENGLISH	NIGERIA
OKEIDIJI O.O., OLU F.	1973	ENGLISH	NIGERIA
OKOLI E.J.	1994	ENGLISH	AFRICA

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PIRES J	1988	FRENCH	AFRICA
PIRES J	1992	ENGLISH	AFRICA
POLITICAL AND ECONOMIC PLANNING		ENGLISH	E. AFRICA
PRUITT F.J.	1978	ENGLISH	AFRICA
PRUITT F.J.	1979	ENGLISH	AFRICA
SACK P.	1968	FRENCH	CAMEROON
SACK P.	1971	FRENCH	CAMEROON
SIMELANE V.M.	1980	ENGLISH	SWAZILAND
SOFOLA J.A.	1967	ENGLISH	NIGERIA
SUMRA S.A., ISHUMI A.G.	1980	ENGLISH	TANZANIA
TODISCO E.	1994	ENGLISH	AFRICA
UN ECONOMIC AND SOCIAL COUNCIL	1971	ENGLISH	CAMEROON
UN ECONOMIC COMMISSION FOR AFRICA		FRENCH	AFRICA
UN ECONOMIC COMMISSION FOR AFRICA	1986	ENGLISH	AFRICA
YESUFU T.M.	1966	ENGLISH	NIGERIA
ZARROUG K.H.	1980	ENGLISH	SUDAN
ZIAII-BIGDELI M.	1982	ENGLISH	NIGERIA

COUNTRIES OF ORIGIN  
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AACRAO	1986	ENGLISH	ASIA
ABRAHAM P.M.	1967	ENGLISH	INDIA
ABRAHAM P.M.	1968	ENGLISH	INDIA
AGARWAL V., WINKLER D.	1985A	ENGLISH	ASIA
AHMAD M.	1982	ENGLISH	PAKISTAN
AICH P.	1963	ENGLISH	ASIA
ALI S.A.	1984	ENGLISH	INDIA
ALSOP T.J.	1971	ENGLISH	S. KOREA
ANANTH M.S.ET AL.	1989	ENGLISH	INDIA
ATAL Y., DALL'OGGIO L. (EDS.)	1987	ENGLISH	ASIA
AWASTHI P.	1968	ENGLISH	INDIA
AWASTHI P.	1969	ENGLISH	INDIA
AWASTHI P.	1970	ENGLISH	INDIA
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BALLARD R., VELLINS S.	1985	ENGLISH	S.E. ASIA
BANERJEE N.	1977	ENGLISH	INDIA
BARRY J.	1966	ENGLISH	THAILAND
BENG C.S.	1990	ENGLISH	SINGAPORE
BENNETT J.W., PASSIN H., MCKNIGHT R.K.	1958	ENGLISH	JAPAN
BLAUG M.	1981	ENGLISH	INDIA
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BREITENBACH D., DANCKWORTT D.	1961	GERMAN	ASIA
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CALDWELL G.	1974	ENGLISH	ASIA
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CENTRAL RESEARCH SERVICES	1958	ENGLISH	JAPAN
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DAS M.S.	1977	ENGLISH	INDIA
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DJAO A.W.	1982	ENGLISH	CHINA
DOMRESE R.J.	1970	ENGLISH	INDIA
EBERHARD W.	1970	ENGLISH	ASIA
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JOHNSRUD, L.K.	1993	ENGLISH	S. KOREA
KALRA V.ET AL.	1992	ENGLISH	INDIA
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KEATS D.	1969	ENGLISH	ASIA
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COUNTRIES OF ORIGIN  
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AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
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LEE S.S.	1995	ENGLISH	S. KOREA
LIVINGSTONE A.S.	1960	ENGLISH	ASIA
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MERRIAM M.F.	1969	ENGLISH	INDIA
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MURASE A.E.	1978	ENGLISH	JAPAN
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NASEEM S.M.	1978	ENGLISH	PAKISTAN
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NILAND J.R.	1970	ENGLISH	ASIA
NILAND J.R.	1970	ENGLISH	ASIA
NORMILE D.	1993	ENGLISH	ASIA
OH T.K.	1973	ENGLISH	EASTERN ASIA
OH T.K.	1973	ENGLISH	EASTERN ASIA
OH T.K.	1977	ENGLISH	ASIA
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OH T.K.	1974	ENGLISH	ASIA
ONG P., CHENG L. EVANS L.	1992	ENGLISH	ASIA
ONG P., CHENG L. EVANS L.	1991	ENGLISH	ASIA
OOMMEN T.K.	1987	ENGLISH	INDIA
OOMMEN T.K.	1989	ENGLISH	INDIA
PANANDIKER V.A.	1971	ENGLISH	INDIA
PARTHASARATHI A.	1967	ENGLISH	INDIA
PATHAK C.L.	1967	ENGLISH	INDIA
PAZAVI M.Z.	1975	ENGLISH	ASIA
PEDERSEN P.	1992	ENGLISH	CHINA
PEDERSEN P.	1993	ENGLISH	CHINA
PERNIA E.	1976	ENGLISH	ASIA PHILIPPINES
PFEFFER K.H. (ET AL.)	1961	ENGLISH	PAKISTAN
PILLAI M.G.G.	1995	ENGLISH	SINGAPORE
PIRES J.	1992	ENGLISH	ASIA
POMERY C.	1988	ENGLISH	CHINA
PORT O.	1988	ENGLISH	JAPAN
QADEER M.A.	1969	ENGLISH	PAKISTAN
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RAHMAN A., SHAMA R.T.H.	1967	ENGLISH	INDIA
RASHID J.	1980	ENGLISH	PAKISTAN
ROSE P.I.	1976	ENGLISH	S.E. ASIA
ROY S.K.	1975	ENGLISH	INDIA
SAUNDER D.S.	1972	ENGLISH	ASIA
SESHACHAR B.R.	1972	ENGLISH	INDIA
SHARMA K.D.	1970	ENGLISH	INDIA
SHARMA Y.D.	1967	ENGLISH	INDIA
SHARPES D.	1977	ENGLISH	MALAYSIA
SHELTON S.A.R.	1990	ENGLISH	CHINA
SHIN E.H., CHANG K.-S.	1988	ENGLISH	S. KOREA
SINGH A.K.	1963	ENGLISH	INDIA
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COUNTRIES OF ORIGIN  
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AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
SITLER L.A.	1971	ENGLISH	INDIA
SKELDON R.	1993	ENGLISH	CHINA
SONG H.-J.	1991	ENGLISH	S. KOREA
SPENCE R.B.	1955	ENGLISH	PAKISTAN
SUBRAMANIAM R.	1972	ENGLISH	INDIA
SUKHATME S.P.	1990	ENGLISH	INDIA
SUKHATME S.P. MAHADEVAN I.	1988	ENGLISH	INDIA
SUKHATME S.P., MAHADEVAN I.	1987	ENGLISH	INDIA
SULLIVAN G., GUNASEKARAN S.	1992	ENGLISH	ASIA
SUWANWELA C.	1972	ENGLISH	THAILAND
SWAMI N.M., MALHOTRA R.C., MATHUR P.	1986	ENGLISH	INDIA
TECHNICAL COOPERATION MISSION	1959	ENGLISH	INDIA
THAMES J.A.	1970	ENGLISH	S. KOREA
THE COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH ...	1978	ENGLISH	INDIA
THE MARGA INSTITUTE	1978	ENGLISH	SRI LANKA
TIEN C.-L.	1993	ENGLISH	ASIA
TIEN C.-L.	1994	ENGLISH	S.E. ASIA
TJIOE L.E.	1972	GERMAN	ASIA
UNCTAD	1978	ENGLISH	INDIA
UNCTAD	1978	ENGLISH	SRI LANKA
UNCTAD/CSIR	1977	ENGLISH	INDIA
USEEM J., USEEM R.H.	1955	ENGLISH	INDIA
USEEM J., USEEM R.H.	1968	ENGLISH	INDIA USA
VAN DER KROEF J.M.	1968	ENGLISH	ASIA
WELLINGTON J.S.	1968	ENGLISH	INDONESIA
WICKS P.	1978	ENGLISH	ASIA
WILLIAMS P.	1983	ENGLISH	ASIA
WONG C.K.	1993	ENGLISH	CHINA
YAP M.T.	1994	ENGLISH	SINGAPORE
YOO T.-H.	1994	ENGLISH	ASIA
ZHONG WENHUI	1995	ENGLISH	CHINA

COUNTRIES OF ORIGIN  
NORTH AND SOUTH AMERICA

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
ALAMEDA J.I., RUIZ OLIVERAS W.	1985	ENGLISH SPANISH	PUERTO RICO
ALEIXO J.C.B.	1974	PORTUGUESE	PUERTO RICO
ARDITTIS S.	1991	ENGLISH	CENTRAL AMERICA
ATTAFI A.	1994	ENGLISH	CANADA
BALAN J.	1985	ENGLISH	ARGENTINA
BEALS R.L., HUMPHREY N.D.	1957	ENGLISH	MEXICO
BEECHER W.	1972	ENGLISH	U.S.
BEIJER G.	1966	ENGLISH	LATIN AMERICA
BELSKY G.	1994	ENGLISH	U.S.
BERRY A., MENDEZ M.	1976	ENGLISH	COLOMBIA
BOEWE C.E.	1977	ENGLISH	U.S.
BOODHOO M.J. ET AL.	1981	ENGLISH	GUIANA
BOSCHI R.R.	1971	PORTUGUESE	BRASIL
BRICKMAN W.W.	1972	ENGLISH	U.S.
BROWN A.	1981	ENGLISH	WEST INDIES
BROWN M.A.	1983	ENGLISH	U.S.
BUFFENMEYER J.R.	1970	ENGLISH	WEST INDIES

COUNTRIES OF ORIGIN  
NORTH AND SOUTH AMERICA (CONT'D)

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
BYRNES R.F.	1976	ENGLISH	U.S.
CARLSON J.S.ET AL.	1990	ENGLISH	U.S.
CARLSON T., MARTIN ROVET D.	1995	ENGLISH	U.S.
CELADE	1977	SPANISH	LATIN AMERICA
CELADE	1979	SPANISH	LATIN AMERICA
CENTRO INTERNATIONAL PARA LE DESAROLLA (CID)	1981	SPANISH	LATIN AMERICA
CEPAL	1976	SPANISH	LATIN AMERICA
CHAPAREO F.	1971	SPANISH	LATIN AMERICA
CHARUM J., GRANES J.	1994	FRENCH	COLOMBIA
CHARUM J., GRANES J., MEYER J-B.	1993	SPANISH	COLOMBIA
CIAP	1970	SPANISH	LATIN AMERICA
COELHO M.P., PEREIRA E.M.	1971	PORTUGUESE	BRASIL
COHEN N.	1990	ENGLISH	U.S.
COMAY Y.	1971	ENGLISH	CANADA
CRESPO S.A.	1969	SPANISH	LATIN AMERICA
DAMIAN J., CURRAN L.	1991	ENGLISH	U.S.
DAS M.S., SHARMA B.L.	1973	ENGLISH	LATIN AMERICA
DIEHL D.	1978	ENGLISH	U.S.
DINELLO R.	1971	FRENCH	LATIN AMERICA
DUFFUS L.R.	1969	ENGLISH	WEST INDIES
EUSSE-HOYOS G.	1971	ENGLISH	COLOMBIA
FARIAS CARO O., GARITA A.	1983	SPANISH	COSTA RICA
FLEMING D., BAILYN B. (EDS.)	1969	ENGLISH	U.S.
GAMA A.M.P., PEDERSEN P.	1977	ENGLISH	BRASIL
GARBI E.	1991	SPANISH	VENEZUELA
GARBI E. (ED.)	1991	SPANISH	VENEZUELA
GARBI E.	1991	SPANISH	VENEZUELA
GIORGI L.	1965	ENGLISH	LATIN AMERICA
GONZALEZ G.R.	1968	ENGLISH	LATIN AMERICA
GREENBLAT C.	1971	ENGLISH	CHILI COLOMBIA
GULLAHORN J.T., GULLAHORN J.E.	1963	ENGLISH	U.S.
GURRIERI J., LEPORE S., MARMORA L.	1984	ENGLISH SPANISH	ARGENTINA
GUTTIEREZ OLIVOS S.	1965	SPANISH	CHILI
HARBISON R.W.	1973	ENGLISH	COLOMBIA
HERMAN S.N.	1970	ENGLISH	U.S.
HILL (DE) L.V.	1971	ENGLISH	COLOMBIA
HORN J.J.	1977	ENGLISH	LATIN AMERICA
HOROWITZ M.A.	1962	SPANISH	ARGENTINA
INTERNATIONAL RESEARCH ASSOCIATED	1959	ENGLISH	MEXICO
JOHNSON D.H.	1992	ENGLISH	VIRGIN ISLAND
JOHNSON H.G.	1965	ENGLISH	CANADA
KAYSER-JONES J.S. ET AL	1982	ENGLISH	CANADA
KELLERMANN H.J.	1978	ENGLISH	U.S.
KIDD C.	1970	ENGLISH	LATIN AMERICA
KIDD C.V.	1970	ENGLISH	LATIN AMERICA
KIDD C.V.	1983	ENGLISH	U.S.
KORCOK M.	1974	ENGLISH	WEST INDIES
LAMARRA N.F.	1992	ENGLISH	LATIN AMERICA
LOWE G.A.	1963	ENGLISH	WEST INDIES
MALAVE J.	1991	SPANISH	VENEZUELA
MARKS A., VESSURI H. (EDS.)	1983	ENGLISH	LATIN AMERICA
WEST INDIES			
MARSHALL A.	1988	ENGLISH	ARGENTINA
MARTIN-ROVET D., CARLSON T.	1995	ENGLISH	U.S.
MARTIN-ROVET D.ET AL.	1991	ENGLISH	U.S.
MARTINEZ PIZARRO J.	1992	ENGLISH	LATIN AMERICA
MASTER R.D.	1972	ENGLISH	U.S.

COUNTRIES OF ORIGIN  
NORTH AND SOUTH AMERICA (CONT'D)

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
MCKEE D.L.	1985	ENGLISH	ARGENTINA
McKEE D.L.	1983	ENGLISH	LATIN AMERICA
McKEE D.L.	1983	ENGLISH	WEST INDIES
MENA F.	1989	SPANISH	CHILI
MESA G.R.	1979	SPANISH	LATIN AMERICA
MEYER J-B.	1995	ENGLISH	COLOMBIA
MEYER J-B., CHARUM J.	1994	SPANISH	COLOMBIA
MILLER S.	1992	ENGLISH	WEST INDIES
MIRONESCO C.	1972	ENGLISH	BRASIL
MONCARZ R.	1970	ENGLISH	CUBA
MORA Y ARAUJO M.	1972	SPANISH	PARAGUAY
MUNIZ C.M.	1991	ENGL. FRENCH	ARGENTINA
MURILLO CASTANO G.	1984	ENGLISH	COLOMBIA
MYERS, R.G.	1973	ENGLISH	PERU
NUSSENZVEIG H.M.	1969	ENGLISH	LATIN AMERICA
OREILLY M.	1995	ENGLISH	CANADA
OSBORN T.N., NEWTON J.R.	1979	ENGLISH	MEXICO
OSZLAK O., CAPUTO D.	1973	SPANISH	LATIN AMERICA
OTEIZA E.	1965	ENGLISH	ARGENTINA
OTEIZA E.	1967	SPANISH	ARGENTINA
OTEIZA E.	70-71	SPANISH	ARGENTINA
PASCUAL L.C., DIAZ K.M.	1979	SPANISH	LATIN AMERICA
PASTOR R.A. (ED.)	1985	ENGLISH	WEST INDIES
PAZAVI M.Z.	1975	ENGLISH	ASIA LATIN AMERICA
PELLEGRINO A.	1992	SPANISH	LATIN
AMERICAPIÑANGO R.	1991	SPANISH	VENEZUELA
PIRES J.	1992	ENGLISH	LATIN AMERICA
PORTES A.	1976	ENGLISH	ARGENTINA
POWLES W.E. ET AL.	1972	ENGLISH	CANADA
PUJADAS L.	1971	ENGLISH	WEST INDIES
RAMIREZ M., PARRA E.	1968	SPANISH	LATIN AMERICA
RECA I.C., ET AL.	1970	SPANISH	CHILI
ROCHE M., FREITES Y	1992	ENGLISH	VENEZUELA
ROCKETT I.R.H.	1976	ENGLISH	LATIN AMERICA
RODRIGUEZ O.	1976	ENGLISH	U.S.
RONALD B., PAVALKO M.	1968	ENGLISH	CANADA
RUDIN E.B.	89-90	ENGLISH	ARGENTINA
SANCHEZ ARNAU J.C., CALVO E.H	1984	ENGLISH SPANISH	LATIN AMERICA
SANCHEZ CRESPO A.	1969	SPANISH	LATIN AMERICA
SCHIMDT-DÖRR T.	1991	ENGLISH	U.S.
SCHWARTZMAN S.	1971	PORTUGUESE	BRASIL
SCHWARTZMAN S.	1971	PORTUGUESE	BRASIL
SCHWARTZMAN S., REIS E.M.P.	1972	PORTUGUESE	BRASIL
SECRETARIAT DE LA CRE	1987	FRENCH	U.S.
SEGURA S. ET AL.	1971	SPANISH	PERU
SERVICIO NACIONAL DE EMPLEO DE COLOMBIA	1978	SPANISH	COLOMBIA
SERVICIO NACIONAL DE EMPLEO DE COLOMBIA	1986	SPANISH	COLOMBIA
SHEFFIELD E.I.	1966	ENGLISH	CANADA
SITO N., STUHLMAN L.	1968	SPANISH	ARGENTINA
SLEMENSON M. ET AL.	1970	SPANISH	ARGENTINA
SOARES G. ET AL.	1965	SPANISH	ARGENTINA
STAFFORD F.	1972	ENGLISH	COLOMBIA
SYMMONS T.H.B., PAGE J.E.	1984	ENGLISH	CANADA
TANGEMAN M.	1989	ENGLISH	MEXICO
TERAN DUTARI J.C.	1994	ENGLISH	LATIN AMERICA
THOMAS HOPE E.M.	1988	ENGLISH	WEST INDIES
TORALES P.	1980	SPANISH	COLOMBIA

**COUNTRIES OF ORIGIN  
NORTH AND SOUTH AMERICA (CONT'D)**

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
TORRADO S.	1979	ENGLISH	LATIN AMERICA
TORRES P.O.	1972	SPANISH	COSTA RICA
UNITED NATIONS ECONOMIC AND SOCIAL COUNCIL	1971	ENGLISH	COLOMBIA WEST INDIES
USEEM J., USEEM R.H.	1968	ENGLISH	U.S.
VACCARO V.	1991	SPANISH	CHILI
WOOD B.	1972	ENGLISH	LATIN AMERICA
WOUDENBERG H.W., MCKEE D.L.	1980	ENGLISH	U.S.
XAVIER DE BRITO A.	1991	FRENCH	BRASIL
YOPO B.	1971	SPANISH	LATIN AMERICA
ZUJUAGA E.	1993	SPANISH	PERU

**GEOGRAPHICAL SELECTION**

**COUNTRIES OF ORIGIN  
MIDDLE EAST AND ARABIC COUNTRIES**

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
ABELLATIF R.A.	1978	ENGLISH	EGYPT
ADIR Y.	1995	ENGLISH	ISRAEL
ADIR Y.	1994	ENGLISH	ISRAEL
ADISESHIAH M.S.	1969	ENGLISH	MIDDLE EAST
AL-BANYAN A.S.	1980	ENGLISH	SAUDI ARABIA
ALTHEN G.L. (ED.)	1978	ENGLISH	ARABIC COUNTRIES
ASKARI H.G., CUMMINGS J.T.	1977	ENGLISH	MIDDLE EAST
AYUBI N.	1983	ENGLISH	EGYPT
BEHRINGER G.	1983	ENGLISH	GHANA
BEL-HAG R.S.	1982	ENGLISH	LIBYA
BENGUERNA M., KHELFAOUI H.	1993	FRENCH	ALGERIA
BIRKS J.S., SINCLAIR C.A.	1978	ENGLISH	EGYPT SUDAN
BOUKRAA R.	1980	FRENCH	ARABIC COUNTRIES
BOULARES M.	1988	FRENCH	MAGHREB
CLARK V.E.W.	1963	ENGLISH	GHANA
DAHAN O.	1976	ENGLISH	ARABIC COUNTRIES
DEAN M.	1967	ENGLISH	ISRAEL
EL-KORDY M.	1979	ENGLISH	EGYPT
EL-SAATI S.	1980	ENGLISH	EGYPT
FARRAHI-ZADEH A., ET AL..	1970	ENGLISH	ARABIC COUNTRIES
FASSI FEHRI M.	1991	FRENCH	NORTH AFRICA
FELLAT F.M.	1995	ENGLISH	MOROCCO
GASBI A.	1993	FRENCH	MAGHREB
GEAHCHAN M.L.	1972	ENGLISH	LIBANON
HALPERN B.M.	1965	ENGLISH	ISRAEL
JAAFARI L.I.	1973	ENGLISH	JORDAN
KHAWAJKIYAH M.	1980	ENGL. ARABIC	ARABIC COUNTRIES
MELEIS A.I.	1982	ENGLISH	ARABIC COUNTRIES
MIRONESCO C.	1972	ENGLISH	IRAN LIBANON
MORSY M.A.	1990	ENGLISH	EGYPT
NASIR H.	1994	ENGLISH	ARABIC COUNTRIES
OUFRIHA BOUZINA F.Z.	1980	FRENCH	ALGERIA
RITTERBAND P.	1978	ENGLISH	ISRAEL
RITTERBAND P.	1969	ENGLISH	ISRAEL
RUSSEL M.L.	1992	ENGLISH	EGYPT
SAFAR H.	1987	ENGLISH	ARABIC COUNTRIES
SALEH S.A.W.	1979	ENGLISH	EGYPT

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COUNTRIES OF ORIGIN  
MIDDLE EAST AND ARABIC COUNTRIES (CONT'D)

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
SALMAN R.	1980	ENGLISH	ARABIC COUNTRIES
SERAYDARIAN L.	1972	ENGLISH	ARABIC COUNTRIES
SHAPIRA R. ETZIONI E.	1970	ENGLISH	ISRAEL
STABLER J.B., MOGANNAM E.T.	1956	ENGLISH	EGYPT
THOMAS K, TRACY W.	1979	ENGLISH	ARABIC COUNTRIES
UNITED NATIONS ECONOMIC AND SOCIAL ...	1971	ENGLISH	LIBANON
YOGEV A.	1992	ENGLISH	ISRAEL
ZAHLAN A.B.	1991	ENGLISH	ARABIC COUNTRIES
ZAHLAN A.B.	1979	ENGLISH	ARABIC COUNTRIES
ZAHLAN A.B.	1969	ENGLISH	LIBANON
ZAHLAN A.B.	1972	ENGLISH	LIBANON
ZAHLAN A.B.	1971	ENGLISH	LIBANON
ZAHLAN A.B.	1972	ENGLISH	ARABIC COUNTRIES
ZAHLAN A.B.	1969	ENGLISH	ARABIC COUNTRIES
ZAHLAN A.B.	1970	ENGLISH	LIBANON
ZAHLAN A.B. (ED.)	1981	ENGLISH	ARABIC COUNTRIES
ZAROUR T.A.	1981	ENGLISH	ARABIC COUNTRIES

COUNTRIES OF ORIGIN  
EASTERN EUROPE

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
ALLAHVERDYA A.G., AGAMOVA N.S.	1992	ENGLISH	RUSSIA
ANGELL I.O., KOUZMINOV V.A. (EDS)	1991	ENGLISH	E. EUROPE
ARDITTIS S.	1992	ENGLISH	E. EUROPE
ARDITTIS S.	1994	ENGLISH	E. EUROPE
BAKER J.A.	1992	ENGLISH	RUSSIA
BARNATHAN J.	1991	ENGLISH	RUSSIA
BEARDSLEY T.	1992	ENGLISH	RUSSIA
BERRY M.J.	1991	ENGLISH	RUSSIA
BEVC M.	1993	ENGLISH	SLOVENIA
BODY-GENDROT S.	1992	FRENCH	RUSSIA
BOLOTIN I., POPOV S.	1993	ENGLISH	RUSSIA
BOLOTIN I.S.	1992	ENGLISH	RUSSIA
BONALUME R.	1992	ENGLISH	RUSSIA
BURN B.B.	1991	ENGLISH	E. EUROPE
BYRNES R.F.	1976	ENGLISH	USSR
CAVE J.	1990	ENGLISH	POLAND
CROSS A.G.	1975	ENGLISH	RUSSIA
DICKMAN S.	1991	ENGLISH	RUSSIA
DILLO I.	1993	ENGLISH	E. EUROPE
DOLGIKH E.	1993	ENGLISH	RUSSIA
DOLGIKH E.	1995	ENGLISH	RUSSIA
DOLMATOVA S.A.	1992	ENGLISH	RUSSIA
DRILHON G.	1993	ENGLISH	E. EUROPE
DROBNIK J.	1993	ENGLISH	CZECH REPUBLIC
DURCAKOVA J.	1993	ENGLISH	CZECH REPUBLIC
ELLIS D.	1991	ENGLISH	RUSSIA
ESF - ACADEMIA EUROPAEA	1992	ENGLISH	RUSSIA
FEINBERG E.L.	1992	ENGLISH	RUSSIA
FRANK-KAMENETSKY M.	1990	ENGLISH	RUSSIA
GANCHEVA V.	1993	ENGLISH	POLAND
GHOSH B.N.	1991	ENGLISH	E. EUROPE

COUNTRIES OF ORIGIN  
EASTERN EUROPE (CONT'D)

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
GRECIC V.	1992	ENGLISH	E. EUROPE
GRECIC V.	1995	ENGLISH	SERBIA
GUHA A.	1994	ENGLISH	E. EUROPE
HRYNIEWICZ J.T., JALOWIECKI B.	1993	ENGLISH	POLAND
HRYNIEWICZ J.T.ET AL.	1992	ENGLISH	POLAND
HRYNIEWICZ J.T.ET AL.	1993	ENGLISH	POLAND
HRYNIEWICZ J.T.ET AL.	1993	ENGLISH	POLAND
IKONNIKOV O.A.	1993	ENGLISH	RUSSIA
KANIN Y.	1991	ENGLISH	RUSSIA
KHALATNIKOV I.M.	1990	ENGLISH	USSR
KHALATNIKOV I.M.	1991	ENGLISH	USSR
KLOCHKO U.A., ZHILYAEV I.B.	1992	ENGLISH	RUSSIA
KLOCHKO Y.A.	1993	ENGLISH	UKRAINE
KLOCHKO Y.A., DOBROV G.M	1993	ENGLISH	USSR
KORTUNOV A.	1992	FRENCH	RUSSIA
KOSTIOUK V.V.	1991	ENGLISH	USSR
KUGEL S., TROPP E.	1994	ENGLISH	RUSSIA
LANG T.	1992	ENGLISH	RUSSIA
LEDENIOVA L.	1995	ENGLISH	USSR
MAKUCH J.	1993	ENGLISH	SLOVAKIA
MALACIC J.	1995	ENGLISH	SLOVAKIA
MALECKI I.	1991	ENGLISH	POLAND
MALI F.	1993	ENGLISH	SLOVENIA
MALISHEV N.	1993	ENGLISH	RUSSIA
MASHAROV U.P.	1992	ENGLISH	RUSSIA
MEDVEDEV V.	1993	ENGLISH	POLAND
MEDVEDEV V.	1993	ENGLISH	RUSSIA
MOISEEV N.N.	1992	ENGLISH	RUSSIA
MUNOZ E.	1990	ENGLISH	E. EUROPE
MURRIS R.	1993	ENGLISH	E. EUROPE
NEKIPELOVA E., LARIONOVA T.	1994	ENGLISH	RUSSIA
NORDELL D.	1990	ENGLISH	USSR
OCDE	1993	FRENCH	E. EUROPE
PALADE D.	1993	ENGLISH	ROMANIA
PELCZAR A.	1993	ENGLISH	POLAND
PIGOROV G.S.	1992	ENGLISH	RUSSIA
POPOV S.V.	1992	ENGLISH	RUSSIA
PUSHKAROV K.	1993	ENGLISH	BULGARIA
RAIKOVA D.D.	1992	ENGLISH	RUSSIA
RAKITOV A.I.	1992	ENGLISH	RUSSIA
REDEI M.	1993	ENGLISH	HUNGARY
RHODA B.	1991	ENGLISH	E. EUROPE
RHODA B.	1993	ENGLISH	E. EUROPE
SALMIN A.M.	1992	ENGLISH	RUSSIA
SHELER J.L.	1981	ENGLISH	E. EUROPE
SHEVTSOVA L.	1992	ENGLISH	RUSSIA
SHKOLNIKOV V.D.	1994A	ENGLISH	RUSSIA
SHKOLNIKOV, V.D.	1994B	ENGLISH	USSR
SIMANOVSKY S.	1993	ENGLISH	RUSSIA
SMALL L.W.	1993	ENGLISH	RUSSIA
SOKOLEWICZ Z.	1993	ENGLISH	POLAND
SOLDATENKOVA S.	1991	ENGLISH	RUSSIA
STOGNY B.	1993	ENGLISH	UKRAINE
SZELENYI I., VIZI E.S.	1991	ENGLISH	HUNGARY
SZUL R.	1993	ENGLISH	POLAND
TAVKHELIDZE A.	1993	ENGLISH	GEORGIA
TCHALAKOV I.	1993	ENGLISH	BULGARIA

**COUNTRIES OF ORIGIN  
EASTERN EUROPE (CONT'D)**

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
TEPLAN I.	1991	ENGLISH	HUNGARY
TEPLAN I.	1991	ENGLISH	HUNGARY
TEPLAN I.	1993	ENGLISH	HUNGARY
TICHONOV V.	1995	ENGLISH	RUSSIA
TICHONOV V. ET AL.	1993	ENGLISH	RUSSIA
TINGUY (DE) A.	1993 <sup>B</sup>	FRENCH	E. EUROPE
TINGUY (DE) A.	1994	FRENCH	E. EUROPE
TINGUY (DE) A.	1995	FRENCH	RUSSIA
TINGUY (DE) A., WIHTOL DE WENDEN C.	1993	FRENCH	E. EUROPE
TINGUY (DE) A., WIHTOL DE WENDEN C.	1994	FRENCH	E. EUROPE
TOREN N.	1994	ENGLISH	RUSSIA
TRESTIENI I.D.	1991	ENGLISH	ROMANIA
TRESTIENI I.D.	1993	ENGLISH	ROMANIA
TSARKOV V., DOROFEEV V.	1993	ENGLISH	RUSSIA
ULYANKINA T.I.	1992	ENGLISH	RUSSIA
UNESCO-ROSTE	1994	ENGLISH	RUSSIA UKRAINE
UNESCO-ROSTE	1994	ENGLISH	RUSSIA
VALIUKOV V.V.	1993	ENGLISH	RUSSIA
VALIUKOV V.V.	1993	ENGLISH	RUSSIA
VALIUKOV V.V.	1994	ENGLISH	RUSSIA
VALIUKOV V.V., SIMANOVSKY S.	1993	ENGLISH	RUSSIA
VINOGRADOV B.	1993	ENGLISH	RUSSIA
VIZI E.S.	1988	ENGLISH	HUNGARY
VIZI E.S.	1992	ENGLISH	HUNGARY
VIZI E.S.	1993	ENGLISH	E. EUROPE
VIZI S.E.	1993	ENGLISH	HUNGARY
VLAD L., ROSU D., CHIVU L.	1993	ENGLISH	ROMANIA
VYROST J.	1991	ENGLISH	E. EUROPE
VYROST J. BOLFIKOVA E.	1993	ENGLISH	SLOVAKIA
YAKOVLEV I.	1993	ENGLISH	RUSSIA
YOSSIFOV A.	1993	ENGLISH	BULGARIA
ZEMLIANOI S.	1991	ENGLISH	USSR
ZEMLIANOJ S.N., KOUZMINOV V.A. (EDS.)	1992	ENGLISH	RUSSIA
ZLATANOVA V.	1991	ENGLISH	BULGARIA

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**COUNTRIES OF ORIGIN  
WESTERN EUROPE**

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
ABEL-SMITH B., GALES K.	1964	ENGLISH	U.K.
BAILEY R.	1989	ENGLISH	GERMANY
BALACS P., GORDON A.	1975	ENGLISH	U.K.
BIGGIN S., KOUZMINOV V.A. (EDS.)	1993	ENGLISH	EUROPE
BISCHOFF J-M.	1980	FRENCH	FRANCE
BOFFEY P.M.	1968	ENGLISH	EUROPE
CARLSON T., MARTIN ROVET D.	1995	ENGLISH	FRANCE
CESMA	1990	FRENCH	EUROPE
CHATAWAY C.J., BERRY J.W.	1986	ENGLISH	FRANCE U.K.
COLEMAN H.J.	1967	ENGLISH	U.K.
COLEMAN H.J.	1966	ENGLISH	U.K.
COLLINS P.M.D.	1988	ENGLISH	U.K.
COLLINS P.M.D. AND AL.	1987	ENGLISH	U.K.
CORMACK R.	1993	ENGLISH	U.K.



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COUNTRIES OF ORIGIN  
WESTERN EUROPE (CONT'D)

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
COSER L.A.	1984	ENGLISH	EUROPE
COSER L.A.	1984	ENGLISH	GERMANY
DIVO-INSTITUT (ED.)	1961	ENGLISH	GERMANY
DRETTAKIS E.G.	1978	ENGLISH	GREECE
EKBERG U.	1993	ENGLISH	FINLAND
ELIOU M.	1988	ENGLISH	GREECE
FLEMING D., BAILYN B. (EDS.)	1969	ENGLISH	EUROPE
FOOTE D.	1989	ENGLISH	U.K.
FRANCON F.	1968	FRENCH	FRANCE
FRIBORG G.	1969	ENGLISH	SUÈDE
FRIBORG G., ET AL.	1972	ENGLISH	SWEDEN
GISH O.	1969	ENGLISH	U.K.
GISH O.	1970	ENGLISH	U.K.
GISH O., WILSON J.A.	1969	ENGLISH	U.K.
GLINIASTY (DE) J.	1991	FRENCH	FRANCE
GREENBLAT C.	1971	ENGLISH	GREECE TURKEY
HANIOTIS G.V.	1964	ENGLISH	GREECE
HANLON G.	1991	ENGLISH	IRELAND
HARTNETT R.T.	1987	ENGLISH	U.K.
HAYES M.	1979	ENGLISH	IRELAND
HEKMATI M.	1972	ENGLISH	GREECE TURKEY
HERMET G.	1967	FRENCH	SPAIN
INCE M.	1988	ENGLISH	U.K.
ISAAC J.	1954	ENGLISH	U.K.
JAY M.	1986	ENGLISH	GERMANY
KANJANAPAN W.	1993	ENGLISH	EUROPE
KAYSER-JONES J.S. ET AL	1982	ENGLISH	EUROPE
KELLERMANN H.J.	1978	ENGLISH	U.S. GERMANY
KING R.	1993	ENGLISH	IRELAND
KING R. (ED.)	1993	ENGLISH	EUROPE
KING R., SHUTTLEWORTH I.	1988	ENGLISH	IRELAND
KING R., SHUTTLEWORTH I.	1989	ENGLISH	IRELAND
KING R., SHUTTLEWORTH I.	1995	ENGLISH	IRELAND
KING R., SHUTTLEWORTH I.	1995	ENGLISH	IRELAND
KOURVETARIS G.A.	1973	ENGLISH	GREECE
KULTALABTI L.	1995	ENGLISH	FINLAND
LAST J.M.	1967	ENGLISH	U.K.
LEVY S.	1969	ENGLISH	U.K.
LOVELL (SIR) B.	1964	ENGLISH	U.K.
LUCIUS M.	1991	FRENCH	EUROPE
LYNN R.	1968	ENGLISH	IRELAND
LYSGAARD S.	1955	ENGLISH	NORWAY
MAASS K.J.	1972	GERMAN	EUROPE
MANASIAN D., REED C., CRAIG C.	1988	ENGLISH	EUROPE
MARTIN-ROVET D.	1991	FRENCH	FRANCE
MARTIN-ROVET D.	1995	ENGLISH	FRANCE
MASTER R.D.	1972	ENGLISH	FRANCE U.S.
MONTANARI A.	1993	ENGLISH	ITALY
MONTATARI A.	1995	ENGLISH	ITALY
MOSTERMAN L.	1990	ENGLISH	EUROPE
MULLER H.	1991	FRENCH	EUROPE
MUNOZ E.	1990	ENGLISH	SPAIN
MUSGROVE F.	1963	ENGLISH	U.K.
MYERS E.	1982	ENGLISH	U.K.
OCDE	1993	FRENCH	E. EUROPE
PEARSON R.	1991	ENGLISH	U.K.

## GEOGRAPHICAL SELECTION

COUNTRIES OF ORIGIN  
WESTERN EUROPE (CONT'D)

AUTHORS' NAME	YEAR	LANGUAGE	COUNTRY OF ORIGIN
PERRIN J.	1991	FRENCH	FRANCE
PFANNER H.F.	1983	ENGLISH	GERMANY AUSTRIA
RINGE M.J.	1993	ENGLISH	U.K.
ROYAL SOCIETY (THE)	1963	ENGLISH	U.K.
SALT J.	1983	ENGLISH	EUROPE
SALT J.	1983	ENGLISH	EUROPE
SALT J.	1992	ENGLISH	EUROPE
SALT J., FORD R.	1993	ENGLISH	EUROPE
SALT J., SINGLETON A.	1995	ENGLISH	U.K.
SCHIMDT-DÖRR T.	1991	ENGLISH	GERMANY
SCHMIEDECK R.A.	1973	GERMAN	AUSTRIA
SCHULTZE R-O., ENDER J., THUNERT M.	1989	ENGLISH	GERMANY
SCIENCE AND ENGINEERING POLICY STUDIES (SEPSU)	1987	ENGLISH	U.K.
SCOTT F.D.	1956	ENGLISH	SWEDEN
SECRETARIAT DE LA CRE	1987	FRENCH	EUROPE
SHUTTLEWORTH I	1993	ENGLISH	IRELAND
SMITH R.	1988	ENGLISH	U.K.
SMITH R.	1988	ENGLISH	U.K.
STEWART G.M.	1979	ENGLISH	U.K.
TARRIUS A.	1992	FRENCH	EUROPE
TEICHLER U., KREITS R., MAIWORM F.	1991	ENGLISH	EUROPE
TEICHLER U., KREITS R., MAIWORM F.	1993	ENGLISH	EUROPE
TEICHLER U., MAIWORM F., STEUBE W.	1990	ENGLISH	EUROPE
THOMAS A.	1982	ENGLISH	GERMANY
TINGUY (DE) A.	1993	FRENCH	EUROPE
TRESTIENI I.D.	1990	ENGLISH	EUROPE
UNESCO-ROSTE	1991	ENGLISH	EUROPE
UNESCO-ROSTE	1992	ENGLISH	EUROPE
UNESCO-ROSTE	1993	ENGLISH	EUROPE
VERGANELAKIS A.	1993	ENGLISH	GREECE
WATSON G.	1989	ENGLISH	U.K.
WIHTOL DE WENDEN C.	1995	ENGLISH	EUROPE
WILSON J.A.	1966	ENGLISH	U.K.
WILSON J.A.	1969	ENGLISH	U.K.
WILSON J.A., GASTON J.	1974	ENGLISH	U.K.
WILSON J.A., GASTON J.	1971	ENGLISH	U.K.

HOST COUNTRIES  
SOUTHERN COUNTRIES

(D.C. = DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
ADEBAYO A.	1985	GHANA	NIGERIA	ENGLISH
BOEWE C.E.	1977	U.S.	PAKISTAN	ENGLISH
EL-KORDY M.	1979	EGYPT	ARABIC COUNTRIES	ENGLISH
GISH O.	1971		D.C.	ENGLISH
HAFEEZ-ZAIDI S.M.	1975		PAKISTAN	ENGLISH
INTERNATIONAL COMMITTEE FOR EUROPEAN..	1976		D.C.	ENGLISH
MARTINEZ PIZARRO J.	1992	LATIN AMERICA	LATIN AMERICA	ENGLISH
MAXWELL W.E.	1974	CHINA	THAILAND	ENGLISH
OKEIDIJI O.O., OLU F.	1973	NIGERIA	D.C.	ENGLISH
OLDHAM C.H.G.	1968	D.C.	D.C.	ENGLISH
PILLAI M.G.G.	1995	SINGAPORE	S.E. ASIA	ENGLISH

**HOST COUNTRIES  
SOUTHERN COUNTRIES (CONT'D)**

(D.C. = DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
RESTIVO S.P.	1971		S.E. ASIA	ENGLISH
SANCHEZ ARNAU J.C., CALVO	1984	LATIN AMERICA	LATIN AMERICA	ENGL.SPAN.
SURO (DE) P.	1967		LATIN AMERICA	ENGLISH
TIEN C.-L	1994	S.E. ASIA	S.E. ASIA	ENGLISH
UNCTAD	1978	D.C.	D.C.	ENGLISH
USEEM J., USEEM R.H.	1968	INDIA U.S.	U.S. INDIA	ENGLISH
VESSURI H.	1983		VENEZUELA	ENGLISH
WIHTOL DE WENDEN C	1995	EUROPE	AFRICA	ENGLISH
YOUNG	1965		ARABIC COUNTRIES	ENGLISH

**GEOGRAPHICAL SELECTION**

**HOST COUNTRIES  
WESTERN EUROPE**

(D.C. = DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
AARTS H., FLATIN K., (EDS.)	1994		EUROPE	ENGLISH
AICH P.	1963	ASIA AFRICA	GERMANY	ENGLISH
AICH P.	1962	D.C.	GERMANY	GERMAN
ANGELL I.O., KOUZMINOV V.A.	1991	E. EUROPE	EUROPE	ENGLISH
ANIMASHAWUN G.K.	1963		U.K.	ENGLISH
ARDITTIS S.	1992	E. EUROPE	EUROPE	ENGLISH
BALL D.	1987		U.K.	ENGLISH
BALLARD R., VELLINS S.	1985	S.E. ASIA	U.K.	ENGLISH
BARON B., BACHMANN, P.	1987		EUROPE	ENGLISH
BEECHER W.	1972	U.S.	U.K.	ENGLISH
BENGUERNA M., KHELFAOUI H.	1993	ALGÉRIE	FRANCE U.K.	FRENCH
BIGGIN S., KOUZMINOV V.A.	1993	EUROPE	EUROPE	ENGLISH
BLAUG M., WOODHALL M.	1981		U.K.	ENGLISH
BORGOGNO V., VOLLENWEIDER-ANDRESEN L	1995		AFRICA	
MIDDLE EAST		EUROPE		
BOU.K.HRIS M.	1972		FRANCE	FRENCH
BOULARES M.	1988	MAGHREB	FRANCE	FRENCH
BREITENBACH D., DANCKWORTT	1961	AFRICA ASIA	GERMANY	GERMAN
BRICKMAN W.W.	1972	U.S.	EUROPE	ENGLISH
BRISTOW R., SHOTNES S. (EDS.)	1987		U.K.	ENGLISH
BRISTOW R., THORNTON J.E.C.	1979		U.K.	ENGLISH
BRITISH COUNCIL	1985		U.K.	
BRITISH COUNCIL			U.K.	ENGLISH
CALLAN H., STEELE K.	1992		EUROPE	ENGLISH
CAREY A.T.	1956		U.K.	ENGLISH
CARLSON T., MARTIN ROVET D.	1995	FRANCE U.S.	FRANCE U.S.	ENGLISH
CENTRAL OFFICE OF INFORMATION	1965		U.K.	ENGLISH
CERLETTI P.	1993		ITALY	ENGLISH
CESMA	1990	EUROPE	EUROPE	FRENCH
CHANDLER A.	1985		EUROPE	ENGLISH
CHEVROLET D.	1977		FRANCE	FRENCH
CHINAPA V.	1985		SWEDEN	ENGLISH
CHINAPAH V.	1986		SWEDEN	ENGLISH
CHITORAN D., NICOLEA V.	1988		EUROPE	ENGLISH
CLARE D.	1987		U.K.	ENGLISH
COLLINS P.M.D.ET AL.	1987	U.K.	U.K.	ENGLISH
COMMITTEE OF VICE CHANCELLORS...	1990		U.K.	ENGLISH
CONSEIL DE LA COOPÉRATION CULTURELLE	1981		EUROPE	FRENCH
COUNCIL OF EUROPE	1963		EUROPE	ENGLISH

## GEOGRAPHICAL SELECTION

HOST COUNTRIES  
WESTERN EUROPE (CONT'D)

(D.C. = DEVELOPPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
CROSS A.G.	1975	RUSSIA	U.K.	ENGLISH
DANCKWORTT D.	1958		GERMANY	GERMAN
DANCKWORTT D.	1984		GERMANY	GERMAN
DANKWORTT D.	1959	ASIA AFRICA	EUROPE	GERMAN
DEAN M.	1995		U.K.	ENGLISH
DECOMPS B.	1991		FRANCE	FRENCH
DEUTSCHER AKADEMISCHER ...	1984		GERMANY	GERMAN
DIEHL D.	1978	U.S.	GERMANY	ENGLISH
DILLO I.	1993	E. EUROPE	PAYS-BAS	ENGLISH
DRILHON G.	1993	E. EUROPE	EUROPE	ENGLISH
EKBERG U.	1993	FINLAND	FINLAND	ENGLISH
ERICHSEN R.	1990	TURKEY	GERMANY	GERMAN
FASSI FEHRI M.	1991	MAGHREB	FRANCE	FRENCH
FLORIN F.	1975		PAYS-BAS	ENGLISH
FRESSON S.	1979	D.C.	FRANCE	FRENCH
FRESSON S.	1980	D.C.	FRANCE	FRENCH
FRIBORG G.	1975		SWEDEN	ENGLISH
FRIBORG G., ET AL.	1972	SWEDEN	SWEDEN	ENGLISH
FROHLICH D., SCHADE B.	1966		GERMANY	GERMAN
GASBI A.	1993	MAGHREB	FRANCE	FRENCH
GE RONDI C.	1990		ITALY	ITALYN
GEE T.W.	1980	E. AFRICA	U.K.	ENGLISH
GERSTEIN H.	1974		GERMANY	GERMAN
GISH O.	1971		U.K.	ENGLISH
GLIM H.	1980		GERMANY	ENGLISH
GLINIASTY (DE) J.	1991	FRANCE	FRANCE	FRENCH
GRIESWELLE D.	1978		GERMANY	GERMAN
GROSS B., STEVENS W.	1982	D.C.	GERMANY	GERMAN
HAYES M.	1979	IRLAND	FRANCE U.K.	ENGLISH
HETLAND A.	1980		NORWAY	
HOFFMANN W.	1980		GERMANY	GERMAN
IMBERT J.	1980		FRANCE	ENGL.
INCE M.	1988	U.K.	GERMANY	ENGLISH
INSTITUT DE RECHERCHE ET DE FORMATION...	1968		FRANCE	FRENCH
INSTITUTE OF INTERNATIONAL EDUCATION	1976		EUROPE	ENGLISH
JAROUSSE J-P.	1980		FRANCE	FRENCH
KAASE M.	1969		GERMANY	GERMAN
KANN U.	1980		SWEDEN	ENGLISH
KELLERMANN H.J.	1978	U.S. GERMANY	GERMANY	ENGLISH
KENDALLM., WILLIAMS P.	1979		U.K.	ENGLISH
KING R. (ED.)	1993	EUROPE	EUROPE	ENGLISH
KING R., SHUTTLEWORTH I.	1989	IRLAND	U.K.	ENGLISH
KING R., SHUTTLEWORTH I.	1995	IRLAND	U.K.	ENGLISH
KLINEBERG O., BEN BRIKA J.	1971	D.C.	EUROPE	ENGLISH
LEBON A.	1987		FRANCE	FRENCH
LEFELMANN G. Z.	1981		GERMANY	GERMAN
LIMBACH H.R.	1969		GERMANY	GERMAN
LIVINGSTONE A.S.	1960	AFRICA ASIA	U.K.	ENGLISH
LONDON CONFERENCE ON OVERSEAS ...	1979		U.K.	ENGLISH
LUCIUS M.	1991	EUROPE	EUROPE	FRENCH
MALIYAMKONO T.L. (ED.)	1980	E. AFRICA	N. EUROPE	ENGLISH
MANASIAN D., REED C., CRAIG C.	1988	EUROPE	EUROPE	ENGLISH
MARRIS R.	1987		U.K.	ENGLISH
MARTIN-ROVET D.	1991	FRANCE	U.K.	FRENCH
MARTIN-ROVET D., CARLSON T.	1995	U.S.	FRANCE	ENGLISH
MARTIN-ROVET D. ET AL.	1991	U.S.	FRANCE	ENGLISH

## GEOGRAPHICAL SELECTION

HOST COUNTRIES  
WESTERN EUROPE (CONT'D)

(D.C. = DEVELOPPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
MASTER R.D. MINISTÈRE DE L'ÉDUCATION (FRANCE)	1972	FRANCE U.S.	U.S. FRANCE	ENGLISH FRENCH
MIRIBEL (DE) P.	1991		FRANCE	FRENCH
MIRONESCO C.	1972	BRASIL IRAN LIBANON	FRANCE U.S.	ENGLISH
MONTVALON (DE) R.	1981		FRANCE	FRENCH
MORGAN E.E., JR.	1975		SWISS	ENGLISH
MOSTERMAN L.	1990	EUROPE	EUROPE	ENGLISH
MULLER H.	1991	EUROPE	EUROPE	FRENCH
MUSNIK I.	1978		EUROPE	FRENCH
N'DIAYE P.-P.	1962		FRANCE	FRENCH
NATIONAL BOARD OF UNIVERSITIES AND ...	1980		SWEDEN	ENGLISH
NIVEN A.	1987		U.K.	ENGLISH
OCDE	1993	E. EUROPE	EUROPE	FRENCH
OLSEN J.N.	1987		NORWAY	ENGLISH
OMI	1992		FRANCE	FRENCH
OVERSEAS STUDENTS TRUST	1979		U.K.	ENGLISH
OVERSEAS STUDENTS TRUST	1987		U.K.	ENGLISH
PASCUAL L.C., DIAZ K.M.	1979	LATIN AMERICA	SPAIN	ESPANGOL
PEARSON R.	1992		U.K.	ENGLISH
PERRIN J.	1991	FRANCE	EUROPE	FRENCH
PFEFFER K.H. (ET AL.)	1961	PAKISTAN	GERMANY	ENGLISH
PFEIFFER W M.	1969		GERMANY	GERMAN
PIRES J.	1988	AFRICA	FRANCE	FRENCH
POLITICAL AND ECONOMIC PLANNING	1955		U.K.	ENGLISH
RAMOS DOS SANTOS A.	1983		U.K.	PORTUGUESE
RAO G.L.	1979		FRANCE	ENGLISH
REED B.ET AL.	1978		U.K.	ENGLISH
REHSCHÉ G.	1981	D.C.	SWISS	GERMAN
RHODA B.	1991	E. EUROPE	EUROPE	ENGLISH
RHODA B.	1993	E. EUROPE	EUROPE	ENGLISH
RICARD A.	1991		FRANCE	FRENCH
RINGE M.J.	1993	U.K.	U.K.	ENGLISH
RODRIGUÉZ V.	1993		SPAIN	ENGLISH
ROELOFFS K.	1982		GERMANY	ENGLISH
ROELOFFS K.	1985		GERMANY	ENGLISH
SABOUR M.	1994		SCANDINAVIA	ENGLISH
SAFAR H.	1987	ARABIC COUNTRIES	EUROPE	ENGLISH
SALT J.	1983a	EUROPE	EUROPE	ENGLISH
SALT J.	1992	EUROPE	EUROPE	ENGLISH
SALT J., FORD R.	1993	EUROPE	EUROPE	ENGLISH
SCHNITZER K, SCHAEGER H.	1987	D.C.	GERMANY	ENGLISH
SCHULTE H.	1972		GERMANY	ENGLISH
SCHULTE H.	1976		GERMANY	ENGL.FRENCH
SCHÜTZE H.	1989		EUROPE	ENGLISH
SCIENCE AND ENGINEERING POLICY STUDIES	1987	U.K.	U.K.	ENGLISH
SELVARATNAM V.	1987		U.K.	ENGLISH
SHAO M.	1988		U.K.	ENGLISH
SINGH A.K.	1963	INDIA	U.K.	ENGLISH
SINGH A.K.	1963	INDIA	U.K.	ENGLISH
STEVENS W., WERTH M.	1985	D.C.	GERMANY	ENGLISH
STEWART G.M.	1979	U.K.	GERMANY	ENGLISH
TAPINOS G.	1973	D.C.	FRANCE	ENGLISH
TARRIUS A.	1992	EUROPE	EUROPE	FRENCH
TEICHLER U. ET AL.	1991	EUROPE	EUROPE	ENGLISH
TEICHLER U. ET AL.	1993	EUROPE	EUROPE	ENGLISH
TEICHLER U. ET AL.	1990	EUROPE	EUROPE	ENGLISH
THOMAS M., WILLIAMS J.M.	1972		U.K.	ENGLISH

**GEOGRAPHICAL SELECTION****HOST COUNTRIES**  
**WESTERN EUROPE (CONT'D)**

(D.C. = DEVELOPPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
TINGUY (DE) A.	1993A	EUROPE	EUROPE	FRENCH
TJIOE L.E.	1972	ASIA	GERMANY	GERMAN
TRESTIENI I.D.	1990	EUROPE	EUROPE	ENGLISH
UNESCO-ROSTE	1991	EUROPE	EUROPE	ENGLISH
UNESCO-ROSTE	1992	EUROPE	EUROPE	ENGLISH
UNESCO-ROSTE	1993	EUROPE	EUROPE	ENGLISH
USEEM J., USEEM R.H.	1955	INDIA	U.K. U.S.	ENGLISH
WATSON G.	1989	COMMONWEALTH	U.K.	ENGLISH
WICHELMANN S.	1977	D.C.	GERMANY	ENGLISH
WILLIAMS G. ET AL.	1986		U.K.	ENGLISH
WILLIAMS G. ET AL.	1987		U.K.	ENGLISH
WILLIAMS L.	1990		U.K.	ENGLISH
WILLIAMS P. (ED.)	1981		U.K.	ENGLISH
WILLIAMS P.	1981		U.K.	ENGLISH
WILLIAMS P.	1981		U.K.	ENGLISH
WILLIAMS P.	1981		U.K.	CHINOIS
WILLIAMS P.	1982		U.K.	ENGLISH
WILLIAMS P.	1983	ASIA	U.K.	ENGLISH
WILLIAMS P.	1984		U.K.	ENGLISH
WILLIAMS P.	1985		U.K.	ENGLISH
WILLIAMS P.	1988		U.K.	ENGLISH
WOODHALL M.	1989		U.K.	ENGLISH
XAVIER DE BRITO A.	1991	BRASIL	FRANCE	FRENCH
YATES A. (ED.)	1971		U.K.	ENGLISH
ZAHLAN A.B.	1991	ARABIC COUNTRIES	U.K.	ENGLISH

**GEOGRAPHICAL SELECTION****HOST COUNTRIES**  
**EASTERN EUROPE**

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
BYRNES R.F.	1976	USSR	USSR	ENGLISH
DIACONESCU M.	1980		ROMANIA	ENGLISH
FITZPATRICK S.	1982		USSR	ENGLISH
FORSTER S.	1981		E-GERMANY	GERMAN
HALEVY Z.	1973	VIETNAM CHINA	USSR	ENGLISH
KOMOROWSKI Z.	1971	AFRICA	POLAND	ENGLISH
RAYMOND E.A.	1973		USSR	ENGLISH
ROUCEK J.S.	1967		E. EUROPE	ENGLISH

**HOST COUNTRIES**  
**NORTH AMERICA**

(D.C.= DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
AACRAO	1986	ASIA	U.S.	ENGLISH
ABELLATIF R.A.	1978	EGYPT	U.S.	ENGLISH
ADIR Y.	1994	ISRAEL	U.S.	ENGLISH
ADLER N.J.	1980		U.S.	ENGLISH
ADVISORY COMMISSION ON INTERNATIO...	1966		U.S.	ENGLISH
ADWERE-BOAMAH J.	1973	AFRICA	U.S.	ENGLISH
AFJEI A. A.	1979	IRAN	U.S.	ENGLISH

HOST COUNTRIES  
NORTH AMERICA (CONT'D)

(D.C.= DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
AGARWAL V., WINKLER D.	1985A	ASIA	U.S.	ENGLISH
AGARWAL V., WINKLER D.	1985B		U.S.	ENGLISH
AGARWAL V.B., HUANG W.C.	1991		U.S.	ENGLISH
AGARWAL V.B., WINKLER D.R.	1984		U.S.	ENGLISH
AHIMAZ F.J.	1979		U.S.	ENGLISH
AKBAR S., DE VORETZ D.J	1993	D.C.	CANADA	ENGLISH
AL-BANYAN A.S.	1980	SAUDI ARABIA	U.S.	ENGLISH
ALAMEDA J.I., RUIZ OLIVERAS W.	1985	PUERTO RICO	U.S.	ENGL./SPANISH
ALEIXO J.C.B.	1974	PUERTO RICO	U.S.	PORTUGUESE
ALEXANDER F.Q. ET AL.	1980		U.S.	ENGLISH
ALLAWAY W.H	1971		U.S.	ENGLISH
ALSOP T.J.	1971	S. KOREA	U.S.	ENGLISH
ALTBACH P.G.	1989A		U.S.	ENGLISH
ALTBACH P.G.	1989B		U.S.	ENGLISH
ALTHEN G.L. (ED.)	1978	ARABIC COUNTRIES	U.S.	ENGLISH
AMADOR M.	1970	PHILIPPINES	U.S.	ENGLISH
AMARAN D.	1976	NIGERIA	U.S.	ENGLISH
AMERICAN ACADEMY OF POLITICAL ...	1966		U.S.	ENGLISH
AMERICAN COUNCIL ON EDUCATION	1982		U.S.	ENGLISH
ANDERSON D.A.	1993	S. KOREA	U.S.	ENGLISH
ASCH McCELLAN S.	1975		U.S.	ENGLISH
ASKARI H.G., CUMMINGS J.T.	1977	MIDDLE EAST	U.S.	ENGLISH
AWASTHI P.	1968	INDIA	U.S.	ENGLISH
AWASTHI P.	1969	INDIA	U.S.	ENGLISH
AWASTHI P.	1970	INDIA	U.S.	ENGLISH
BAE C.-K.	1972	S. KOREA	U.S.	ENGLISH
BAILEY R.	1989	GERMANY	U.S.	ENGLISH
BAKER J.A.	1992	RUSSIA	U.S.	ENGLISH
BAKER J.A.	1992		U.S.	ENGLISH
BANERJEE N.	1977	INDIA	CANADA	ENGLISH
BARBER E. ET AL.	1984		U.S.	ENGLISH
BARBER E.G. ET AL.	1990		U.S.	ENGLISH
BARBER E.G. (ED.)	1985		U.S.	ENGLISH
BARBER E.G. ET AL.	1987		U.S.	ENGLISH
BARBER E.G., MORGAN R.P.	1984		U.S.	ENGLISH
BARBER E.G., MORGAN R.P.	1988		U.S.	ENGLISH
BARBER E.G., MORGAN, R.P.	1987		U.S.	ENGLISH
BARLETT K., SINCLAIR D.M.	1988		CANADA	ENGLISH
BARNATHAN J.	1991	RUSSIA	U.S.	ENGLISH
BARON M.	1979	D.C.	U.S.	ENGLISH
BARRY J.	1966	THAILAND	U.S.	ENGLISH
BAYER A.E	1968		U.S.	ENGLISH
BAYER A.E.	1973		U.S.	ENGLISH
BEALS R.L., HUMPHREY N.D.	1957	MEXICO	U.S.	ENGLISH
BEARDSLEY T.M.	1988		U.S.	ENGLISH
BECKER T.	1968		U.S.	ENGLISH
BEHRINGER G.	1983	GHANA	U.S.	ENGLISH
BENG C.S.	1990	SINGAPORE	U.S.	ENGLISH
BENGUERNA M., KHELFAOUI H.	1993	ALGÉRIE	U.S.CANADA	FRENCH
BENNETT J.W. ET AL.	1958	JAPAN	U.S.	ENGLISH
BERNARD T.L.	1969		U.S.	ENGLISH
BERNARD T.L.	1970		U.S.	ENGLISH
BERRY M.J.	1991	RUSSIA	U.S.	ENGLISH
BHAGWATI J.N., RAO M.	1994		U.S.	ENGL. FRENCH
BLUMENTHAL P.	1993		U.S.	ENGLISH
BOARD OF FOREIGN SCHOLARSHIPS	1971		U.S.	ENGLISH
BOCHNER S.; WICKS P. (EDS.)	1972		U.S.	ENGLISH

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(D.C.= DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
BODY-GENDROT S.	1992	RUSSIA CHINA	U.S.	FRENCH
BOFFEY P.M.	1968	EUROPE	U.S.	ENGLISH
BOLIVIAN INSTITUTE OF PUBLIC OPINION ...	1959	BOLIVIE	U.S.	SPANISH
BOND J.S.	1991		U.S.	ENGLISH
BOOTH W.	1988		U.S.	ENGLISH
BORHANMANESH M.	1965	IRAN	U.S.	ENGLISH
BOUVIER L.F., SIMCOX D.	1994		U.S.	ENGLISH
BOWER T.J.	1973		U.S.	ENGLISH
BOYAN D.R. (ED.)	1981		U.S.	ENGLISH
BRICKMAN W.W.	1963		U.S.	ENGLISH
BRISTOW R.	1977		U.S.	ENGLISH
BRZEZINSKI M.A.	1993	CHINA	U.S.	ENGLISH
BULATAO JAYME FJ	1971	PHILIPPINES	U.S.	ENGLISH
BYERS P.P.	1971	ASIA	U.S.	ENGLISH
BYRNES R.F.	1976	USSR	U.S.	ENGLISH
CAJOLEAS L.P.	1969		U.S.	ENGLISH
CANADA'S DEPARTMENT OF MANPOWER...	1969		CANADA	ENGLISH
CANADA, COUNCIL OF MINISTERS OF ...	1987		CANADA	ENGLISH
CANADA, COUNCIL OF MINISTERS OF ...	1987		CANADA	ENGLISH
CANADA, SECRETARY OF STATE	1989		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1984		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1977		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1981		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1981		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1988		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1981		CANADA	ENGLISH
CANNON P.	1988		U.S.	ENGLISH
CAREY P., MARIAM A.G.	1980		U.S.	ENGLISH
CARINO L.V.	1970		U.S.	ENGLISH
CARLSON T., MARTIN ROVET D.	1995	FRANCE	U.S.	ENGLISH
CHANG H-B.	1972	CHINA	U.S.	ENGLISH
CHANG H-B.	1973	CHINA	U.S.	ENGLISH
CHANG P., DENG Z.	1992	CHINA	U.S.	ENGLISH
CHANG S.L.	1992	TAIWAN	U.S.	ENGLISH
CHANG S.Y.H.	1971	CHINA	U.S.	ENGLISH
CHATAWAY C.J., BERRY J.W.	1986	CHINA FRANCE UK	CANADA	ENGLISH
CHEN C-G	1995	CHINA	U.S. CANADA	
CHENG L., YANG P.Q.	1994		U.S.	ENGLISH
CHOU J.C.	1989	CHINA	U.S.	ENGLISH
CHU H-M. ET AL.	1971	CHINA	U.S.	ENGLISH
CHU.K.UNTA N.K.O.	1975	NIGERIA	U.S.	ENGLISH
CIAP	1970	LATIN AMERICA	U.S.	SPANISH
CLARK V.E.W.	1963	GHANA	U.S.	ENGLISH
CLARKE H., AZAWA M.	1970		U.S.	ENGLISH
COELHO G.V.	1958	INDIA	U.S.	ENGLISH
COLEMAN J.S.	1983		U.S.	ENGLISH
COLLIGAN F.	1969		U.S.	ENGLISH
COMAY Y.	1970		CANADA	ENGLISH
COMAY Y.	1971	CANADA	U.S.	ENGLISH
COMMITTEE ON EDUCATIONAL INTERCH...	1958		U.S.	ENGLISH
COMMITTEE ON EDUCATIONAL INTERCH...	1964		U.S.	ENGLISH
COMMITTEE ON THE FOREIGN STUDENT ...	1979		U.S.	ENGLISH
CORMACK M.L.	1962		U.S.	ENGLISH
CORMODE L.	1993	JAPAN	CANADA	ENGLISH
CORTES J.R., PEREZ B.A.	1970	PHILIPPINES	U.S.	ENGLISH
COSER L.A.	1984A	EUROPE	U.S.	ENGLISH
COSER L.A.	1984B	GERMANY	U.S.	ENGLISH



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(D.C.= DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
COUNCIL ON INTERNATIONAL AND CULTUR...	1967			U.S. ENGLISH
COWARD H.R. ET AL.	1989		U.S.	ENGLISH
CUMMINGS K., SO W.C. = DEVELOPING COUNTRIES)	1985	ASIA	U.S.	ENGLISH(D.C.
CUMMINGS K.W.	1985	ASIA	U.S.	ENGLISH
DAHMAN O.	1976	ARABIC COUNTRIES	U.S.	ENGLISH
DAS M.S	1974	AFRICA	U.S.	ENGLISH
DEDIJER S.	1964	D.C.	U.S.	ENGLISH
DENG Z.	1990	CHINA	U.S.	ENGLISH
DEVINE B.V.	1971	D.C.	U.S.	ENGLISH
DEVORETZ D., MAKI D.	1980	D.C.	CANADA	ENGLISH
DEVORETZ D., MAKI D.	1983	D.C.	CANADA	ENGLISH
DEVORETZ D., MAKI D.			CANADA	ENGLISH
DIVO-INSTITUT (ED.)	1961	GERMANY	U.S.	ENGLISH
DJAO A.W.	1982	CHINA	CANADA	ENGLISH
DRESCH S.P.	1986		U.S.	ENGLISH
DRUCKER D.C.	1988		U.S.	ENGLISH
DUBOIS C.	1956		U.S.	ENGLISH
EBERHARD W.	1970	ASIA	U.S.	ENGLISH
EISEMON T.	1974	INDIA	U.S.	ENGLISH
EKAIKO U.T.	1981	AFRICA	U.S.	ENGLISH
ENGARDIO P. ET AL.	1994		U.S.	ENGLISH
ESPINOSA J.M.	1975		U.S.	ENGLISH
FARJAD M.	1991	IRAN	U.S.	ENGLISH
FARRAHI-ZADEH A., EICHMAN	1970	ARABIC COUNTRIES	U.S.	ENGLISH
FINN M.	1985		U.S.	ENGLISH
FLACK M.J.	1976	D.C.	U.S.	ENGLISH
FLEMING D., BAILYN B. (EDS.)	1969	EUROPE	U.S. EUROPE	ENGLISH
FOAD A.A., JONES E.C.	1979		U.S.	ENGLISH
FORTNEY J.A.	1972		U.S.	ENGLISH
FRANCON F.	1968	FRANCE	U.S.	FRENCH
FRIBORG G.	1969	SWEDEN	U.S.	ENGLISH
GAMA A.M.P., D.C.ERSEN P.	1977	BRASIL.	U.S.	ENGLISH
GARDNER J.A.	1963		U.S.	ENGLISH
GARFIELD R.R.	1958		U.S.	ENGLISH
GERRITZ E.M. ET AL.	1970		U.S.	ENGLISH
GHOSH B.N.	1979	INDIA	U.S.	ENGLISH
GOETZL S., STRUTTER J.D. (EDS.)	1980		U.S.	ENGLISH
GOLLIN A.	1967	D.C.	U.S.	ENGLISH
GOLLIN A.E.	1969	D.C.	U.S.	ENGLISH
GOODWIN C.D., NACH M.	1983		U.S.	ENGLISH
GREEN D.G.	1964		U.S.	ENGLISH
GREEN R., FEDERICO R.	1986		CANADA	ENGLISH
GREENBLAT C.	1971	CHILI COLOMBIA GREECE TURKEY	U.S.	ENGLISH
GREENBLAT C.S.	1968	D.C.	U.S.	ENGLISH
GREENWOOD M., MCDOWELL J	1991		U.S. CANADA	ENGLISH
GRUBEL H.G.	1976		U.S.	ENGLISH
GRUBEL H.G.	1966A		U.S.	ENGLISH
GRUBEL H.G.	1967A		U.S.	ENGLISH
GRUBEL H.G.	1967B		U.S.	ENGLISH
GRUBEL H.G.	1967C		U.S.	ENGLISH
GRUBEL H.G.	1968B		U.S.	ENGLISH
GRUBEL H.G., SCOTT A.D.	1966B		U.S.	ENGLISH
GUJRAL S.P., GUPTA S.S.	1983	INDIA	U.S.	ENGLISH
GULATI R.R.	1990	INDIA	U.S.	ENGLISH

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AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
HADWEN C.T.M.	1964		U.S.	ENGLISH
HAMID A.A.M.	1990	SOUDAN	U.S.	ENGLISH
HARBISON R.W.	1973	COLOMBIA	U.S.	ENGLISH
HARBOR K.O.	1993		U.S.	ENGLISH
HARRISON B.E.	1969		U.S.	ENGLISH
HEKMATI M.	1972		U.S.	ENGLISH
HENTGERS H.A.	1975	S. KOREA	U.S.	ENGLISH
HERBERT W.	1981		U.S.	ENGLISH
HERVE M.E.A.	1968		U.S.	ENGLISH
HILL (DE) L.V.	1971	COLOMBIA	U.S.	ENGLISH
HISHTI S.	1984		U.S.	ENGLISH
HOBBS M.K.	1982	CHINA	U.S.	ENGLISH
HOLDAWAY E.A. ET AL.	1988		CANADA	ENGLISH
HONG J.-C.	1984	TAIWAN	U.S.	ENGLISH
HOOD M.A.G.	1979		U.S.	ENGLISH
HORN J.J.	1977	LATIN AMERICA	U.S.	ENGLISH
HOSSAIN N.	1983		U.S.	ENGLISH
HOSSAIN N.	1984	INDIA	U.S.	ENGLISH
HOSSAIN N.	1981		U.S.	ENGLISH
HOSSAIN N.	1983		U.S.	ENGLISH
HUANG W.-C.	1988		U.S.	ENGLISH
HUBBARD J.R.	1978		U.S.	ENGLISH
HUCKENPÖHLER J.G.	1991		U.S.	ENGLISH
HULL W.F.	1978		U.S.	ENGLISH
INHABER,-H.	1975	INDIA	U.S.	ENGLISH
INSTITUTE OF APPLIED MANPOWER ...	1968	INDIA	U.S.	ENGLISH
INTERNATIONAL EDUCAT. OF THE COUNC...	1980		U.S.	ENGLISH
INTERNATIONAL RESEARCH ASSOCIATES	1955	THAILAND	U.S.	ENGLISH
INTERNATIONAL STUDENT PROGRAM ...	1965		U.S.	ENGLISH
IYER P.	1985		U.S.	ENGLISH
JAAFARI L.I.	1973	JORDANIA	U.S.	ENGLISH
JACQZ J.W.	1967	AFRICA	U.S.	ENGLISH
JAIN R.	1994	INDIA	U.S.	ENGLISH
JAY M.	1986	GERMANY	U.S.	ENGLISH
JAYME J.B.	-1975	PHILIPPINES	U.S.	ENGLISH
JAYME-CARD J.	1982	PHILIPPINES	U.S.	ENGLISH
JENKINS J., WITKIN M.J.	1976		U.S.	ENGLISH
JESUDASON V.	1972	INDIA	U.S.	ENGLISH
JIANG L.	1986	CHINA	CANADA	ENGLISH
JOBES P.C., STINNER W.F.	1993		U.S.	ENGLISH
JOHNSON D.H.	1992	VIRGIN ISLAND	U.S.	ENGLISH
JOHNSON W., COLLIGAN F.	1966		U.S.	ENGLISH
JOHNSTONE B.	1989		U.S.	ENGLISH
JONES V.A., STALKER J. (EDS.)	1976		U.S.	ENGLISH
JOYCE R.E., HUNT C.L.	1982	PHILIPPINES	U.S.	ENGLISH
KAGITCIBASI C.	1978	TURKEY	U.S.	ENGLISH
KALLGREN J.K., SIMON D.F.	1987	CHINA	U.S.	ENGLISH
KANGVALERT W.	1985	THAILAND	U.S.	ENGLISH
KANJANAPAN W.	1993	EUROPE	U.S.	ENGLISH
KANJANAPAN W.	1995	ASIA	U.S.	ENGLISH
KAO C.H.C.	1969	CHINA	U.S.	ENGLISH
KAO C.H.C.	1971	TAIWAN	U.S.	ENGLISH
KAO C.H.C., LEE J.W.	1973	CHINA	U.S.	ENGLISH
KASRAIAN A.	1978		U.S.	ENGLISH
KAYE A.E. ET AL.	1978		U.S.	ENGLISH
KAYSER-JONES J.S. ET AL	1982	CANADA EUROPE	U.S.	ENGLISH
KELLERMANN H.J.	1978	GERMANY	U.S.	ENGLISH

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(D.C.= DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
KENT J.	1973		U.S.	ENGLISH
KESHAV D.S.	1969	INDIA	U.S.	ENGLISH
KHADRIA B.	1991	INDIA	U.S.	ENGLISH
KHADRIA B.	1990A		U.S.	ENGLISH
KHOAPA B.A.	1987	D.C.	U.S.	ENGLISH
KIDD C.	1970	LATIN AMERICA	U.S.	ENGLISH
KIDD C.V.	1970	LATIN AMERICA	U.S.	ENGLISH
KIDD C.V.	1983	U.S.	U.S.	ENGLISH
KINCAID H.V.	1961		U.S.	ENGLISH
KING K.J.	1970	AFRICA	U.S.	ENGLISH
KING R (ROBERT)	1983	TAIWAN	U.S.	ENGLISH
KIZILBASH M.	1964	INDIA	U.S.	ENGLISH
KLEIN M.H., ET AL.	1971	ASIA	U.S.	ENGLISH
KLINEBERG O.	1980		U.S.	ENGLISH
KLINEBERT O., HULL W.F.	1979		U.S.	ENGLISH
KONFOR S.N.	1989	AFRICA	U.S.	ENGLISH
KORCOK M.	1974	WEST INDIES	CANADA	ENGLISH
LAEARANCHI H.	1984		U.S.	ENGLISH
LANSDALE D.	1984		U.S.	ENGLISH
LARY D.	1994	CHINA	CANADA	ENGLISH
LEE M.Y. ET AL.	1981	D.C.	U.S.	ENGLISH
LEE M.Y. ET AL.	1981		U.S.	ENGLISH
LEE M.Y., RAY M.C.	1981		U.S.	ENGLISH
LEE S.	1991		U.S.	ENGLISH
LERNER J., ROY R.	1984		U.S.	ENGLISH
LEWIS C.S., YOUNG B.J.	1987		U.S.	ENGLISH
LOCKETT B.A.	1974		U.S.	ENGLISH
LOCKETT B.A., WILLIAMS, K.N.	1973		U.S.	ENGLISH
LOGAN B.I.	1987	AFRICA	U.S.	ENGLISH
LOGAN I.B.	1992	AFRICA	U.S.	ENGLISH
LOOMIS C.P., SCHULER A.	1948		U.S.	ENGLISH
LOWE G.A.	1963	WEST INDIES	U.S.	ENGLISH
LYSGAARD S.	1955	NORWAY	U.S.	ENGLISH
MALAVE J.	1991	VENEZUELA	U.S.	SPANISH
MALIYAMKONO T.L. (ED.)	1980	E. AFRICA	U.S.	ENGLISH
MANDEL M.	1989		U.S.	ENGLISH
MANER W.	1965		U.S.	ENGLISH
MARGULIES H., BLOCH L.	1969		U.S.	ENGLISH
MARKS A., VESSURI H. (EDS.)	1983	LATIN AMERICA	U.S.	ENGLISH
MARSHALL A.	1988	WEST INDIES		
MARTIN J.	1994	ARGENTINA	U.S.	ENGLISH
MARVILLE A.	1981		U.S.	ENGLISH
MASTER R.D.	1972	FRANCE	U.S.	ENGLISH
McCORKIE R.	1993		U.S.	ENGLISH
MCKEE D.L.	1985	ARGENTINA	U.S.	ENGLISH
McKEE D.L.	1983	WEST INDIES	U.S.	ENGLISH
MCPHEE C.R., HASSAN M.K.	1990	D.C.	U.S.	ENGLISH
MELBY J.F.	1964		U.S.	ENGLISH
MELEIS A.I.	1982	ARABIC COUNTRIES	U.S.	ENGLISH
MICKLE K., CHAN R.	1986	CHINA	CANADA	ENGLISH
MILLER S.	1992	WEST INDIES	U.S.	ENGLISH
MIRONESCO C.	1972	BRASIL IRAN LIBANON	U.S.	ENGLISH
MONCARZ R.	1970	CUBA	U.S.	ENGLISH
MONTANARI A.	1993	ITALY	U.S.	ENGLISH
MONTGOMERY BROADEN C.	1993	CHINA	U.S.	ENGLISH
MOORIS R.T.	1960		U.S.	ENGLISH

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AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
MORADMAND, M.	1983	IRAN	U.S.	ENGLISH
MORAVCSIK M.J.	1973	D.C.	U.S.	ENGLISH
MORGAN G.D.	1963	NIGERIA	U.S.	ENGLISH
MORGAN G.D.	1964	NIGERIA	U.S.	ENGLISH
MORSY M.A.	1990	EGYPT	U.S.	ENGLISH
MYER R.B.	1979		U.S.	ENGLISH
MYERS E.	1982	U.K.	U.S.	ENGLISH
MYERS, R.G.	1973	PERU	U.S.	ENGLISH
NAFSA	1990	CHINA	U.S.	ENGLISH
NAKAYAMA S.	1994	ASIA	U.S.	ENGLISH
NATIONAL RESEARCH COUNCIL	1990		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1962		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1967		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1969		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1973		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1977		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	82-91		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1985		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1987		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1986		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1993		U.S.	ENGLISH
NEICE D.C., BRAUN P.	1977		CANADA	ENGLISH
NELSON D.	1975		U.S.	ENGLISH
NILAND J.R.	1970	ASIA	U.S.	ENGLISH
NTEZIRYAYO A.	1982	AFRICA	U.S.	ENGLISH
NXUMALO N.N.	1991	AFRICA	U.S.	ENGLISH
OAK RIDGE ASSOCIATE UNIVERSITIES...	1985		U.S.	ENGLISH
OFFOHA M.U.	1989	NIGERIA	U.S.	ENGLISH
OFFOHA, M.U.	1990	NIGERIA	U.S.	ENGLISH
OH T.K.	1973	EAST ASIA	U.S.	ENGLISH
OH T.K.	1973	EAST ASIA	U.S.	ENGLISH
OH T.K.	1977	ASIA	U.S.	ENGLISH
OH T.K.	1969	ASIA	U.S.	ENGLISH
OH T.K.	1974	ASIA	U.S.	ENGLISH
OKEIDIJI O.O., OLU F.	1972	NIGERIA	U.S.	ENGLISH
OKEIDIJI O.O., OKEIDIJI F.O.	1972	NIGERIA	U.S.	ENGLISH
OKOLI E.J.	1994	AFRICA	U.S.	ENGLISH
OPERATIONS AND POLICY RESEARCH	1966		U.S.	ENGLISH
OREILLY M.	1995	CANADA	U.S.	ENGLISH
ORLEANS L. A.	1988	CHINA	U.S.	ENGLISH
OSBORN T.N., NEWTON J.R.	1979	MEXICO	U.S.	ENGLISH
OSZLAK O., CAPUTO D	1973	LATIN AMERICA	U.S.	SPANISH
OTEIZA E.	70-71	ARGENTINA	U.S.	SPANISH
OTTO D.	1975		CANADA	ENGLISH
OYEN O.	1983		U.S.	ENGLISH
PAGET R.	1980		U.S.	ENGLISH
PARLIN B.W.	1976		U.S.	ENGLISH
PAZAVI M.Z.	1975	ASIA		
LATIN AMERICA	U.S.	ENGLISH		
PEARSON R.	1991	U.K.	U.S.	ENGLISH
D.C.ERSEN PET AL.	1990	TAIWAN	U.S.	ENGLISH
D.C.ERSEN P.B.	1990	TAIWAN	U.S.	ENGLISH
PERNIA E.	1976	ASIA PHILIPPINES	U.S.	ENGLISH
PFANNER H.F.	1983	GERMANY AUSTRIA	U.S.	ENGLISH
PORTES A.	1976	ARGENTINA	U.S.	ENGLISH
POWLES W.E.ET AL.	1972	CANADA	U.S.	ENGLISH

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AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
PRUITT F.J.	1978	AFRICA	U.S.	ENGLISH
PRUITT F.J.	1979	AFRICA	U.S.	ENGLISH
PSACHAROPOULOS G.	1975		U.S.	ENGLISH
RAMIREZ M., PARRA E.	1968	LATIN AMERICA	U.S.	SPANISH
RAMOS DOS SANTOS A.	1983		CANADA U.S.	PORTUGUESE
RAO G.L.	1979		CANADA U.S.	ENGLISH
RITTERBAND P.	1969	ISRAEL	U.S.	ENGLISH
ROCKETT I.R.H.	1976	LATIN AMERICA	U.S.	ENGLISH
RODRIGUEZ O.	1974	D.C.	U.S.	ENGLISH
RODRIGUEZ O.	1976	U.S.	CANADA	ENGLISH
RONALD B., PAVALKO M.	1968	CANADA	U.S.	ENGLISH
ROSE P.I.	1976	S.E. ASIA	U.S.	ENGLISH
RUDIN E.B.	89-90	ARGENTINA	U.S.	ENGLISH
RUSCOE G.C.	1968		U.S.	ENGLISH
RUSSEL M.L.	1992	EGYPT	U.S.	ENGLISH
SCHIMDT-DÖRR T.	1991	GERMANY	U.S.	ENGLISH
SCHULTZE R-O. ET AL.	1989	GERMANY	CANADA	ENGLISH
SCOTT F.D.	1956	SWEDEN	U.S.	ENGLISH
SCULLY G.	1956		U.S.	ENGLISH
SECRETARIAT DE LA CRE	1987	EUROPE	U.S.	FRENCH
SEN A.K.	1971		U.S.	ENGLISH
SHARMA K.D.	1970	INDIA	U.S.	ENGLISH
SHARMA Y.D.	1967	INDIA	U.S.	ENGLISH
SHELER J.L.	1981	E. EUROPE	U.S.	ENGLISH
SHIN E.H., CHANG K.-S.	1988	S. KOREA	U.S.	ENGLISH
SIMS A., STELCNER M.	1981		CANADA	ENGLISH
SINGH H.P.	1976		U.S.	ENGLISH
SKALNIKUFF E.B.	1967		U.S.	ENGLISH
SMALL L.W.	1993	RUSSIA	U.S.	ENGLISH
SMITH B.	1981		U.S.	ENGLISH
SOFOLA J.A.	1967	NIGERIA	U.S.	ENGLISH
SOLMON L.C., BEDDOW R.	1985		U.S.	ENGLISH
SONG H.-J.	1991	S. KOREA	U.S.	ENGLISH
SPAULDING S. COELHO G.V.	1980		U.S.	ENGLISH
SPAULDING S., FLACK M.	1976		U.S.	ENGLISH
SPENCE R.B.	1955	PAKISTAN	U.S.	ENGLISH
STABLER J.B., MOGANNAM E.T.	1956	EGYPT	U.S.	ENGLISH
STEVENS R. ET AL.	1978		U.S.	ENGLISH
STEVENS R. VERMEULEN J.	1972		U.S.	ENGLISH
STEVENSON R.	1974	D.C.	U.S.	ENGLISH
STHEAHR T.E., LOWE R.A.	1975		U.S.	ENGLISH
STONE R.	1993	CHINA	U.S.	ENGLISH
SUN JIAN	1995	CHINA	U.S.	ENGLISH
SUSSKIND C., SCHELL L.	1968		U.S.	ENGLISH
SUWANWELA C.	1972	THAILAND	U.S.	ENGLISH
SWEET C.	1973		U.S.	ENGLISH
SYMMONS T.H.B., PAGE J.E.	1984	CANADA	CANADA	ENGLISH
TECHNICAL COOPERATION MISSION	1959	INDIA	U.S.	ENGLISH
TEPLAN I.	1991	HUNGARY	U.S.	ENGLISH
TERMOTE M.	1995		CANADA	ENGLISH
THAMES J.A.	1970	S. KOREA	U.S.	ENGLISH
THE CENTER FOR MIGRATION STUDIES	1981		U.S.	ENGLISH
THOMAS A.	1970		U.S.	ENGLISH
THOMAS A.	1982	GERMANY	U.S.	ENGLISH
THOMAS K., TRACY W.	1979	ARABIC COUNTRIES	U.S.	ENGLISH
TIEN C-L.	1993	ASIA	U.S.	ENGLISH
TOH S-H.	1977		CANADA	ENGLISH

HOST COUNTRIES  
NORTH AMERICA (CONT'D)

(D.C.= DEVELOPING COUNTRIES)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
TORRADO S.	1979	LATIN AMERICA	U.S.	ENGLISH
TRUSCOTT M.H.	1971	D.C.	U.S.	ENGLISH
TSAI H.C.	1989	TAIWAN	U.S.	ENGLISH
U.S.- CHINA EDUCATION CLEARINGH...	1980	CHINA	U.S.	ENGLISH
UNCTAD	1975	D.C.	CANADA	ENGLISH
UNITED STATES DEPARTMENT OF HEALTH ...	1972		U.S.	ENGLISH
UNITED STATES DEPARTMENT OF STATE	1965		U.S.	ENGLISH
USEEM J., USEEM R.H.	1955	INDIA	U.S.	ENGLISH
USEEM J., USEEM R.H.	1968	INDIA	U.S.	ENGLISH
USHER R. E.	1969		U.S.	ENGLISH
VALIPOUR I.	1967	IRAN	U.S.	ENGLISH
VAN DER KROEF J.M.	1970		U.S.	ENGLISH
VASEGH-DANESHVARY N. ET AL.	1987		U.S.	ENGLISH
VASEGH-DANESHVARY N.	1984	D.C.	U.S.	ENGLISH
VRIES J., RICHER S.	1988		CANADA	ENGLISH
VROMAN C. ET AL.	1970		U.S.	ENGLISH
WALKER J.	1970		U.S.	ENGLISH
WALTON B.J.	1967		U.S.	ENGLISH
WANG W.C.	1990	CHINA	U.S.	ENGLISH
WANG W.C.	1991	CHINA	U.S.	ENGLISH
WANG W.C.	1993A	CHINA	U.S.	ENGLISH
WANG W.C.	1993B	CHINA	U.S.	ENGLISH
WANG W.C.	1994	CHINA	U.S.	ENGLISH
WATSON G.	1989	COMMONWEALTH	U.S.	ENGLISH
WEI Y.	1970	CHINA	U.S.	ENGLISH
WEI-CHIAO H.	1988		U.S.	ENGLISH
WEILER H.N.	1984		U.S.	ENGLISH
WEISS R.J. ET AL.	1974		U.S.	ENGLISH
WEISS R.J. ET AL.	1974		U.S.	ENGLISH
WELLINGTON J.S.	1968	INDONESIA	U.S.	ENGLISH
WELLS S., BOOGAARD P.	1980		U.S.	ENGLISH
WILSON J.A., GASTON J.	1974	U.K.	U.S.	ENGLISH
WILSON J.A., GASTON J.	1971	U.K.	U.S.	ENGLISH
WINDHAM D.M.	1985		U.S.	ENGLISH
WINDHAM D.M., WAGNER A.P.	1989		U.S.	ENGLISH
WINKLER D.	1984		U.S.	ENGLISH
WINKLER D.R.	1981		U.S.	ENGLISH
WINKLER D.R.	1981		U.S.	ENGLISH
WOBBEKIND R.E., GRAVES P.E.	1989		U.S.	ENGLISH
WOOD B.	1972	LATIN AMERICA	U.S.	ENGLISH
WOUDENBERG H.W., MCKEE D.L.	1980	U.S.	CANADA	ENGLISH
WUBNEH T.	1984		U.S.	ENGLISH
YUAN H.	1991	CHINA	CANADA	ENGLISH
ZARROUG K.H.	1980	SOUDAN	U.S.	ENGLISH
ZEHTABCHI A.A.	1993	IRAN	U.S.	ENGLISH
ZHA Y.	1995	CHINA	U.S.	ENGLISH
ZHANG X.	1992	CHINA	U.S.	ENGLISH
ZIAII-BIGDELI M.	1982	IRAN NIGERIA	U.S.	ENGLISH
ZIKOPOULOS M. (ED.)	1991		U.S.	ENGLISH
ZIKOPOULOS M., BARBER E.G.	1985		U.S.	ENGLISH
ZUR-MUEHLEN (VON) M.	1977		CANADA	ENGLISH
ZUR-MUEHLEN (VON) M.	1978		CANADA	ENGLISH
ZUR-MUEHLEN (VON) M.	1980		CANADA	ENGLISH
ZWEIG D., CHEN CHANGGUI	1995	CHINA	U.S.	ENGLISH

## THEMATICAL SELECTION

## STUDENTS

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
ADVISORY DIVISORY COMMISSION ...	1966		U.S.	ENGLISH
ALEXANDER F.Q. ET AL.	1980		U.S.	ENGLISH
ALLAWAY W.H.	1971		U.S.	ENGLISH
ALLAWAY W.H., SHORROCK H.C.	1985			ENGLISH
ALTBACH P.G. ET AL.	1985			ENGLISH
APEZECHEA H.J. ET AL.	1976	URUGUAY		SPANISH
ASCH McCELLAN S.	1975		U.S.	ENGLISH
AVVEDUDO S.	1993			ENGLISH
BARBER E.G. (ED.)	1983			ENGLISH
BARBER E.G. (ED.)	1985		U.S.	ENGLISH
BARBER E.G., MORGAN, R.P.	1987		U.S.	ENGLISH
BARON M.	1979	D.C.	U.S.	ENGLISH
BECKER G.S.	1964			ENGLISH
BENGUERNA M., KHELFAOUI H	1993	ALGÉRIE		FRENCH
BHAGWATI J.N., RAO M.	1994		U.S.	ENGL. FRENCH
BIGGS D.A.	1987			ENGLISH
BOARD OF FOREIGN SCHOLARSHIPS	1971		U.S.	ENGLISH
BOCHNER S., LIN A., MCLEOD	1980			ENGLISH
BORGONO V., ET AL.	1995	AFRICA		
MIDDLE EAST	EUROPE	FRENCH		
BORHANMANESH M	1965	IRAN	U.S.	ENGLISH
BOSCHI R.R.	1971	BRASIL		PORTUGUESE
BRISTOW R., THORNTON J.E.C.	1979		U.K.	ENGLISH
BURNS R.	1984			ENGLISH
CALDWELL G.	1974	ASIA	AUSTRALIA	ENGLISH
CALLAN H., STEELE K.	1992		W.EUROPE	ENGLISH
CANADA'S DEPARTMENT OF MANPOWER ...	1969		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1984		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1977		CANADA	ENGLISH
CANADIAN BUREAU FOR INTERNATIONAL ...	1981		CANADA	ENGLISH
CARLSON T., MARTIN ROVET D.	1995	FRANCE U.S.	FRANCE U.S.	ENGLISH
CHEN T.J., HY S.	1995			
CHOU J.C.	1989	CHINA	U.S.	ENGLISH
CHU G.C.	1968			ENGLISH
COMMITTEE OF VICE CHANCELLORS ...	1990		U.K.	ENGLISH
COMMITTEE ON THE FOREIGN STUDENT ...	1979		U.S.	ENGLISH
COMMONWEALTH SECRETARIAT	1982			ENGLISH
CORMACK M.L.	1962		U.S.	ENGLISH
CORMACK M.L.	1968			ENGLISH
COWARD H.R. ET AL.	1989		U.S.	ENGLISH
CUMMINGS K., SO W.C.	1985	ASIA	U.S.	ENGLISH
CUMMINGS K.W.	1985	ASIA	U.S.	ENGLISH
CUMMINGS K.W.	1987			ENGLISH
CURRY L.	1990	CHINA		ENGLISH
DAS M.S.	1972	D.C.	PI	ENGLISH
DAS M.S.	1969	ASIA		ENGLISH
DASS C.M.C.	1967			ENGLISH
DEVINE B.V.	1971	D.C.	U.S.	ENGLISH
DORA, G.C.	1972			ENGLISH
DORAI G.C.	1967			ENGLISH
DREISBACH P. B.	1985			ENGLISH
EBERHARD W.	1970	ASIA	U.S.	ENGLISH
EBUCHI K.	1989		JAPAN	ENGLISH
EIDE I. (ED.)	1970			ENGLISH
ENGLESBERG P.	1995	CHINA		ENGLISH
FLACK M.J.	1976	D.C.	U.S.	ENGLISH
FLORIN F.	1975		NETHERLANDS	ENGLISH
FROHLICH D., SCHADE B.	1966		GERMANY	GERMAN

## THEMATICAL SELECTION

## STUDENTS (CONT'D)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
GAILLARD J.	1987		DIFFÉRENTS PAYS	FRENCH
GAO Y., WU W.	1995	CHINA		ENGLISH
GARBI E. (ED.)	1991	VENEZUELA		SPANISH
GASS J.R., LYONS R. F.	1962			ENGLISH
GE RONDI C.	1990		ITALY	ITALYN
GEAHCHAN M.L.	1972	LIBANON		ENGLISH
GERRITZ E.M. ET AL.	1970		U.S.	ENGLISH
GLASER W.A.	1974			ENGLISH
GLASER W.A.	1977			ENGLISH
GLASER W.A., HABERS G.C.	1978			ENGLISH
GLIM H.	1980		GERMANY	ENGLISH
GOETZL S., STRUTTER J.D. (EDS.)	1980		U.S.	ENGLISH
GOLLIN A.	1967	D.C.	U.S.	ENGLISH
GOODWIN C.D., NACH M.	1983		U.S.	ENGLISH
GREENALL G.M., PRICE J.E. (EDS.)	1980			ENGLISH
GULLAHORN J.T., GULLAHORN	1963A	U.S.		ENGLISH
HABERS G.C.	1972	D.C.		ENGLISH
HARBISON F.	1963			ENGLISH
HARBISON R.W.	1973	COLOMBIA	U.S.	ENGLISH
HARBOR K.O.	1993		U.S.	ENGLISH
HEKMATI M.	1970			ENGLISH
HEKMATI M.	1972		U.S.	ENGLISH
HENDERSON G.	1967			ENGLISH
HENTGERS H.A.	1975	S. KOREA	U.S.	ENGLISH
HETLAND A.	1980		NORWAY	
HETLAND A.	1984			ENGLISH
HODGKIN M.C.	1972	SOUTH ASIA	AUSTRALIA	ENGLISH
HOSSAIN N.	1983		U.S.	ENGLISH
HOSSAIN N.	1984	INDIA	U.S.	ENGLISH
HOSSAIN N.	1981		U.S.	ENGLISH
HU L.	1988	TAIWAN		ENGLISH
HU L.T., D.C.ERSEN P.	1986			ENGLISH
HUANG W-C.	1988		U.S.	ENGLISH
HUCKENPÖHLER J.G.	1991		U.S.	ENGLISH
HUGHES H.	1985			ENGLISH
INTERNATIONAL RESEARCH ASSOCIATED	1959	MEXICO		ENGLISH
INTERNATIONAL ASSOCIATION OF ...	1994			ENGLISH
JAAFARI L.I.	1973	JORDANIA	U.S.	ENGLISH
JACQZ J.W.	1967	AFRICA	U.S.	ENGLISH
JAYME-CARD J.	1982	PHILIPPINES	U.S.	ENGLISH
JENKINS H.M., (ED.)	1983	D.C.		ENGLISH
JESUDASON V.	1972	INDIA	U.S.	ENGLISH
JOHNSON A.W.	1971			ENGLISH
JOHNSON G.A.	1965			ENGLISH
JONES T.F.	1966			ENGLISH
KABRA K.N.	1977			ENGLISH
KAO C.H.C.	1971	TAIWAN		ENGLISH
KAWANO S.	1989		JAPAN	ENGLISH
KEATS D.	1972		AUSTRALIA	ENGLISH
KENT J.	1973		U.S.	ENGLISH
KERR C.	1990			ENGLISH
KHADRIA B.	1978A			ENGLISH
KHADRIA B.	1990B			ENGLISH
KINDLEBERGER C.P.	1968			ENGLISH
KING K.J.	1970	AFRICA	U.S.	ENGLISH
KING R., SHUTTLEWORTH I.	1989	IRLAND	U.K.	ENGLISH
KING R., SHUTTLEWORTH I.	1995	IRLAND		ENGLISH
KING R., SHUTTLEWORTH I.	1995	IRLAND	U.K.	ENGLISH
KLEIN M.H., ET AL	1971	ASIA	U.S.	ENGLISH



## THEMATICAL SELECTION

## STUDENTS (CONT'D)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
KLINEBERG O.	1980		U.S.	ENGLISH
KLINEBERG O., BEN BRIKA J	1971	D.C.	EUROPE	ENGLISH
KOLOKO E.M.	1980	ZAMBIA		ENGLISH
KUPPUSWAPMY B.	1970	INDIA		ENGLISH
LAEARANCHI H.	1984		U.S.	ENGLISH
LAO R.C.	1977	CHINA		ENGLISH
LEBON A.	1987		FRANCE	FRENCH
LEE M.Y., ET AL.	1981		U.S.	ENGLISH
LEE S.	1991		U.S.	ENGLISH
LEONG F.T.L.	1995			ENGLISH
LI JING	1995	CHINA	JAPAN	CHINOIS
LIAO C.-C., TANG M.-Y.	1984	CHINA		ENGLISH
LIEN D.-H.D.	1987			ENGLISH
LIEN D.-H.D.	1988			ENGLISH
LIU L., JIANG G.	1995	CHINA		ENGLISH
LIVINGSTONE I.	1981			ENGLISH
LONDON CONFERENCE ON OVERSEAS ...	1979		U.K.	ENGLISH
LOWE G.A.	1963	WEST INDIES	U.S.	ENGLISH
LUCIUS M.	1991	EUROPE	EUROPE	FRENCH
MALIYAMKONO T.L., WELLS S	1980			ENGLISH
MANER W.	1965		U.S.	ENGLISH
MARKS M.S.	1987			ENGLISH
MARRIS R.	1987		U.K.	ENGLISH
MARTIN J.	1994		U.S.	ENGLISH
MARTIN-ROVET D.	1995	FRANCE		ENGLISH
MAXWELL W.E.	1974	CHINA	THAILAND	ENGLISH
MINNESOTA UNIVERSITY, OFFICE ...	1967			ENGLISH
MIRIBEL (DE) P.	1991		FRANCE	FRENCH
MNZAVA N.E.	1978	TANZANIA		ENGLISH
MONTVALON (DE) R.	1981		FRANCE	FRENCH
MOOCK J.L.	1984	AFRICA		ENGLISH
MORADMAND, M.	1983	IRAN	U.S.	ENGLISH
MURASE A.E.	1978	JAPAN		ENGLISH
MYER R.B.	1979		U.S.	ENGLISH
MYERS R.G.	1972			ENGLISH
MYERS R.G.	1967			ENGLISH
MYERS, R.G.	1973	PERU	U.S.	ENGLISH
N'DIAYE P.-P.	1962		FRANCE	FRENCH
NAFSA	1990	CHINA	U.S.	ENGLISH
NATIONAL RESEARCH COUNCIL	1990		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1986		U.S.	ENGLISH
NATIONAL SCIENCE FOUNDATION	1993		U.S.	ENGLISH
NATIONAL YOUTH COMMISSION ...	1987	CHINA		ENGLISH
NELSON R.R. PHELPS E.S.	1966			FRENCH
NORMILE D.	1993	ASIA	JAPAN	ENGLISH
OECD	1990			ENGLISH
OECD/CERI	1989		OECD	ENGLISH
OECD/CERI	1990		AUSTRALIA	ENGLISH
OECD/CERI SECRETARIAT	1989		OECD	ENGLISH
OGUNBI A.J.	1978	D.C.		ENGLISH
OH T.K.	1969	ASIA	U.S.	ENGLISH
OKAMOTO K.	1990		JAPAN	ENGLISH
OKOLI E.J.	1994	AFRICA	U.S.	ENGLISH
OMI	1992		FRANCE	FRENCH
OVERSEAS STUDENTS TRUST	1979		U.K.	ENGLISH
OXENHAM J.	1981			ENGLISH
OZENFANT C.	1991			FRENCH
PALLMA S.	1974			SPANISH
PALMER R.V.	1968			ENGLISH

## THEMATICAL SELECTION

## STUDENTS (CONT'D)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
D.C.ERSEN P.	1980			ENGLISH
D.C.ERSEN P.	1991			ENGLISH
POLITICAL AND ECONOMIC PLANNING	1955		U.K.	ENGLISH
POLITICAL AND ECONOMIC PLANNING		E. AFRICA		ENGLISH
RAO G.L.	1977		AUSTRALIA	ENGLISH
RAO G.L.	1979		AUSTRALIA U.S. FRANCE CANADA	ENGLISH
RASCHIO R.A.	1987			ENGLISH
REED B. ET AL.	1978		U.K.	ENGLISH
RENDALL M.,	1968			ENGLISH
RIHE	1989			ENGLISH
RITTERBAND P.	1978	ISRAEL		ENGLISH
RONALD B., PAVALKO M.	1968	CANADA	U.S.	ENGLISH
ROUCEK J.S.	1967		E.EUROPE	ENGLISH
RUSCOE G.C.	1968		U.S.	ENGLISH
SACK P.	1968	CAMEROON		FRENCH
SACK P.	1971	CAMEROON		FRENCH
SCHMIDT S.C., SCOTT J.T.JR.	1971	D.C.		ENGLISH
SELVARATNAM V.	1987		U.K.	ENGLISH
SELVARATNAM V.	1988 <sup>B</sup>	COMMONWEALTH	COMMONWEALTH	ENGLISH
SELVARATNAM V.	1991			ENGLISH
SHAPIRA R. ETZIONI E.	1970	ISRAEL		ENGLISH
SHARMA K.D.	1970	INDIA	U.S.	ENGLISH
SHARMA Y.D.	1967	INDIA	U.S.	ENGLISH
SINGH A.K.	1963	INDIA	U.K.	ENGLISH
SMITH A.	1983			ENGLISH
SOLMON L.C., BEDDOW R.	1985		U.S.	ENGLISH
SPAULDING S., FLACK M.	1976		U.S.	ENGLISH
SPENCER R.E., AWE R.	1970			ENGLISH
STECKLEIN J.E., LIU H. C.	1974			ENGLISH
STEVENS W., WERTH M.	1985	D.C.	GERMANY	ENGLISH
STHEAHR T.E., LOWE R.A.	1975		U.S.	ENGLISH
SUMRA S.A., ISHUMI A.G.	1980	TANZANIA		ENGLISH
SUN JIAN	1995	CHINA	U.S.	ENGLISH
SURÓ (DE) P.	1967		LATIN AMERICA	ENGLISH
SUSSKIND C., SCHELL L.	1968		U.S.	ENGLISH
THAMES J.A.	1970	S. KOREA	U.S.	ENGLISH
TIEN C.-L.	1994	S.E. ASIA	S.E. ASIA	ENGLISH
TJIOE L.E.	1972	ASIA	GERMANY	GERMAN
TSAI H.C.	1989	TAIWAN	U.S.	ENGLISH
ULYANKINA T.I.	1992	RUSSIA		ENGLISH
UNESCO	1989			ENGLISH
UNESCO	1993			ENGLISH
VALIPOUR I.	1967	IRAN	U.S.	ENGLISH
VAN DER KROEF J.M.	1968	ASIA		ENGLISH
WAGNER A., SCHNITZER K.	1991			ENGLISH
WAGNER M.	1987			ENGLISH
WALKER J.	1970		U.S.	ENGLISH
WALLACE W.	1981			ENGLISH
WALTON B.J.	1967		U.S.	ENGLISH
WANG SHUYU, ZOU YONG	1995	CHINA		ENGLISH
WEI-CHIAO H.	1988		U.S.	ENGLISH
WICKS P.	1978	ASIA	AUSTRALIA	ENGLISH
WILLIAMS P.	1984		U.K.	ENGLISH
WILLIAMS P., WILLIAMS B.	1983	COMMONWEALTH	COMMONWEALTH	ENGLISH
WOOD B.	1972	LATIN AMERICA	U.S.	ENGLISH
WUBNEH T.	1984		U.S.	ENGLISH
XAVIER DE BRITO A.	1991	BRASIL	FRANCE	FRENCH
YAN YONGPING ET AL.	1995	CHINA		ENGLISH

## THEMATICAL SELECTION

## STUDENTS (CONT'D)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
YAO S.	1981	CHINA		ENGLISH
YU HAILIN	1995	CHINA		ENGLISH
ZARROUG K.H.	1980	SUDAN	U.S.	ENGLISH
ZHA Y.	1995	CHINA	U.S.	ENGLISH
ZHANG X.	1992	CHINA	U.S.	ENGLISH
ZIKOPOULOS M. (ED.)	1991		U.S.	ENGLISH
ZINBERG D.	1988	CHINA		ENGLISH
ZWEIG D., CHEN CHANGGUI	1995	CHINA	U.S.	ENGLISH

## POLICIES AND PROGRAMMES

AUTHORS' NAME	YEAR	LANGUAGE	TYPE OF DOCUMENT
ABRAHAM P.M.	1968	ENGLISH	ARTICLE IN JOURNAL
ADISESHIAH M.S.	1983	ENGLISH	ARTICLE IN JOURNAL
AHIMAZ F.J.	1979	ENGLISH	CONFERENCE PAPER
ALLAWAY W.H.	1971	ENGLISH	NATIONAL REPORT
ARDITTIS S.	1988	ENGLISH	CONFERENCE PAPER
ARDITTIS S.	1990B	ENGLISH	ARTICLE IN JOURNAL
ARDITTIS S.	1990A	ENGLISH	ARTICLE IN JOURNAL
AVVEDUDO S.	1993	ENGLISH	CONFERENCE PAPER
AWASTHI P.	1966	ENGLISH	ARTICLE IN JOURNAL
BARBER E.G., MORGAN R.P.	1984	ENGLISH	ARTICLE IN JOURNAL
BARON M.	1979	ENGLISH	SCIENTIFIC REPORT
BAUTISTA E.B.	1986	ENGLISH	ARTICLE IN JOURNAL
BENG C.S.	1990	ENGLISH	ARTICLE IN JOURNAL
BOARD OF FOREIGN SCHOLARSHIPS	1971	ENGLISH	NATIONAL REPORT
BRISTOW R., THORNTON J.E.C.	1979	ENGLISH	NGO REPORT
CANADIAN BUREAU FOR INTERNATIONAL ...	1981	ENGLISH	NATIONAL REPORT
CARANTE G.	1993	ENGLISH	CONFERENCE PAPER
CERLETTI P.	1993	ENGLISH	CONFERENCE PAPER
COMITATO INTERGOVERNATIVO PER LE ...		ITALIAN	NATIONAL REPORT
COMMISSION ECONOMIQUE DES ...		FRENCH	CONFERENCE REPORT
COMMITTEE ON THE FOREIGN STUD...	1979	ENGLISH	SCIENTIFIC REPORT
DECOMPS B.	1991	FRENCH	CONFERENCE PAPER
DROBNIK J.	1993	ENGLISH	CONFERENCE PAPER
EKBERG U.	1993	ENGLISH	CONFERENCE PAPER
ESPINOSA J.M.	1975	ENGLISH	NATIONAL REPORT
FORSTER S.	1981	GERMAN	ARTICLE IN JOURNAL
FORTI A.	1991	ENGLISH	CONFERENCE PAPER
GARDNER J.A.	1963	ENGLISH	NATIONAL REPORT
GARFIELD R.R.	1958	ENGLISH	THESIS
GERRITZ E.M. ET AL.	1970	ENGLISH	ARTICLE IN JOURNAL
GISH O.	1971	ENGLISH	SCIENTIFIC REPORT
GOLLIN A.E.	1969	ENGLISH	LIVRE
GONZALEZ A.	1992	ENGLISH	CONFERENCE PAPER
GOUJON M.	1993	ENGLISH	CONFERENCE PAPER
GUYOT E.	1990	ENGLISH	MAGAZINE
HAGGIN J.	1991	ENGLISH	SCIENTIFIC MAGAZINE
HALMOS T.	1990	ENGLISH	MAGAZINE
HANIOTIS G.V.	1964	ENGLISH	ARTICLE IN JOURNAL
INTERNATIONAL RESEARCH ASSOCIATED	1959	ENGLISH	SCIENTIFIC REPORT
IOM	1986	ENGL. FRENCH	CONFERENCE REPORT
IOM	1991	ENGLISH	REPORT
JING ZAIXIN	1995	ENGLISH	CONFERENCE PAPER
JOHNSON W., COLLIGAN F.	1966	ENGLISH	BOOK (OR BOOKLET)
JOHNSTONE B.	1988	ENGLISH	MAGAZINE

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KELLERMANN H.J.	1978	ENGLISH	NATIONAL REPORT
KIGGUNDU M.N.	1989	ENGLISH	MAGAZINE
KING R.; (ROBERT)	1983	ENGLISH	ARTICLE IN JOURNAL
KLEIN M.H., ET AL	1971	ENGLISH	ARTICLE IN JOURNAL
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LEE S.S.	1995	ENGLISH	CONFERENCE PAPER
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MASELLI G.	1976	SPANISH	REPORT
MASHAROV U.P.	1992	ENGLISH	CONFERENCE PAPER
MASTER R.D.	1972	ENGLISH	ARTICLE IN JOURNAL
MENA F.	1989	SPANISH	MULTI-AUTHORED BOOK
MESA G.R.	1979	SPANISH	NATIONAL REPORT
MOISEEV N.N.	1992	ENGLISH	CONFERENCE PAPER
MU G.	1994	ENGLISH	ARTICLE IN JOURNAL
ORLEANS L.A.	1989	ENGLISH	ARTICLE IN JOURNAL
OVERSEAS STUDENTS TRUST	1979	ENGLISH	NGO REPORT
PALADE D.	1993	ENGLISH	CONFERENCE PAPER
RICARD A.	1991	FRENCH	CONFERENCE PAPER
RITTERBAND P.	1968	ENGLISH	ARTICLE IN JOURNAL
ROELOFFS K.	1982	ENGLISH	ARTICLE IN JOURNAL
SANCHEZ ARNAU J.C., CALVO	1984	ENGLISH SPANISH	ARTICLE IN JOURNAL
SCHWARTZMAN S.	1971	PORTUGUESE	NATIONAL REPORT
SERVICIO NACIONAL DE EMPLEO ...	1978	SPANISH	NATIONAL REPORT
SERVICIO NACIONAL DE EMPLEO ...	1986	SPANISH	ARTICLE IN JOURNAL
SIMANOVSKY S.	1993	ENGLISH	CONFERENCE PAPER
SPENCE R.B.	1955	ENGLISH	NATIONAL REPORT
STEIN J.A.	1991	ENGLISH	CONFERENCE PAPER
TORRADO S.	1979	ENGLISH	ARTICLE IN JOURNAL
TORRES P.O.	1972	SPANISH	NATIONAL REPORT
TSARKOV V., DOROFEEV V.	1993	ENGLISH	CONFERENCE PAPER
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VROMAN C. ET AL.	1970	ENGLISH	ARTICLE IN JOURNAL
WAGNER A., SCHNITZER K.	1991	ENGLISH	ARTICLE IN JOURNAL
WALKER J.	1970	ENGLISH	ARTICLE IN JOURNAL
WALLACE W.	1981	ENGLISH	MULTI-AUTHORED BOOK
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WICKS P.	1978	ENGLISH	ARTICLE IN JOURNAL
WILLIAMS P.	1984	ENGLISH	ARTICLE IN JOURNAL
WOOD B.	1972	ENGLISH	ARTICLE IN JOURNAL

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AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
ABDOLLAHI M.	1979	D.C.		ENGLISH
ABELLATIF R.A.	1978	EGYPT	U.S.	ENGLISH
ADIR Y.	1994	ISRAEL	U.S.	ENGLISH
ADLER N.J.	1980		U.S.	ENGLISH
AFJEI A. A.	1979	IRAN	U.S.	ENGLISH
ALAN T.	1971			ENGLISH
ALSOP T.J	1971	S. KOREA	U.S.	ENGLISH
AMARAN D.	1976	NIGERIA	U.S.	ENGLISH
ANDERSON D.A	1993	S. KOREA	U.S.	ENGLISH

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## THESIS (CONT'D)

AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
ASCH McCELLAN S.	1975		U.S.	ENGLISH
ATHAR A.N.	1980			ENGLISH
BAE C.-K.	1972	S. KOREA	U.S.	ENGLISH
BANERJEE N.	1977	INDIA	CANADA	ENGLISH
BARRY J.	1966	THAILAND	U.S.	ENGLISH
BEHRINGER G.	1983	GHANA	U.S.	ENGLISH
BEL-HAG R.S.	1982	LIBYA		ENGLISH
BERNARD T.L.	1969		U.S.	ENGLISH
BORHANMANESH M.	1965	IRAN	U.S.	ENGLISH
BOSCHI R.R.	1971	BRASIL		PORTUGUESE
BOULARES M.	1988	MAGHREB	FRANCE	FRENCH
BRZEZINSKI M.A.	1993	CHINA	U.S.	ENGLISH
BUFFENMEYER J.R.	1970	WEST INDIES		ENGLISH
BULATAO JAYME F.J.	1971	PHILIPPINES	U.S.	ENGLISH
CARINO L.V.	1970		U.S.	ENGLISH
CHANG H-B.	1972	CHINA	U.S.	ENGLISH
CHANG S.Y.H.	1971	CHINA	U.S.	ENGLISH
CHOU J.C.	1989	CHINA	U.S.	ENGLISH
CHU.K.UNTA N.K.O.	1975	NIGERIA	U.S.	ENGLISH
CLARK V.E.W.	1963	GHANA	U.S.	ENGLISH
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DAHMAN O.	1976	ARABIC COUNTRIES	U.S.	ENGLISH
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KHADRIA B.	1978 <sup>B</sup>			ENGLISH
KHOAPA B.A.	1987	D.C.	U.S.	ENGLISH
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LEVY S.	1969	U.K.		ENGLISH
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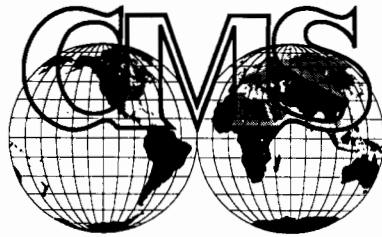
AUTHORS' NAME	YEAR	COUNTRY OF ORIGIN	HOST COUNTRY	LANGUAGE
N'DIAYE P.-P.	1962		FRANCE	FRENCH
NILAND J.R.	1970	ASIA	U.S.	ENGLISH
NXUMALO N.N.	1991	AFRICA	U.S.	ENGLISH
OFFOHA M.U.	1989	NIGERIA	U.S.	ENGLISH
OGUNBI A.J.	1978	D.C.	PI	ENGLISH
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ORR J.D.	1971			ENGLISH
ORTHMAN, W.G.	1971			ENGLISH
PALMER R.V.	1968			ENGLISH
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RESTIVO S.P.	1971		S.E. ASIA	ENGLISH
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RODRIGUEZ O.	1974	D.C.	U.S.	ENGLISH
SACK P.	1968	CAMEROON		FRENCH
SCULLY G.	1956		U.S.	ENGLISH
SHKOLNIKOV V.D.	1994A	RUSSIA		ENGLISH
SINGH H.P.	1976		U.S.	ENGLISH
SKALNIKUFF E.B.	1967		U.S.	ENGLISH
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SONG H.-J.	1991	S. KOREA	U.S.	ENGLISH
SOUPS M.H.	1971			ENGLISH
THAMES J.A.	1970	S. KOREA	U.S.	ENGLISH
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TRUSCOTT M.H.	1971	D.C.	U.S.	ENGLISH
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XAVIER DE BRITO A.	1991	BRASIL	FRANCE	FRENCH
YOUNG.	1965		ARABIC COUNTRIES	ENGLISH
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