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A DESCRIPTIVE SURVEY OF OVERSEAS SECONDARY SCHOOLS
FOR AMERICAN MISSIONARIES' CHILDREN APPLYING
REGIONAL ACCREDITATION STANDARDS

A Dissertation
Presented for the
Doctor of Education
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ABSTRACT

The purpose of this study was to survey the overseas schools for American missionaries' children, and to identify those factors that had prevented United States regional accreditation of the secondary divisions.

A survey approach was used to locate 98 schools for missionaries' children and gather basic information about them. This information exposed the fact that less than 5 percent had attained United States regional accreditation. Four questionnaires were developed based on the accreditation requirements of the Southern Association of Schools and Colleges, the Middle States Association of Colleges and Schools, and the Western Association of Colleges and Schools. After these questionnaires were approved by the various associations, they were sent to the schools within each association's regional area. It was found that the schools were very small and had very limited secondary programs. The lack of qualified specialized personnel such as administrators, librarians and counselors was also apparent. The survey indicated that the overseas secondary schools for American missionaries' children are generally below United States regional accreditation standards.

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CHAPTER I

INTRODUCTION TO THE STUDY

I. INTRODUCTION

Christian missionary efforts are as old as Christianity itself, but the advent of the modern era of Protestant missions created a new problem: the education of missionaries' children. The modern era of Protestant missionary activity is dated from the late seventeenth century.¹ Prior to that time, most missionaries were celibate Catholic priests and friars. Throughout the eighteenth century Protestant missionary effort was carried on by a few pioneers in widely scattered places, but as more missionary societies were formed and young couples responded to the challenge to take the Gospel to foreign lands there was an increasing number of children to be educated.² Early Protestant missionaries assumed that a "call" to a missionary career meant that they must leave their children.³ Although this was a difficult

¹Williston Walker, The History of the Christian Church (New York: Charles Scribner's Sons, 1950), p. 522.

²Ibid., p. 523.

³Courteny Anderson, To the Golden Shore: The Life of Adoniram Judson (Grand Rapids: Zondervan Publishing Company, 1972), pp. 416, 425, 451.

step, it was justified by their understanding of the New Testament book of Matthew, chapter 19, verse 29, "Everyone that hath forsaken houses, or brethren, or sisters, or father, or mother, or wife, or children, or lands, for my name's sake, shall receive an hundredfold, and shall inherit everlasting life."

In spite of the assumption that children would be left in the home country when missionaries went to a foreign field, the problem of children on the mission station could not be avoided. Children were born to missionary parents after they arrived in the foreign land, and questions arose concerning when they should be returned to the home country. Some parents resisted the pressure of their missionary societies to return the children to the homeland for the first year of school, and attempted to give them primary education on the field. Soon many hours of missionary effort were being consumed in this manner, and the obvious alternative of establishing schools for the missionaries' children was adopted. These schools initially offered only the first few grades, and children were still expected to be returned to the homeland by about twelve years of age. Around the turn of the twentieth century, schools were established in all the major mission areas of the world.⁴

⁴The oldest school for missionaries' children which still survives is the Woodstock School located in Mussoorie, India, which was opened in 1854. See Table V, Appendix A.

These early schools were combined schools and boarding homes where children lived separated from their parents for years. They attempted to follow the basic curriculum of schools in their home countries.

For years a basic disagreement raged between those who believed children should receive all their education in the home country, and those who thought children should be educated near their parents for as long as possible. The group that wanted children educated on the field suffered a great setback due to the tragedy of the Boxer Rebellion. In that bloody anti-foreign uprising in China, hundreds of missionaries and their families were killed.⁵ Some maintained that this "proved" that the missionaries' children should have been kept in the homeland.

The new wave of missionaries who went out following World War II, however, would have none of the old arguments. They took their children with them and established schools for them all over the world. By 1977 there were 98 schools educating more than 5,000 American missionaries' children in 57 countries.⁶ Most of these are following curriculums generally patterned after United States public schools,⁷ except that very few were accredited by United States regional

⁵William Pape, China Travail (Wheaton: The Evangelical Alliance Press, 1975), p. 10.

⁶See Table V, Appendix A.

⁷Ibid.

accreditation agencies. Accreditation has been regarded for years as a way ". . . to promote and insure high quality in educational programs."⁸ A publication of the Department of Health, Education and Welfare identifies the purposes of accreditation as:

1. To encourage institutions to improve their programs by providing standards or criteria established by competent bodies.
2. To facilitate the transfer of students.
3. To inform potential employers about the quality of training.
4. To give the layman some guidance about the institution.⁹

Some educational leaders question whether the general public has any understanding of accreditation,¹⁰ but missionaries can hardly be considered the general public. They are generally very well educated, as most missionary agencies require their personnel to have some form of higher education.¹¹ In addition, the faculties of these overseas schools are well qualified American teachers.¹² Both of

⁸Lloyd E. Blauch, Accreditation in Higher Education (Washington: U. S. Department of Health, Education and Welfare, 1959), p. 3.

⁹Ibid., p. 4.

¹⁰William K. Seldon, Accreditation (New York: Harper and Brothers, 1960), p. 5.

¹¹So You Want to be a Missionary (Washington: Evangelical Foreign Missions Association, 1971), p. 2.

¹²See Table V, Appendix A.

these groups are interested in seeing that these schools provide a good education that will make it possible for the children to adjust easily to the academic requirements placed upon them when they return to the United States. Since it is easier to transfer credits from an accredited school,¹³ and accreditation is widely regarded as a basic measure of educational quality,¹⁴ one would expect to find many, if not most, of the overseas schools for missionaries' children accredited by United States agencies. However, this was not the case. Only five of the more than 100 overseas schools for American missionaries' children were accredited as of 1977-1978 school year.¹⁵ The average school for missionaries' children had 63 students, 27 of whom were living in boarding homes. It had eight teachers, seven of whom held valid United States teacher certificates. This gave the school a very low 8/1 student-teacher ratio. The average teacher had been teaching in the school for over four years, and was supported as a missionary. The school did not pay the teacher's salary. It was provided by the

¹³Standards of the Commission on Secondary Schools (Atlanta: Southern Association of Colleges and Schools, 1978), p. 5.

¹⁴James L. Carpenter, "Accreditation Evaluation and Institutional Change," paper presented at the annual meeting of the American Educational Research Association, March 5, 1970. This study shows a positive correlation between accreditation and the improvement of the school.

¹⁵See Table V, Appendix A.

mission agency with which the teacher was affiliated. The average secondary school for missionaries' children had 62 students, with 32 boarders. This hypothetical school was established in 1956.¹⁶

II. STATEMENT OF THE PROBLEM

Thousands of American children were attending the more than 100 overseas schools for missionaries' children in school year 1977-1978. However, more than 95 percent of these schools were not accredited by United States accrediting agencies, and the education received by these young people may be questioned when they return to the United States.

III. THE PURPOSE OF THE STUDY

The purpose of this study was to ascertain the reasons why so many overseas schools for missionaries' children were not accredited and to determine what actions would be necessary in order for them to apply for accreditation by United States regional agencies.

The following questions were addressed by this study in an attempt to assess the accreditation status of overseas schools for missionaries' children:

¹⁶See Table V, Appendix A.

1. Why were so few overseas schools for missionaries' children accredited? Could some specific reasons be identified, such as
 - a. Lack of qualified staff?
 - b. Insufficient library holdings?
 - c. Incomplete programs?
 - d. Poor financial base?
 - e. Inadequate physical plant?
2. Could more missionaries' children be attending accredited schools if the school administrators and staffs were willing to exert the self-study effort?
3. Would it be necessary for some schools to have basic changes made in the operational structure of the institution, such as consolidation of small schools, or the separation of the school from mission agency control?

IV. NEED FOR THE STUDY

The schools serving missionaries' children overseas were similar in many ways. They were staffed primarily with American trained personnel, had curricula patterned after American schools, used American textbooks and learning materials, and even sponsored popular American extra

curricular activities.¹⁷ Yet, there was no organizational relationship, and very little cooperation or communication among them. The administrators of these schools needed to realize that accreditation could be achieved by schools of this type, and be motivated to strive for accreditation for their schools. A world-wide survey of these schools that focused on accreditation standards and identified those which were the most common reasons for non-accreditation could provide the needed motivation. Such a study would seem to be a prerequisite to solving the problem of the many American children attending non-accredited schools.

Mission leaders must be concerned about the education of missionaries' children because, as one leader has said,

Educating children on the field is probably the greatest single problem that married missionaries face. . . . The failure to find a satisfactory solution . . . probably causes more missionaries to leave the field than anything else.¹⁸

From the point of view of American educators, this is an important subject because each year hundreds of missionaries' children return to the United States from their overseas schools and rejoin the ranks of those being served by the public schools or higher educational institutions. Both educators and mission leaders should be concerned by the

¹⁷ See Table V, Appendix A.

¹⁸ Joseph L. Cannon, For Missionaries Only (Grand Rapids: Baker Book House, 1969), p. 81. See also, Robert Flood, "The New Face of Missions . . . Our Ten Most Crucial Missionary Problems," Moody Monthly, July/August 1965, p. 26.

fact that only about 5 percent of the overseas schools for missionaries' children are accredited. Identification of the specific reasons why more schools are not accredited will help educators understand the nature of these overseas schools, and will help mission leaders to determine the steps that need to be taken to increase this low percentage.

Mr. Russel Lambert, Jr., Acting Superintendent of Faith Academy, is a qualified school administrator and recognized educational leader among those interested in overseas schools. He has served as a member of Western Association's overseas accreditation visitation team, and as a consultant on accreditation to other missionary schools in Asia. Mr. Lambert, in an interview conducted at Faith Academy in Manila, stated, "I think it would be safe to assume that the vast majority of these schools would apply for accreditation if they thought they could make it."¹⁹ In light of this observation, the fact that only five schools for missionaries' children are accredited by United States regional accreditation agencies becomes a serious matter.

V. ASSUMPTIONS

In conducting the study, the following assumptions were made:

¹⁹ See Appendix D, interview with Russel Lambert, Jr.

1. Available data were adequate to provide a comprehensive descriptive survey of overseas schools for missionaries' children.

2. The mission leaders, school administrators, board members, and parents questioned provided accurate data relative to the education of missionaries' children.

3. Mission leaders, missionary parents and the school administrators desire to provide the children with the best education possible.

4. School administrators will cooperate in evaluating their own schools using accreditation standards.

VI. LIMITATIONS AND DELIMITATIONS

1. The summary of reasons for non-accreditation was limited to those schools that responded to the accreditation questionnaire.

2. The study of non-accredited schools was delimited to schools offering secondary programs.

3. The accreditation study was delimited to schools that can be defined as "schools for missionaries' children." (See definition of terms.)

VII. DEFINITION OF TERMS

Accreditation. Accreditation is a complex process of self-study and evaluation by which a recognized agency

certifies that a school meets formal requirements of academic excellence.

International school. A school serving primarily international students is often referred to as an international school. See "overseas school" for a more complete definition.

Educational environment. This term was used by the Southern Association to refer to such measurable factors as teaching load, remuneration and provision for continuing professional growth.

Missionary. A person serving in a foreign country on a religious assignment may be called a missionary. The missionary is usually a member of a missionary society or employed by a religious non-profit organization, supported by donations received through churches and religious organizations in the missionary's country of origin.

Missionary agency. Religious non-profit organizations that conduct religious activities in a foreign country are referred to as a missionary agency. It may be a branch of a church or denomination.

Mission field. The foreign country to which a missionary is assigned by the missionary agency, and in which the missionary lives and works is his mission field.

Mission leader. The mission leader is a person in a position of leadership responsibility in a missionary agency, or a missionary veteran who has gained a position

of "elder statesman" in mission circles by virtue of long years of overseas service.

Mission school. The mission school is an educational institution established by missionaries to serve the nationals of the host country. Sometimes this term is applied to schools for missionaries' children in older literature, but in the last few years it has been used in the narrower sense.

MK. The initials MK are an abbreviation for missionaries' child. This abbreviation is used frequently in the literature and by those involved in missionary work.

National school. A school serving primarily students who are nationals of the country in which the school is located is called a national school.

Overseas school. A school located outside of the country of national origin of the majority of the student body, and maintaining a curriculum designed for the overseas student, rather than the national student is an overseas school. Many secular overseas schools exist in major cities around the world, serving the children of the embassy personnel and overseas businessmen. Many missionary children attend these schools, but make up a small percentage of the student bodies. (See definition of "Overseas school serving missionaries' children," below.)

Overseas school serving missionaries' children. This phrase is used to identify an overseas school serving a significant number of missionary children. For the purposes of

this study, this term is limited to schools having a majority of their student bodies made up of missionaries' children.

Qualified personnel. School personnel who hold valid certification for the position which they were filling are considered qualified.

Third culture. This term is generic to a person or persons drawn from two or more societies. American children raised in Japan, for example, are neither totally American, nor totally Japanese in culture; they become a "third culture."

VIII. DESIGN OF THE STUDY

The "Basic School Information Report" (Table V) revealed that there were 24 unaccredited schools for missionaries' children offering secondary level education. Since these schools were located in various countries around the world, it was necessary to develop instruments that would identify how the individual schools related to the specific accreditation standards applicable to the region of the world in which they were located. In order to develop the necessary instruments and conduct the study, the following steps were taken:

1. The various United States regional accreditation agencies were contacted to determine which agencies were responsible for the overseas regions. It was learned that the Southern Association of Colleges and Schools was

responsible for Latin America; the Middle States Association of Colleges and Schools was responsible for Africa; and the Western Association was responsible for Asia and the Pacific Islands.

2. The accreditation guidelines published by each of the associations were summarized in questionnaire form. These questionnaires were approved by the secondary divisions of the respective associations and then the appropriate ones were sent to the overseas schools for missionaries' children. Ten basic requirements found to be common to all three regional associations were compiled into a general questionnaire. This was sent to each school along with the regional questionnaire.

3. The returned questionnaires were analyzed both individually and within their geographical grouping. Tables were prepared to permit easy comparison of the schools answering each association's questionnaire, and of all schools on the ten basic requirements found in all three association's standards. Those requirements found to be most frequently unmet were identified.

4. The schools which appeared to fulfill all or most of the requirements for accreditation were identified. The administrators of these schools were encouraged actively to seek accreditation. Failures to meet accreditation standards were also identified, and the responsible administrators and mission leaders notified.

IX. ORGANIZATION OF CHAPTERS

Chapter I contains an introduction, a statement of the problem, purpose of the study, need for the study, assumptions, limitations and delimitations, definitions of terms, design of the study, and the organization of chapters.

Chapter II presents a review of the related literature.

Chapter III contains the methods and procedures followed in conducting the study.

Chapter IV is a presentation and analysis of the information gathered from the overseas secondary schools for missionaries' children.

Chapter V contains the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

I. INTRODUCTION

Literature related to the study of overseas schools for missionaries' children is not readily available. This type of material is normally published in mission agency periodicals that are not included in most libraries, or is found in the form of unpublished theses.

In order to provide some historical background, a few pre-World War II works such as the classic history of the Chefoo School and Huntington's often quoted article are included in this review.¹ With these exceptions, this survey included only the literature written since 1945. The material reviewed is organized under five headings: General Information on Missionaries' Children, Psychological Studies Concerning Missionaries' Children, Publications by

¹Stanley Houghton, Edith Harmon, and Margaret Pyle, Chefoo (London: The China Inland Mission, 1931); Ellsworth Huntington, "The Success of Missionary Children," The Missionary Review of the World, 67:74-75, February 1935. Other pre-war references are: James C. Stokes, "Personal Problems of the Missionary and His Family" (Unpublished thesis, School of Religion, Duke University, 1934); Dan B. Brummit, "The Fate of Missionaries' Children," Missionary Review of the World, 67:37-38, January 1934; Allen Ellsworth Parker, "An Analysis of the Factors in Personality Development of Children of Missionaries" (Unpublished Master's thesis, The University of Chicago, 1936).

Missionary Children's Schools, Secondary School Accreditation, and Articles and Studies on the Education of Missionaries' Children.

General Information on Missionaries' Children

The self-study instrument of the Western Association of Schools and Colleges asks if there are ". . . any socio-economic factors relating to the school population that are important enough that they must be recognized to understand the operation of the school."² In the case of a school for missionaries' children, the socio-economic factor that must be recognized is the life of the missionaries' child. Often called "MKs" (for Missionaries' Kids) in the literature, these children's general lifestyle must be understood before it is possible to understand the schools that serve them. This section is divided with the following sub-headings: The Missionary Family, The Boarding School Controversy, and MK Life.

The missionary family. Shortly after World War II many missionaries were not sure whether or not to take their children outside of the United States. Charles Boughter's thesis addressed this issue and urged parents

²Accrediting Commission for Secondary Schools, Procedures for Appraising the Modern High School (Burlingame, California: Western Association of Schools and Colleges, 1976), p. 24.

to take their children. He emphasized the value and importance of the family in effective missionary work, calling the celibate missionary the greatest error of the early church. He pointed out how the family breaks down cultural barriers easier than a single person, and although there are problems, they are not insurmountable.³ As more and more families went to the mission field in the following years, the need for some help in preparing them for overseas living was evident. Guither and Thompson's handbook was written to meet this need,⁴ as were articles by Empson and Shaplan.⁵ Troutman wrote as a missionary to prospective missionaries, to assure them that they could enjoy strong family life on the mission field,⁶ and Mrs. Van Der Weele, a missionary wife, wrote to encourage mothers.⁷

³Charles L. Boughter, "The Place and Need of the Family in Foreign Missions" (Unpublished thesis, Columbia Bible College, 1950).

⁴Harold D. Guither and W. N. Thompson, Missions Overseas: A Handbook for U. S. Families in Developing Countries (Urbana: University of Illinois Press, 1969).

⁵Peter Empson, "The Care of Missionary Children--What Priority?" Evangelical Missions Quarterly, 10:138-144, April 1974; June H. Shaplan, "Raising Children Abroad: A Mother's Views About Expatriate Existence," The Asia Magazine, pp. 42-46, November 17, 1974.

⁶Charles H. Troutman, "Family Security--Wherever Home Is," Evangelical Missions Quarterly, 10:146-152, April 1974.

⁷Mrs. Teo Van Der Weele, "A Visit to Dalat School," The Alliance Witness, pp. 17-19, March 18, 1970.

The boarding school controversy. Contrary to popular opinion, most missionaries' children do not live in boarding homes.⁸ But the pros and cons of boarding schools for MKs have received a great deal of coverage in the literature. Many emotional articles on the trauma of the family separations caused by attendance at boarding school can be found, such as: "With August Come Tears," "The Separation Syndrome," "Hannah," and "Must We Break Up Missionary Families?"⁹ On the other side of the controversy, a missionary who has served as a houseparent in a MK boarding home says that boarding experience can have a positive effect on the children.¹⁰ His view was supported by Arensen, Bressler, Cassey, and Senoff.¹¹ Livingston and Arnold discussed the problem in depth and considered the possible alternatives.

⁸See Appendix A, "Basic School Information Report."

⁹Linda Sue Abrams, "With August Come Tears," The Alliance Witness, pp. 24-25, April 24, 1974; Mary E. Hill, "The Separation Syndrome," The Commission, 38:71, Fall 1975; Kathy Kuhn Rulison, "Hannah," East Asia Millions, 62:115-116, August/September, 1961; "Must We Break Up Missionary Families?" World Vision Magazine, 15:2-3, March 1971.

¹⁰Kenneth Gray, "What To Do With a Budding Prodigal?" Eternity, 23:12-13, 54-58, October 1972.

¹¹Cameron Arensen and Dave Salseth, "Boarding Schools as M.K.s See Them," Moody Monthly, 75:62-67, June 1975; Ralph Bressler, "MK Education: What Is the Purpose?" The Alliance Witness, pp. 18-20, January 16, 1974; Lorraine Cassey, "Boarding School . . . Or?" Advent Christian Mission Paper, 46:122-123, July 1965; Kathleen Senorr, "Are Missionary Kids Neglected?" Christian Life, 18:31-33, March 1957.

They leave it to the reader to draw his own conclusions.¹² Fleming, in his excellent dissertation on MKs, found that boarding students made the best adjustments to the United States.¹³ Mark's study considered the alternatives and concluded that boarding school is the best in most cases.¹⁴ Beck emphasized that children and parents need to be prepared for the boarding experience.¹⁵ A recent scholarly work on MK boarding students was written by Schipper in 1977.¹⁶ His research was done at Faith Academy in the Philippines. He pointed out that boarding students proved to be unusually well adjusted.

MK life. Most of the literature concerning missionaries' children and their life style is in the form of magazine articles. These articles are intended to help

¹²David Livingston and Arnold Pearson, "Should Missionary Children Be Sent Away?" Eternity, pp. 18-21, 35-36, April 1968.

¹³Robert E. Fleming, "Adjustment of India Missionaries' Children in America" (Unpublished dissertation, The University of Chicago, 1947).

¹⁴Leslie Earl Mark, "The Problem of Education for the Children of Missionaries" (Unpublished thesis, Gordon Divinity School, 1955).

¹⁵James Romaine Beck, Parental Preparation of Missionary Children for Boarding School (Taipei: Mei Ya Publications, 1968).

¹⁶David Schipper, "Self Concept Differences Between Early, Late, and Non-Boarding Missionary Children" (Unpublished dissertation, Rosemead Graduate School of Psychology, 1977).

Americans understand MKs and share their problems. They are generally very personal and subjective, and are of limited value to the researcher. Articles by Anderson, Austin, Blair, Claspill, Haskin, Hillis, Howard, Irwin, Israel, Johnson, Kelly, Kraft, Morgan, Morningstar, Olsen, Reed, Smith, Spurlock, Stamps, Stebbins, Steward, and Woodford all fall into this category.¹⁷ On several occasions

¹⁷ Martha T. Anderson, "What's an M.K. Like?" Sunday School Times-Gospel Herald, p. 10, April 15, 1973; Mrs. Keith Austin, "Consider the M.K.s, How They Grow," The King's Business, 61:15-16, December 1970. Howard Blair, "The Missionary Child," Far Eastern Gospel Crusader, 13:1, January 1959; Donald R. Claspill, "Thirty MKs, Friends, Baptized in Quito," The Alliance Witness, p. 14, October 11, 1969; D. C. Haskin, "It's Tough to Be an M.K.," World Vision Magazine, pp. 13-14, February 1972; Dick Hillis, "The Other Generation on the Field," World Vision Magazine, 14:14-16, January 1970. Mrs. Vernon Howard, "Basketball Evangelism," The Alliance Witness, p. 15, October 11, 1972; Mrs. Franklin Irwin, "Those Exotic MKs," The Alliance Witness, pp. 16-18, March 12, 1975; Mrs. Ronald Israel, "Dear David and Linda," The Alliance Witness, p. 15, November 22, 1972; Janet Johnson, "We Grew Up Together," Eternity, 21:8-10, 45-47, November 1970; Mrs. Eugene Kelly, "Christian Service Outreach," The Alliance Witness, pp. 15-17, February 16, 1972; George Kraft, "A Missionary Parent Looks at His Children," East Asia Millions, 69:116-117, 127, August/September 1961; Dilys Morgan, "Problems of Being a Missionary's Child," Christian Graduate, 24:44, June 1971; Mildred Morningstar, "Problems of Missionary Children," Good News Broadcaster, 32:18-19, February 1974; Gene C. Olsen, "Who's the Strange Kid?" The Alliance Witness, pp. 16-18, December 13, 1974; Francis Reed, "Raising Our Children," Latin American Evangelist, pp. 45-46, May/June 1959; Truman S. Smith, "MK Weekend," The Commission, 38:26-27, January 1973, and "Family Focus," The Commission, 38:2, January 1975; Lucille Spurlock, "Twelve Teens Called 'Doctor,'" Moody Monthly, 73:104-107, July/August 1973; Stanley D. Stamps, "M.K. Roots," The Commission, 38:36, January 1975; Hennefer Stebbins, "I'm an M.K.--And Proud of It," The Alliance Witness, pp. 24-25, March 12, 1975; Harold

various mission agencies have dedicated their periodicals as special editions for missionaries' children. The Central American Mission Bulletin in 1961 and 1972, the Regions Beyond magazine in 1971, and the Young Ambassador in 1972, are examples.¹⁸ The Overseas Missionary Fellowship, one of the world's largest missionary agencies, ran an in-depth statement of its policies concerning missionaries' children in 1974. This organization still preferred to have missionary children over twelve years of age returned to the home country, to be raised in boarding homes.¹⁹ Some research studies have been done on MK life. One entitled, "A Study of Basic Problems of Missionary Children with Proposed Solutions," lists the problems as education, social adjustments, emotional, and spiritual, but the summary fails to offer substantial solutions.²⁰ A thesis by Loomis has some good material on MK vocational choices,

and Gwenda Steward, "Bringing Up Children in a Foreign Environment," His, 17:26-29, May 1957; Stample Woodford, "You Never Saw a Missionary Convention Like This!" The Alliance Witness, pp. 28-29, May 18, 1977.

¹⁸Central American Mission Bulletin (Special Issue on M.K.s), January 1961; Central American Mission Bulletin (Special Issue on M.K.s), July/August 1972; Regions Beyond (Special Issue on Missionaries' Children), 23:2, April/June 1971; Young Ambassador (Special Issue on Missionaries' Children and Preacher's Children), November 1972.

¹⁹"OMF Cares for Its Kids," East Asia Millions, 82:222-225, August/September 1974.

²⁰Donald L. Craw, "A Study of Basic Problems of Missionary Children with Proposed Solutions" (Unpublished thesis, Talbot Theological Seminary, 1968).

but it is now over twenty years old.²¹ A thesis by Patterson attempts to use the case study method, but only two of her nineteen subjects attended high school outside of the United States. This study seems to be weak and of little value.²² Rosenau did a valuable study of life on the mission field. After discussing the advantages and disadvantages of being raised on the mission field, the author listed some practical suggestions for parents, such as providing American magazines so that young people can feel that they are in touch with their homeland.²³ Clifford Gross did a research paper on a seldom considered aspect of MK life, the contact with national peers. He suggested that MKs could have three different degrees of contact--no contact, limited and normal contact. While advocating "normal" contact, Gross notes that it contributes to the cultural uncertainty of the child.²⁴

One of the few books that are helpful in the area of MK life is the Manual for Accepted Missionary Candidates.

²¹Susanne R. Loomis, "Educational and Vocational Choices of Missionary Children" (Unpublished thesis, Gordon Divinity School, 1955).

²²Virginia C. Patterson, "Case Histories of Missionary Children" (Unpublished thesis, Columbia Bible College, 1956).

²³Douglas E. Rosenau, "Growing Up on the Mission Field" (Unpublished thesis, Dallas Theological Seminary 1973).

²⁴Clifford Gross, "Missionary Children's Contact with National Peers" (Seminar Paper, Graduate School of Missions, Columbia Bible College, 1975).

Chapter 22 of this book entitled, "Children of Accepted Candidates" is intended to help parents prepare their children for life overseas.²⁵ Anyone who is unfamiliar with missionary life overseas would also find the Return of the Rebel interesting.²⁶ The author is a former MK, and this novel of MK life is very informative. Rose Eramo's pamphlet deserves special mention.²⁷ She summarized the advantages and disadvantages of being an MK. She said that the generally superior mental ability, broader world view, strong family ties, rich travel experiences, and multicultural awareness are plus factors that outweigh the adjustment problems and periods of family separation. Several articles support her conclusions. Some of these are by Conway, Hill, Hillis, Marlowe, and Smit.²⁸ It is interesting to note that most of these were

²⁵Marjorie A. Collins, Manual for Accepted Missionary Candidates (Pasadena, California: William Carey Library, 1972).

²⁶Jeanette Lockerbie, Return of the Rebel (Grand Rapids: Zondervan Publishing Company, 1968).

²⁷Rose M. Eramo, M. K.s Have a Richer Heritage (Nyack, New York: The Christian Missionary Alliance, 1970).

²⁸John Conway, et al., "Missionary Life--As M.K.s See It," Moody Monthly, 73:73-78, June 1973; Mary E. Hill, "Going Back," The Commission, 37:24-27, March 1974; Stephen R. Hillis, "We're People Too," World Vision Magazine, 14:3, September 1970; Barbara Marlowe, "Don't Panic," Japan Christian Quarterly, 42:82-87, Spring 1976; Harve A. Smit, "That Happy Yet Lonely Feeling," Japan Christian Quarterly, 42:82-87, Spring 1976.

written by missionaries' children. Lockerbie's article has an unusual twist in that he wrote as an American teenager visiting the mission field.²⁹ Further comment is needed about Huntington's article which was mentioned earlier.³⁰ This article appeared in a widely circulated pre-war periodical and made several confusing and often misquoted comments about the adult success of missionaries' children. While recent studies have supported the idea that MKs do very well as adults in the United States, Huntington's claims have not been documented.

Psychological Studies Concerning Missionaries' Children

The psychological impact of growing up on the mission field has received serious study for many years. Books like Chefoo, which indicated that children as young as seven years of age were separated from their parents for years at a time, and articles like "The Fate of Missionaries' Children" raised many questions about whether or not missionaries' children suffer permanent emotional damage from their experiences.³¹ Parker attempted to answer these questions as far as the graduates of Woodstock School in India were concerned.

²⁹Donny Lockerbie, "Missionary Kids are Just Kids," Eternity, 27:22-23, March 1976.

³⁰Huntington, op. cit.

³¹Houghton, op. cit.; Brummit, op. cit.

He found that the 96 young people studied were generally healthy, emotionally stable, advanced academically beyond their peers, and possessed an unusual degree of "world-mindedness."³² Fleming later followed up with another study of Woodstock graduates. He identified several significant factors in the adjustment of MKs. These were: boarding school, early family separations, contact with foreign cultures, peer contacts, religious attitudes, and heterosexual contacts.³³ Two years later, Ralson studied the adjustment problems of 34 missionaries' children from scattered parts of the world. She was not able to clearly identify significant common problems.³⁴ In 1954 two good studies were done on MK adjustment problems; one by Enns on children from the Central School in Congo and one by Bretsch on a large random sampling.³⁵ Both concluded that MKs adjusted as well as their peers. Herrmann's recent dissertation goes a step further and studies the MK within the family setting. This valuable study shows how 209

³²Parker, op. cit.

³³Fleming, op. cit.

³⁴Dolores E. Ralson, "The Adjustment Problems of American Students Reared on the Mission Field" (Unpublished thesis, Eastern Baptist Theological Seminary, 1949).

³⁵Katherine A. Enns, "Problems of Adjustment of Missionaries' Children from Central School in the Congo" (Unpublished thesis, Biblical Seminary in New York, 1954); H. S. Bretsch, "Study of Intercultural Adjustment Problems of Missionary Children," Journal of Educational Research, 47:609-616, 1954.

children related to their missionary families.³⁶ Hsieh also studied the missionary family. He specifically pinpointed the effects the family has on the children's later career decisions.³⁷ For missionaries who desire to see their children follow them in church related occupations, this is especially valuable.

Larson's study on an MK school guidance program is well done. She clearly stated her purpose, and showed that due to the unique conditions that MKs face, there is a special need to establish a sound counseling program.³⁸ A wide reading of these sources provides a fair picture of overseas schools for missionaries' children in general, viewing one here and one there. But none of them attempts to provide an overall survey, or a description of the education provided by such schools.

Michigan State researchers have given special attention to the adjustment problems of overseas American youth since John Useem's basic study was done in 1963. He defined the term "third culture" as the patterns generic to a

³⁶Carol Herrmann, "Foundational Factors of Trust and Autonomy Influencing the Identity Formation of Multicultural Lifestyled Missionaries' Children" (Unpublished dissertation, Northwestern University, 1977).

³⁷Theodore Hsieh, "Missionary Family Behavior, Dissonance, and Children's Career Decision," Journal of Psychology and Theology, 6:221-226, Summer 1976.

³⁸Linnea C. Larson, "A Program of Guidance in the Missionary Boarding School Based on the Self-Concept System" (Unpublished thesis, Kansas State University, 1971).

community of men drawn from two or more societies.³⁹ Michigan State University later established the Institute of International Studies in Education which has published many valuable articles and studies on third culture children. One of the most significant to the study of missionaries' children is a dissertation by Thomas Gleason.⁴⁰ He substantiated Parker's study of MKs and called it, "a landmark for the analysis of academic adjustment of American youth overseas."⁴¹ He also noted that Fleming's early study has been verified by recent research.⁴² Another study in this series from I.I.S.E. that is important to a MK study is Downie's. He showed that third culture youth have an unusual ability to cope with new situations, and adapt to changing environments.⁴³ An excellent article that deals with the third culture phenomenon was published

³⁹John Useem, "The Community of Man," The Centennial Review, 7:481-498, Fall 1963.

⁴⁰Thomas P. Gleason, "Social Adjustment Patterns and Manifestations of Worldmindedness of Overseas Experienced American Youth" (Unpublished dissertation, Michigan State University, 1969).

⁴¹Ibid., p. 15.

⁴²Ibid., p. 31; see Fleming, op. cit.

⁴³Richard D. Downie, "Re-entry Experiences and Identity Formation of Third Culture Experienced Dependent American Youth" (Unpublished dissertation, Michigan State University, 1976).

by Ruth Useem and Richard Downie in 1976.⁴⁴ It explains how American children raised in a foreign culture are neither totally American, nor totally foreign, but are a mixture--a third culture. One particularly disturbing study to come out of the I.I.S.E. series is entitled, "Hazards of Rearing Children in Foreign Countries." This article considers the psychiatric disorders that may evolve in children brought up in an overseas environment. Fortunately the incidence of such disorders was not found to be abnormally high.⁴⁵ The Institute of International Studies in Education has published an annotated bibliography on the subject of Third Culture Children that is very useful for further study on that subject.⁴⁶

Cleveland's book on Americans living overseas is much broader than just missionaries, including business people, government personnel and the military as well. Chapter III, which deals with the psychological shock a person experiences when moving from one culture to another, and Chapter VI, which deals with missions, are relevant to this study.⁴⁷

⁴⁴Ruth Useem and Richard Downie, "Third Culture Kids," Today's Education, September/October, 1976.

⁴⁵Sidney L. Werkman, "Hazards of Rearing Children in Foreign Countries," American Journal of Psychiatry, 128:992-997.

⁴⁶Third Culture Children: An Annotated Bibliography, The Institute of International Studies in Education, Michigan State University, 1975.

⁴⁷Harland Cleveland, Gerald J. Mangone, and John C. Adams, The Overseas Americans (New York: McGraw-Hill Book Company, 1960).

Dr. Narramore, a psychologist, tried to prepare missionary families for the problems children face in an overseas environment. In his booklet, Child of the Missionary, he discussed family separations, boarding schools, culture shock, and the need for facing these situations in advance.⁴⁸

Two articles which appeared in the Japan Christian Quarterly in the spring of 1976 should be mentioned. Downs' is a summary of the studies done by the Institute of International Studies in Education, and is a good introduction to the concept of the third culture child as this applies to missionaries.⁴⁹ Taylor's is a report of a study which she and Joy Norton did on a group of students at the Canadian Academy in Kobe, Japan. Ms. Taylor advocates a strong personal identity for third culture children, built from birth through successive stages of basic trust, autonomy, initiative and industry.⁵⁰

Publications of Missionary Children's Schools

Most of the literature published by the missionary children's schools is intended to inform prospective teachers

⁴⁸ Clyde M. Narramore, Child of the Missionary (Rosemead, California: Narramore Foundation, 1966), 15 pages.

⁴⁹ Ray F. Downs, "A Look at the Third Culture Child," Japan Christian Quarterly, 42:66-71, Spring 1976.

⁵⁰ Margaret H. Taylor, "Personality Development in the Children of Missionary Parents," Japan Christian Quarterly, 42:72-73, Spring 1976.

and parents of prospective students about the nature of the school. Murree Christian School in Pakistan, Beirut Overseas School in Lebanon, Faith Academy in the Philippines, Rift Valley Academy in Kenya, and the Alliance Academy in Ecuador have published such booklets.⁵¹ The Alliance Academy has also published a history,⁵² as has Sakeji School in Zambia,⁵³ and Rift Valley Academy.⁵⁴ Woodstock School in India has produced an extensive history, as well as two scholarly follow-up studies on its graduates--one in 1964 and one in 1969.⁵⁵

⁵¹Prospectus (Murree, Pakistan: Murree Christian School, 1977), 20 pages; Beirut Overseas School Bulletin (Beirut, Lebanon: Beirut Overseas School, 1976), 22 pages; Faith Academy (Manila: Faith Academy, n.d.), 16 pages; RVA: Registration Bulletin (Kijabe, Kenya: Rift Valley Academy, 1973), 20 pages; Academy Action (Quito: The Alliance Academy, 1976), 96 pages.

⁵²"A Brief History of the Alliance Academy" (Quito: The Alliance Academy, 1972), 6 pages.

⁵³Elsie Milligan, et al., A Brief History of Sakeji School (Zambia: Christian Literature Press, 1975), 63 pages.

⁵⁴RVA: History, Philosophy, Objectives (Kijabe, Kenya: Rift Valley Academy, n.d.), 10 pages.

⁵⁵Edith Jones, et al., The First Century: 1854-1954 (Mussoorie, India: Woodstock School, 1954); Francis Parkman, "Woodstock School; Report of the Survey" (Mussoorie, India: Woodstock School, 1964); Erica S. Harper, "Post-School Adjustment of Woodstock School Graduates: A Guidance Survey; Classes of 1964-1968" (Mussoorie, India: Woodstock School, 1969).

Secondary School Accreditation

Some basic works on accreditation and its value to a school have already been cited in Chapter I. These are books by Seldon and Blauche, and a paper by Carpenter. Guidelines for schools seeking accreditation are published by all of the accrediting agencies. The ones used in this study are those of the Southern Association,⁵⁶ the Middle States Association,⁵⁷ and the Western Association.⁵⁸ A valuable work for cross reference is Evaluative Criteria published by the National Study for School Evaluation.⁵⁹ This organization includes representatives of all the regional accrediting agencies. Evaluative Criteria provides an in depth self-study framework for a school that wants to evaluate its own program. The accreditation reports of some of the overseas schools for missionaries' children that have achieved accreditation are interesting for comparison with

⁵⁶Standards of the Commission on Secondary Schools (Atlanta: Southern Association of Colleges and Schools, 1977), 10 pages.

⁵⁷Commission on Secondary Schools, Preliminary Procedures in Evaluation and Accreditation for High Schools (Philadelphia: Middle States Association of Colleges and Schools, 1977), 20 pages.

⁵⁸Accrediting Commission for Secondary Schools, Procedures for appraising the Modern High School (Burlingame, California: Western Association of Schools and Colleges, 1976), 69 pages.

⁵⁹Evaluative Criteria: For the Evaluation of Secondary Schools (Arlington: National Study of School Evaluation, 1978), 368 pages.

the information gathered on non-accredited schools. Christian Academy in Japan calls theirs, A Self Study.⁶⁰ Faith Academy's is entitled, Self Evaluation Report.⁶¹ Morrison Christian Academy's is called Progress Report.⁶²

Articles and Studies on the Education of Missionaries' Children

This literature can most conveniently be divided into three types: those dealing with one school or one missionary agency, those of general value, and those dealing with unusual topics or presenting unusual approaches.

As the Twig Is Bent, for example, is a booklet published by the Central American Mission to inform people of the need for teachers and funds to operate their school for missionaries' children.⁶³ Becker wrote about the education of Conservative Baptist missionary children in 1951, and Miller did a study of the educational possibilities open to

⁶⁰A Self-Study; Western Association Accreditation Report (Tokyo: Christian Academy in Japan, 1976), 147 pages.

⁶¹Self-Evaluation Report. An Accreditation Study Prepared for the Western Association (Manila: Faith Academy, 1971), 214 pages.

⁶²Progress Report (Taiwan: Morrison Christian Academy, 1977), 38 pages.

⁶³As the Twig Is Bent...So Grows the Child (Dallas: Central American Mission, n.d.), 14 pages.

the same group in 1962.⁶⁴ The children of Seventh Day Adventist missionaries were the subject of a study by Olson in 1967.⁶⁵ Some of the statistics that Olson presented are interesting. He found that 97.6 percent of these MKs attended college, and more than 33 percent attained graduate degrees. Of course, these figures cannot be assumed to apply to all MKs, but they are very similar to the results of other studies. Root's research on the graduates of Kodaikanal School in India, for example, produced some similar data. He found that for the graduates of 1960-1964, 97.7 entered college. Their verbal SAT scores ranged from 274 to 781, with a mean of 582. Their mathematics SAT scores ranged from 311 to 779 with a mean of 530.⁶⁶ Entwistle did a historical study of Rift Valley Academy in which he discussed the student body of that school in detail, and the programs and activities open to them. His

⁶⁴Raymond Becker, "How Shall Missionary Children Be Educated?" Conservative Baptist Mission Magazine, 8:1-2, November 1951; Robert W. Miller, "A Comparative Study of the Types of Elementary Education Available to Conservative Baptist Missionary Children" (Unpublished thesis, Conservative Baptist Theological Seminary, 1962).

⁶⁵Boyd E. Olson, "A Follow-up Study on the Children of the American and Canadian Seventh Day Adventist Missionaries Serving in Countries of the Far East and Latin America" (Unpublished dissertation, University of Nebraska Teacher's College, 1967).

⁶⁶S. E. Root, "Predictions of College Success for Graduates of Kodaikanal School, Kodaikanal, India" (Unpublished thesis, University of Washington, 1965).

study does not include a follow-up report on graduates, however.⁶⁷ The Dalat School, originally located in Dalat, Vietnam, was the subject of a historical thesis by Fitzstevens in 1966.⁶⁸ This school has been forced by the warfare in Indochina to move twice since then. It is now located in Malaysia. Moore did a thesis on the education of MKs in the Philippines, but Faith Academy was established about the time he was doing his research, and this development outdated his study.⁶⁹ Armstrong's editorial in the widely read Evangelical Missions Quarterly discussed the current situation in the education of MKs and urged further study and consideration to improve it.⁷⁰ He spoke in general terms of the problems on a world-wide basis.

Ellen Brell dealt with one specific factor that needed attention in her outstanding work on curriculum in missionary children's schools. Ms. Brell's study was based on 76 schools and identified three common problems: the obtaining of qualified staff, adequate learning resources,

⁶⁷ Ray E. Entwistle, "The Rift Valley Academy, Kijabe, Kenya, from 1946 to 1966: Problems and Progress" (Unpublished thesis, Seattle Pacific College, 1968).

⁶⁸ John A. Fitzstevens, "The History of Dalat School, Dalat, Vietnam" (Unpublished thesis, Stetson University, 1966).

⁶⁹ Brad Moore, "The Education of Some Missionary Children in the Philippine Islands" (Unpublished thesis, Grace Theological Seminary, 1962).

⁷⁰ Phillip Armstrong, "Editorial," Evangelical Missions Quarterly, 10:131-132, April 1974.

and teaching in the area of language arts. Among other things, she recommended increased cooperation, and development of courses that could be used in all the schools to aid in social and emotional adjustment of students to their home countries.⁷¹ Shepard's study related curriculum and career goals of overseas experienced youth. He observed that the longer one had resided overseas, the more difficult would be the adjustment back to the United States. He also noted that such young people tend to look back overseas for careers.⁷² Campbell's thesis approached the broad subject of the education of missionaries' children, but it is disappointing. She discussed the family, and the child's need for security and love within the family unit, but failed to deal adequately with education.⁷³ Smith does a much more thorough job on the broad topic of MK education. His study is based on three separate questionnaires. One questionnaire went to 550 MKs, one went to 350 missionary parents, and one went to 24 leaders in the field of MK education.

⁷¹Ellen E. Brell, "Curriculum Modifications Used by Schools for Missionaries' Children" (Unpublished thesis, University of Saskatchewan, 1973).

⁷²Frank G. Shepard, "An Analysis of Variables of Self Perception and Personal Ambition in Overseas Experienced American Teenagers: Implications for Curriculum Planning" (Unpublished dissertation, Michigan State University, 1976).

⁷³Ruth N. Campbell, "Rearing and Educating Missionary Children in a Foreign Environment" (Unpublished thesis, Fuller Theological Seminary, 1958).

He asked them to consider the options available to most missionaries: private mission schools (possibly boarding), national schools, international schools, and correspondence study. He found that 82 percent of those responding rated the private mission school the highest. He concluded his paper with valuable suggestions for parents who must face these options.⁷⁴ Walborn's paper discussed the same options, without the broad research background. His conclusions, however, are similar.⁷⁵ Orr considered the same options in a brief article many years ago. She did not draw any specific conclusions.⁷⁶ Two magazine articles on MK schools that are intended to inform the readers about how such schools operate in a foreign country were written by Bressler and Casper.⁷⁷ Cassady's research paper urged the upgrading of MK schools.⁷⁸ Articles by Byle and Garner follow the same

⁷⁴William W. Smith, "Planning Your M.K.'s Education" (Project in lieu of thesis, Dallas Theological Seminary, 1975).

⁷⁵Myles H. Walborn, "The Education of Missionary Children" (Mimeographed paper available from the National Council of Churches, New York, 1967).

⁷⁶Clara E. Orr, "The Education of Missionaries' Children," Occasional Bulletin (Missionary Research Library), 10:17-19, November 10, 1959.

⁷⁷Ralph Bressler, "MK Education: What Is the Score?" The Alliance Witness, November 7, 1973, pp. 18-20; Harold Casper, "What About M. Education?" Central American Mission Bulletin, May/June 1977, p. 8.

⁷⁸Melvin and Maryanna Cassady, "Study Related to the Education of Missionary Children" (Research paper available from the National Council of Churches, New York, 1963).

theme.⁷⁹ All five of these works seem to ultimately be appealing to American church goers to increase their giving to this cause, so that these improvements can be made. It is interesting to note that by 1977 almost all MK schools had qualified teachers, although they may need to be upgraded in other ways.⁸⁰ An article by a missionary mother, and a research paper prepared in the Jaffery Graduate School of Missions both defend the option of the private missionary children's school, even when this option means family separation is necessary.⁸¹ A British missionary, Stanley-Smith, came to the same conclusions, while expressing gratefulness that the five to seven year separations of former years are no longer required.⁸² Alexander's thesis approached the subject of missionary children's education from another angle. He attempted to show that students in these schools make great sacrifices in their academic preparation because of the lack of facilities. However, his study does not

⁷⁹ Ronald J. Byle, "Ministering to 'Little Missionaries,'" Good News Broadcaster, 30:22-23, October 1972; Robert Garner, "Where Do Missionary Kids Go to School?" Christian Teacher, 10:10-13, September/October, 1973.

⁸⁰ See Appendix A, "Basic School Information Report."

⁸¹ Ann Morris, "Mission Schools: Bane or Blessing?" The Alliance Witness, pp. 28-30, August 24, 1977; Delores E. Mungillo, "The Education of the Missionary Child" (Seminar paper available from the Jaffrey School of Missions, Nyack, New York, 1964).

⁸² Jim Stanley-Smith, "Problems of Being a Missionary's Child," Christian Teacher, 24:43-44, June 1971.

include a survey of what facilities were available.⁸³ Cox presented a good paper on the education of MKs at the International Convention on Missionary Medicine in 1972. It is regrettable that it has not been published, and its contents have not been widely understood. Cox emphasized that the needs of MKs overseas are very similar to children in the United States. He presented a strong argument for education that is basically the same as that provided by a good United States school.⁸⁴ Deutschman identified four types of schools overseas in his article. These were the international schools, dependent schools, community schools, and missionary schools. He included a list of schools that offered an American curriculum overseas at that time.⁸⁵ Orr published a list of overseas schools that were open to missionaries' children in 1960, but it is now so out of date that it is no longer useful.⁸⁶ Walkwitz's study

⁸³Charles Lee Alexander, "A Presentation of the Existing Condition of the Educational Situation for Missionary Children" (Unpublished thesis, Talbot Theological Seminary, 1968).

⁸⁴Richard Cox, "Education of the MK" (Paper presented to the Missionary Health Workshop, Sixth International Convention of Missionary Medicine, Wheaton College, March 1972).

⁸⁵Paul Deutschman, "American Schools Abroad," Holiday, 24:105-110, October 1967.

⁸⁶Clara E. Orr, "Schools Overseas Available for the Children of American Missionaries" (Mimeographed paper available from the Missionary Research Library, New York, 1960).

was a useful presentation of the policies followed by the various mission boards in dealing with their missionaries' children. But it was published at a time when many boards were rethinking such policies, and many changes since that date would make it of little use now, as well.⁸⁷ One article that takes a very unusual approach is, "The Advantages of Going to National Schools."⁸⁸ In this article Kladensky suggested that MKs should consider attending Brazilian public schools in Brazil, Nigerian public schools in Nigeria, etc. Although the article has some interesting thoughts on spiritual impact and intercultural influence, the problems of language, varied school quality and transfer of credit seemed too difficult to give this idea serious consideration in most areas of the world. One of the few books that deals directly with the education of missionaries' children is one by Lockerbie, a teacher who visited several MK schools while on leave from his position at Stony Brook School. The book takes a broad look at MK education as he found it in these fifteen schools.⁸⁹

⁸⁷Roger W. Walkwitz, "The Academic Education of Missionary Children" (Unpublished thesis, Columbia Bible College, 1957).

⁸⁸Georgina Kladensky, "The Advantages of Going to National Schools," Evangelical Missions Quarterly, 10:154-159, April 1974.

⁸⁹D. Bruce Lockerbie, Education of Missionaries' Children (Pasadena: William Carey Library, 1975), 62 pages.

CHAPTER III

METHODS AND PROCEDURES

The Basic School Information Report revealed that only 5 percent of the overseas schools for American missionaries' children were accredited by United States regional accreditation agencies. Among the 30 overseas schools for American missionaries' children offering secondary level of education, only 5 were regionally accredited, although the need for such accreditation seemed apparent.¹ The unaccredited schools identified were:²

Puebla Christian School, Mexico

New Tribes Mission School, Bolivia

Amazon Valley Academy, Brazil

Bethany Academy, Brazil

Huehue Academy, Guatemala

Christian Academy, Guatemala

Christiansen Academy, Venezuela

¹Lloyd E. Blauch, Accreditation in Higher Education (Washington: U.S. Department of Health, Education and Welfare, 1959), pp. 3-4. See also, S. E. Root, "Predictions of College Success for Graduates of Kodaikanal School, Kodaikanal, India" (Unpublished thesis, University of Washington, 1965).

²The Ukarumpa High School, Papua-New Guinea, was included in the study until they received their accreditation in September 1978. The Bongolog Alliance School of Gabon was not included due to the late arrival of their basic information form.

OMS International School, Ecuador
 Lomalinda High School, Columbia
 Yarinacocha School, Peru
 Escola Bandeirante, Brazil
 Fortaleza Academy, Brazil
 New Tribes Mission School, Brazil
 Tumi Chucua School, Bolivia
 S.I.L. Cuiaba School, Brazil
 Ivory Coast Academy, West Africa
 Hillcrest School, Nigeria
 Kabalu Rupp Memorial School, Sierra Leone
 Dalat School, Malaysia
 Murree Christian School, Pakistan
 New Tribes Mission School, Papua-New Guinea
 Beirut Academy, Lebanon
 New Tribes Mission School, Brazil
 Bamboo River Academy, Indonesia

In order to compare each school with the specific accreditation standards that would have to be met if a serious attempt at accreditation were made, it was necessary to develop three separate instruments based on the published standards of the three regional associations involved.³ The three instruments were then sent to the

³ Standards of the Commission on Secondary Schools (Atlanta: Southern Association of Colleges and Schools, 1977); Preliminary Procedures in Evaluation and Accreditation for High Schools (Philadelphia: Middle States

associations to verify that they accurately reflected the association's standards.

The questionnaire based on the requirements of the Middle States Association of Colleges and Secondary Schools was examined by William H. Etsweiller, Jr., Executive Director of the association's Commission on Secondary Schools. His letter indicates, "Those standards promulgated in Part II of your questionnaire . . . do represent the MSA/CSS Standards."⁴ The Southern Association based questionnaire was reviewed by James H. Stiltner and Joseph M. Johnston, Executive Secretary of the association's Commission on Secondary Schools. Mr. Johnston wrote, "We feel that it [the regional questionnaire], in most respects, accurately reflects the standards which we apply to overseas schools."⁵ Mr. Johnston recommended several small revisions, which were incorporated into the final form. The Western Association based questionnaire was reviewed by Lyle E. Siverson, Executive Director of the association's Accrediting Commission for Schools. He said, "In general, schools which make a strong showing on the questionnaire would, in my opinion, be in a favorable position to apply for accreditation. . . ."⁶ Mr. Siverson also recommended a few minor

Association of Colleges and Schools, 1977); Procedures for Appraising the Modern High School (Burlingame, California: Western Association of Schools and Colleges, 1976).

⁴Appendix C

⁵Appendix C

⁶Appendix C.

changes which were included in the final form of the questionnaire.

The association-approved questionnaires were valuable tools for the school personnel to use to determine their weaknesses, and are evaluated individually in Chapter IV; but the type of data provided are not useful for statistical analysis. One school may show weaknesses in several areas which are comparatively easy to correct, while another may have only one problem which cannot be resolved. For example, one school may need to increase the length of its term, and can easily do so. While another has too small a student population to offer a complete program, and has no possibility of increasing its student body. Due to this limiting factor of the data gathered through the association-approved questionnaires, a fourth instrument was prepared. This questionnaire incorporated the 10 basic objectively measurable standards found either implicitly or explicitly in the standards of all three associations. It was called "General Accreditation Requirements," and provided a simple comparative tool. Since all 10 answers should be "yes" before the school could be considered a good candidate for United States regional accreditation, any score of less than 10 exposes basic weaknesses in the school. (See Table I.)

The "General Accreditation Requirements" questionnaire and the appropriate association standards questionnaire were

TABLE I
SUMMARY OF GENERAL ACCREDITATION REQUIREMENTS

General Requirements	Schools by Number																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16	19	20	21	22	23			
Is the school operated by a local governing board that represents the community being served?	x				x	x	x		x		x	x	x				x						
Has the board of the school approved a written statement of board policies?	x			x	x	x		x		x	x	x	x		x	x	x	x					x
Has the board of the school approved a written statement of philosophy and objectives?	x			x	x	x	x	x		x	x	x		x		x	x	x					x
Are all the full time faculty properly certified and teaching in the area for which they hold certification?	x				x			x		x		x				x			x				
Does the staff include a professionally trained guidance counselor?								x		x				x			x						
Does the staff include a professionally trained librarian?				x											x		x			x			
Does the staff include a secretary?	x	x	x		x	x	x			x			x	x	x	x	x	x					

TABLE I (continued)

General Requirements	Schools by Number																						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	16	19	20	21	22	23			
Is a standardized testing program administered to the student body on a regular basis?	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x			
Do teaching schedules allow for one free period per day for all teaching faculty?		x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x					

Key: x indicates "yes" answer.

sent to the 23 schools for missionaries' children listed above, along with a copy of the Basic School Information Report (Table V, Appendix A). All of the school administrators who had cooperated in providing that information had been promised a copy of the report. A letter appealing for their further cooperation and \$1.50 to cover return air mail postage were also included. Return addresses were provided in both the United States and the Philippines to make the return of the questionnaires as convenient as possible. In the first month following the distribution of the 24 questionnaires, 11 had been returned. A follow-up letter was sent to the 13 who had not yet responded after 5 weeks.⁷ The follow-up letter prompted two schools to report that they had never received the questionnaires. Given the very primitive areas in which they were located, and the large size of the questionnaire package, this was not considered too unusual. Second copies of the questionnaires were mailed to those two schools, and to four other school administrators who had not responded at the end of 12 weeks. A third appeal letter was enclosed with them in the hope that the number of schools participating in the study could be increased.⁸ At the end of 12 weeks 17 schools (71 percent) had responded. At the end of 16

⁷Appendix C.

⁸Appendix C.

weeks, 20 schools (83 percent) had responded and were included in the study. Copies of this study were made available to the participating schools as an act of appreciation for their cooperation.

As the responses were received, they were individually studied. On the association portion of the questionnaire, answers of "always" and "frequently" were considered strengths, while answers of "rarely" and "never" were considered weaknesses. The strengths and weaknesses were then summarized in a brief evaluation. The answers from the questionnaire were transferred to tables included in Chapter IV. These tables provide a convenient means for comparing all the schools responding to each form of the questionnaire. The individual analyses were the basis for the conclusions and recommendations found in Chapter V.

CHAPTER IV

ANALYZING THE DATA

The 24 schools identified as unaccredited secondary schools for missionaries' children were sent both the General Accreditation Requirements Questionnaire and the questionnaire based on the standards of the association that was responsible for their region. The returns of these questionnaires provide an indepth picture of the responding schools as seen by their own administrators. The responses and the following discussion of them do not show whether or not a school could actually achieve accreditation; they simply show how the various administrators saw their own schools as measured against the standards of the regional accreditation agencies. The four questionnaires are considered below.

I. GENERAL ACCREDITATION REQUIREMENTS

This instrument presented the 10 basic requirements found to be implicitly or explicitly required by all 3 regional associations. The results of the 20 responding schools may be seen in Table I, page 45. These 10 questions do not necessarily reflect the most important factors in evaluating a school. They were selected as 10 measurable

items generally considered significant. The four questions related to personnel (numbers 4, 5, 6, and 7) exposed a common problem. Almost 30 percent of the schools need a qualified administrator, more than 82 percent need a guidance counselor, and 41 percent need a librarian. One other question that revealed a repeated problem was the one referring to a local board of governance representing the community being served (number 1). Almost half of the schools responding could not answer this question in the affirmative. If the questionnaire were scored like a test, giving each question a 10 point value, the school scores would appear as follows:

1. Puebla Christian School	70%
2. New Tribes School (Bolivia)	30%
3. Amazon Valley Academy	50%
4. Bethany Academy	50%
5. Huehue Academy	70%
6. Christian Academy	70%
7. Christiansen Academy	80%
8. OMS International School	60%
9. Lomalinda School	40%
10. Fortaleza Academy	90%
11. Bandeirante School	50%
12. Tumi Chucua School	60%
13. S.I.L. Cuiaba School	70%
14. Yarinacocha School	100%

15. Ivory Coast Academy	70%
16. Dalat School	90%
17. Murree Christian School	90%
18. Numonohi School	80%
19. Beirut Overseas School	70%
20. New Tribes School (Indonesia)	40%

Note that a score of 100 percent on this evaluation indicates only that the minimum acceptable standard has been reached on these basic requirements. These 10 requirements are not of equal importance to the school program, nor would it be equally difficult to remedy each requirement that was not being met at the time of the evaluation. As a general guideline, however, it is of some value. Certainly the schools scoring 90 to 100 percent are much closer to achieving regional accreditation than those receiving 30 to 40 percent.

II. SCHOOLS IN THE SOUTHERN ASSOCIATION REGION

The questionnaire based on the standards of the Southern Association required 53 responses. Answers of "always" and "frequently" were considered strengths, while answers of "rarely" and "never" were considered weaknesses. Only these two categories are discussed below. For a complete summary of responses by each school, see Table II.

TABLE II
SUMMARY OF SOUTHERN ASSOCIATION QUESTIONNAIRES

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
A. Administration and Supervision														
1. The governing board reflects the thinking of the community being served.	1	2	2	1	2	2	1	2	5	2	1	1	2	1
2. The governing board keeps a current written statement of policies.	2	5	3	1	2	1	2	1	5	3	1	1	3	1
3. Board policy promotes professional development of personnel.	2	3	2	3	2	3	2	3	5	2	2	2	3	1
4. The board refrains from interference in the administration of the school.	2	2	1	2	2	3	1	1	5	1	4	1	1	1
5. The administration encourages the free exchange of ideas.	1	1	2	1	1	2	2	1	1	1	1	2	1	2

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
B. Program														
1. Procedures are employed to determine educational needs and interests of those served by the school.	1	3	3	2	2	3	3	1	2	2	1	2	1	1
2. The program is consistent with the school's stated purposes.	1	2	3	2	1	2	2	1	2	2	1	1	1	2
3. The program is suited to the interests, needs, and abilities of those served by the school.	1	2	3	2	1	2	2	1	2	2	1	2	2	2
4. The guidance program is headed by a professionally trained counselor.	5	5	5	5	5	3	4	3	3	4	3	4	5	1
5. The guidance program assists students to make wise educational and occupational choices.	3	4	2	3	5	2	3		3	3	2	3	1	1
6. An adequate standardized testing program is administered and interpreted.	1	1	2	1	3	1	2	1	2	2	1	5	1	1

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
7. The counselor assists in planning curricular revisions.	4	5	3	1	5	2	4	2	3	3	3	5	1	2
8. Comprehensive pupil personnel records are maintained and safeguarded.	1	1	1	1	3	1	1	1	1	1	1	2	1	1
9. Adequate teaching and learning materials and needed equipment are provided.	1	2	1	3	2	3	1	2	2	1	1	2	2	1
10. The school provides a program of instructional materials service including books, periodicals, and other resources.	1	2	1	2	2	2	1	1	3	1	1	2	1	1
11. The staff includes a qualified instructional materials coordinator.	5	3	3	1	4	5	1	5	5	2	2	5	4	1
C. Community														
1. Analyses are made of the resources of the community being served and are recorded.	1	4	3	5	3	3	3	4	4	4	1	3	4	2

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2. This community's resources are utilized by the school.	1	4	3	5	3	4	3	3	2	3	2	2	4	2
D. Calendar														
1. The calendar and daily schedule have enough flexibility to include special educational opportunities.	1	1	1	2	2	2	1	2	2	1	1	1	1	1
2. Time is provided for staff planning, evaluation, and in-service growth activities.	1	3	1	3	2	2	1	3	2	1	2	2	1	2
3. Pupil's schedules include a combination of work, recreation, and rest as needed.	1	1	1	1	1	2	1	1	2	1	1	2	1	1
4. Teacher's schedules include at least one unencumbered period per day.	4	2	1	1	1	2	1	2	2	1	1	1	1	1
5. The calendar provides for at least 175 academic days per year.	5	5	5	1	5	1	5	1	5	1	1	3	1	2

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
6. A minimum of 120 hours is required for each unit of credit.	3		5	1					1				5	1
7. The school refuses to grant credit for private tutoring	4	3	1	3			3		4	4	3	4	5	3
8. The school refuses to grant credit for work done at unaccredited schools, unless validated by testing.	5	3	3	5		1	3		4	4	3	5	5	5
E. Personnel														
1. The administrative head of the school (principal, headmaster) is a qualified administrator.	2	3	1	5	5	5	2	5	5	2	3	2	4	1
2. The student-professional staff ratio is 22:1 or less.	1	1	1	1	1	3	1	1	1	1	3	1	1	1
3. All instructional staff members hold a bachelor's degree from an accredited institution, including at least 12 semester hours of professional education and a major in the primary teaching area.	1	2	3	1	1	3	2	1	1	1	1	2	5	2

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
4. Teachers earn at least an additional 6 semester hours of college work every 5 years to increase their competency.	4	2	3	5	2	5	2	4	3	3	2	2	2	3
5. The staff includes at least a half-time secretary (full time for schools of over 300 students).	1	1	1	5	2	1	1	5	1	1	3	4	1	1
6. The staff includes at least one custodian.	5	1	1	5	1	1	1	4	1	1	1	5	1	1
F. Environment														
1. Assignment of teaching loads includes consideration of number of classes, number of pupils taught, and other duties.	1	1	1	2	1	2	1	2	1	1	1	1	1	1
2. Staff remuneration is adequate for local conditions.	1	3	1	1	1	5	1	1	1	1	1	1		1
3. Provision is made for continuing professional growth.	1	3	2	5	1	4	2	4	3	1	2	2	2	1

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
G. Physical Plant														
1. Quality of construction and layout provides for healthy and safe conditions.	1	2	1	1	1	2	1	2	2	1	1	2	1	1
The physical plant provides rooms properly equipped for:														
2. Laboratory study	4	4	1	5	2	4	1	5	1	2	1	1	1	2
3. Vocational programs	5	4	3	2	3	3	4	5	1	2	1	3	1	2
4. Audio-visual equipment usage	2	3	3	2	3	3	2	2	2	2	3	2	1	2
5. Art education	2	4	5	1	2	1	2	1	3	3	1	2	1	1
6. Clinic	5	1	5	5	2	3	3	5	4	5	1	1	5	1
7. Cafeteria	5	1	5	1	1	5	1	5	5	5	1	5	1	1
8. Health and physical education	3	2	1	1	1	1	2	2	3	1	1	2	1	1
9. Library	2	3	1	1	1	3	1	5	5	1	1	1	1	1
10. The grounds are adequate to provide for outdoor physical education and recreation.	3	1	1	1	1	1	1	2	1	1	1	1	1	1

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
11. The buildings and grounds are kept clean and in good order.	2	3	1	1	1	2	1	1	1	1	1	1	1	1
H. Finance														
1. There is evidence that local responsibility for adequate financial support is recognized and that a reasonable effort is made to meet this responsibility.	2	2	1	2	2	3	1	1	1	1	1	1	1	1
2. Financial records are carefully maintained and safeguarded.	1	2	1	1	1	1	1	1	1	1	1	1	1	1
3. Financial records are audited periodically.	1	5	1	1	1	1	1	3	1	1	1	1	3	1
4. The budget includes adequate funds for instructional materials, supplies, and other normal needs.	1	2	1	2	2	1	1	1	1	1	1	1	1	1
5. The library book budget is at least \$350 annually, or \$2.50 per student, whichever is greater.	5	1	1	1	3	4	1	3	5	3	1	3	1	1

TABLE II (continued)

Text of Questions	Schools by Number													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
6. The library contains a minimum of 1,000 usable books, or not less than 10 per student, whichever is greater.														
	1	1	1	1	1	2	1	4	1	1	1	1	1	1
I. Experimentation														
1. Experimental and innovative programs are encouraged.	1	2	1	3	3	2	2	3	2	3	2	2	1	1

Scale key: Always = 1; Frequently = 2; Sometimes = 3; Rarely = 4; Never = 5.

1. Puebla Christian School--Mexico

In spite of a small student population, only 22 students in grades 7 to 12, this school met many of the standards for regional accreditation.¹ It had a functioning local board; a qualified administrator who encouraged the open exchange of ideas and innovation on the part of the faculty; a program that was designed to meet identified student needs and was consistent with the school's purposes; a standardized testing program was administered; comprehensive student records were motivational; there were adequate equipment and materials; good use was made of community resources; the school had a flexible calendar and schedule with adequate balanced time for both faculty and students; there was a good student-teacher ratio; qualified instructional staff; good educational environment; stable finances; and an adequate library. There were, however, many areas that did not measure up to association standards. The staff did not include either a qualified guidance counselor or librarian; the teacher's schedules did not include a free period; the calendar was shorter than permitted; credit was granted for tutoring and unvalidated transfer; teachers

¹Puebla Christian School, "Secondary Schools for Missionaries' Children." The 1977-78 enrollment by grade was: seventh grade, four students; eighth grade, four students; ninth grade, three students; tenth grade, four students; eleventh grade, three students; twelfth grade, four students.

were not engaged in continuing programs to increase their competency; the physical plant did not include room for laboratories, vocational subjects, a clinic, or cafeteria; and the library budget was inadequate.

2. New Tribes Mission School--Bolivia

The administrator of this school did not complete that portion of the questionnaire which asked for the enrollment of each class in the secondary school. The Basic School Information Report showed a total of 55 students in the secondary grades.² The response indicated that the school board functioned well, but it did not have a written statement of policy. Note that according to question one of the General Requirements for Accreditation (Table I, page 45), this school was not governed by a local board. According to the Basic School Information Report it was governed by the board of the mission agency. The administrator considered the school's strengths to be the encouragement of the open exchange of ideas and innovation; there was a standardized testing program; comprehensive pupil records were maintained; equipment and materials were adequate; the calendar and schedule were flexible; pupil schedules were balanced; teaching loads were acceptable; student-teacher ratio was good; teachers were qualified and engaged in continuing professional growth; the

²Table V, Appendix A.

classified staff was adequate; the grounds were safe and sufficient; and the library budget and holdings met association standards. The report also showed many weaknesses, such as the lack of a qualified counselor and librarian; a short calendar; inadequate physical plant which did not include rooms for laboratory study, vocational programs or art education; and failure to audit financial records.

3. Amazon Valley Academy--Brazil

Fifty-seven students attend this school in grades 7 through 12.³ The school's administrator was qualified, considered himself to be free of board interference, and felt that he encouraged the open exchange of ideas. The report showed that the school personnel maintained comprehensive pupil records; had adequate equipment and materials; the calendar and schedule were flexible and provided both staff and students with balanced time for work, rest and recreation; no credit was granted for tutored work; the student-teacher ratio was good; there was an adequate classified staff; the educational environment was good; the physical plant was safe and included a

³Amazon Valley Academy, "Secondary Schools for Missionaries' Children," p. 1. The 1977-78 enrollment by grades was: seventh grade, twelve students; eighth grade, ten students; ninth grade, seven students; tenth grade, thirteen students; eleventh grade, eleven students; twelfth grade, four students.

laboratory, physical education facilities, a strong library and adequate grounds; and the finances were stable. Some evident weaknesses were the lack of a local governing board; the failure of the faculty to be fully qualified, and to include either a guidance counselor or librarian; the calendar was shorter than the association permits; and the facilities did not include an art room, clinic or cafeteria.

4. Bethany Academy--Brazil

Despite having only 4 students in grades 7 through 10, Bethany Academy met several accreditation standards.⁴ The report showed that the program was keyed to student needs and was consistent with the school's purposes; a standardized testing program was administered; comprehensive pupil records were maintained; a qualified instructional materials coordinator supervised an adequate instructional materials program; the calendar was adequate and flexible; the daily schedules for both teachers and students were balanced; the student-teacher ratio was good; the instructional staff members were qualified and received adequate remuneration; the physical plant was safe, provided rooms

⁴Bethany Academy, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, one student; eighth grade, no students; ninth grade, one student; tenth grade, two students; eleventh grade, no students; twelfth grade, no students.

for vocational programs, art education, physical education and included a cafeteria; the grounds were adequate; the finances were stable; and the library had sufficient space, holdings and budget. The school's weaknesses included the lack of a local board, qualified administrator, guidance counselor and adequate classified staff; poor use was made of community resources; credit was granted for unvalidated transfer; teachers were teaching outside of their areas of certification; very little provision was made for continuing professional growth; and the facilities that did not include a laboratory, or clinic.

5. Huehue Academy--Guatemala

There were 27 students in Huehue Academy in grades 7 through 9.⁵ The school was governed by a local board that was functioning well; the program was suited to identified student interests and needs and was consistent with the school's purposes; the calendar and schedules were flexible and well balanced for both students and staff; the student-teacher ratio was good; the teachers were qualified and engaged in continuing professional growth; the classified staff was adequate; the educational environment

⁵Huehue Academy, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, eleven students; eighth grade, four students; ninth grade, twelve students.

was sound; the physical plant safe and adequate in every way; and the finances were stable. On the negative side, the report showed that the school did not have a qualified guidance counselor nor guidance program; it also did not have a qualified librarian and the library budget was inadequate; the calendar was too short; and the administrative head of the school was not qualified.

6. Christian Academy of Guatemala

Forty-four students were attending Christian Academy in grades 7 through 12.⁶ The school's local board was functioning well; the program was suited to student needs and was consistent with the school's purposes; a standardized testing program was administered; comprehensive pupil records maintained; an adequate instructional materials program was provided; a flexible calendar and schedule were in use for both faculty and students; the calendar met association requirements; no credit was granted for transfer work from unaccredited schools without validating tests; the classified staff was adequate; the physical plant was safe, with rooms provided for art education, health and

⁶Christian Academy of Guatemala, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, twelve students; eighth grade, nine students; ninth grade, five students; tenth grade, nine students; eleventh, four students; twelfth grade, six students.

physical education; adequate funds were available, proper records kept, and funds were audited regularly. Serious weaknesses were evident, however, primarily in the area of personnel. The faculty members were not all qualified and the faculty did not include either a qualified counselor or librarian. Other weaknesses were the lack of a qualified administrator; inadequate provision for professional growth; the physical plant did not include a laboratory or cafeteria; and the library budget did not meet association standards.

7. Christiansen Academy--Venezuela

Christiansen Academy had 66 students enrolled in grades 7 through 12.⁷ A local board governed the school and was functioning effectively. Other evident strengths were the encouragement of an open, innovative atmosphere; a program suited to the needs of the students; maintenance of comprehensive pupil records; adequate equipment and materials; flexible well balanced calendar and schedule for both students and staff; qualified teachers and administrator; continuing professional growth, adequate classified staff; healthy environment; safe physical plant that included rooms for laboratory study, audio-visuals, art

⁷Christiansen Academy of Venezuela, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, thirteen students; eighth grade, eight students; ninth grade, seven students; tenth grade, fifteen students; eleventh grade, eight students; twelfth grade, fourteen students.

education, physical education, a cafeteria and library; the grounds were clean and adequate; the library was well stocked and adequately funded; and the school was financially sound. Several personnel problems headed the list of weaknesses. Teachers were teaching outside their areas of certification; there was no guidance counselor; the school calendar was too short; and there was no vocational program.

8. O.M.S. International School--Ecuador

The local board of this school had limited it to the junior high grades, in which five students were enrolled at the time of the survey.⁸ The school appeared to be strong in many areas, such as providing the faculty with an open atmosphere for the exchange of ideas, and a good environment; the board appeared to function well; the program met identified needs and was consistent with the school's purposes; a standardized testing program was administered; comprehensive pupil records were maintained; adequate equipment and materials were available; the calendar

⁸O.M.S. International School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The enrollment by grade for the 1977-78 school year was: seventh grade, two students; eighth grade, two students; ninth grade, one student. See note added at the bottom of page 2 stating, "Our program is limited to the first to ninth grades by Board decision and policy. We do not intend to offer tenth to twelfth grades."

was flexible and met association requirements; the daily schedules were reasonable for students and teachers; the student-teacher ratio was good; teachers were all qualified; the physical plant included rooms for laboratory study, vocational programs, audio-visuals, physical education and had adequate grounds; the finances were generally sound. The school's administrator had professional training for that responsibility, but was not certified. Other weaknesses that the questionnaire exposed were the lack of a guidance counselor or librarian; poor use of community resources; inadequate provision for continued faculty professional growth; poor classified staff; no rooms for laboratories or vocational training; and no clinic, cafeteria or library.

9. Lomalinda School--Columbia

There were 33 students in Lomalinda School in grades 7 through 12.⁹ The administrator of this school indicated that he encouraged the open exchange of ideas and innovation; the program was consistent with the school's purposes and met the identified needs of the students; a standardized testing program was administered; comprehensive pupil records were maintained; teaching materials and equipment were

⁹Lomalinda School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, eight students; eighth grade, four students; ninth grade, six students; tenth grade, six students; eleventh grade, two students; twelfth grade, seven students.

adequate; the calendar was flexible, but too short; the daily schedule was reasonable and well balanced for both teachers and students; the teachers were qualified; the classified staff adequate; the physical plant was safe and provided rooms for laboratory study, vocational subjects, audio-visuals, and included adequate grounds; and the finances were sound. Weaknesses were found in the absence of a local governing board; the lack of a qualified librarian and administrator; several of the faculty were teaching outside their fields of certification; the administration granted credit for tutoring and unvalidated transfers; the facilities did not include a clinic or a separate room for a library; and the library budget was inadequate.

10. Fortaleza Academy--Brazil

Fifty-nine students attended grades 7 through 12 in this school.¹⁰ Many association standards were met by this apparently strong school. It had a functioning local board; the administrator was qualified and encouraged the open exchange of ideas; the program met identified student needs and was consistent with the school's purposes; there was a

¹⁰ Baptist Mid-Missions Fortaleza Academy, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grade was: seventh grade, six students; eighth grade, ten students; ninth grade, six students; tenth grade, eight students; eleventh grade, fourteen students; twelfth grade, fifteen students.

standardized testing program; comprehensive pupil records were maintained; equipment and materials were adequate and coordinated by a qualified person; the calendar and schedule were good; the student-teacher ratio was within the recommended standard; the faculty was qualified and teaching within their areas of certification; the classified staff was adequate; the environment good; the physical plant was safe and adequate for all academic needs; the grounds were clean and adequate for all academic needs; the grounds were clean and adequate; the library was sufficient; and the finances were sound. Among the few weaknesses identified were the lack of a guidance counselor; poor policies regarding the granting of credit for tutoring and transfers; the lack of a clinic and cafeteria.

11. Bandeirante School--Brazil

Bandeirante School had 29 students in grades 7 through 11.¹¹ The local board was functioning; the administrator encouraged the open exchange of ideas and innovation; the program met the identified needs of the students and was consistent with the school's purposes; a standardized

¹¹Bandeirante School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, three students; eighth grade, seven students; ninth grade, eight students; tenth grade, eight students; eleventh grade, three students; twelfth grade, no students.

testing program was administered; comprehensive pupil records were maintained; adequate equipment and materials were available under the supervision of a qualified instructional materials coordinator; good use was made of community resources; the calendar and schedule were adequate and flexible for both students and teachers; the teachers were qualified and engaged in continuing professional growth; the environment was good; the physical plant safe and adequate; the library was well stocked and funded; and the school was financially sound. Personnel problems were quite serious, however. The administrator was not qualified; there was no guidance counselor; and several faculty members were teaching outside their areas of certification. The administrator felt that the board often interfered in the administration of the school.

12. Tumi Chucua School--Bolivia

This school also had only grades 7 through 11, with 14 students registered for those grades.¹² This small school met many association standards. It had a local board that appeared to be functioning well; the program was suited to identified student needs and was consistent

¹²Tumi Chucua, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, two students; eighth grade, two students; ninth grade, three students; tenth grade, no students; eleventh grade, seven students; twelfth grade, no students.

with the school's purposes; comprehensive pupil records were maintained; there was adequate equipment and materials; the calendar and schedule were flexible and well balanced; the student-teacher ratio was low; the administrator and faculty were qualified; there was evidence of continued professional growth; the environment was good; the physical plant was generally adequate, including clean grounds; the library met association standards; and the school was financially sound. Evident weaknesses included the lack of both a guidance counselor and librarian; the absence of standardized testing and guidance programs; poor policy regarding credit for tutoring and transfers; inadequate classified staff; and the lack of a cafeteria.

13. S.I.L. Cuiaba School--Brazil

Cuiaba School offered grades 7 to 12, but had only 12 students.¹³ The survey showed that this school had a functioning local board; a program suited to the identified needs of the students and consistent with the school's purposes; an active counseling program that included standardized testing and curriculum planning; comprehensive pupil records; adequate equipment and materials; good calendar and schedule

¹³Cuiaba S.I.L. School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, three students; eighth grade, one student; ninth grade, two students; tenth grade, two students; eleventh grade, no students; twelfth grade, four students.

that were flexible; a low student-teacher ratio; sufficient classified staff; healthy environment; generally adequate physical plant including a good library; and the school was financially sound. This very small school had many problems, however. The staff did not include either a qualified counselor or librarian; the administrator was not qualified and neither were some of the teachers; poor use was made of community resources; and the facilities did not include a clinic.

14. Yarinacocha School--Peru

There were 57 secondary students enrolled in Yarinacocha School at the time of this survey.¹⁴ This school met all of the general requirements for accreditation, and many of the association requirements. It had a strong functioning board; the administration encouraged the open exchange of ideas, and innovation; the program was suited to identified student needs and was consistent with the school's purposes; a complete guidance program was maintained by a qualified counselor; adequate equipment and materials were supervised by a qualified instructional materials coordinator; good use was made of community resources; the calendar and

¹⁴Yarinacocha School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, eight students; eighth grade, eight students; ninth grade, nine students; tenth grade, ten students; eleventh grade, eleven students; twelfth grade, eleven students.

schedule were good and well balanced for both faculty and students; the student-teacher ratio was low; the faculty members were qualified and teaching in their areas of certification; the classified staff was adequate; the environment good; the physical plant met all association standards, including an adequate library; and the school was financially sound. The only evident weakness of Yarinacocha School was the policy of accepting unvalidated transfer credits from non-accredited schools.

15. New Tribes Mission School--Brazil

This school did not respond to the secondary school survey.

III. SCHOOLS IN THE MIDDLE STATES ASSOCIATION REGION

The Middle States Association approved questionnaire required 47 responses, some of which covered slightly different material than the other forms. Only three unaccredited secondary schools for missionaries' children were identified in this area. See Table III for a complete summary of responses.

16. Ivory Coast Academy--Africa

Ivory Coast Academy was one of the larger schools surveyed with 105 students in grades 7 through 12.¹⁵ The

¹⁵Ivory Coast Academy, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The

TABLE III
REPORT OF MIDDLE STATES QUESTIONNAIRE

Text of Questions	School Number 16
A. Philosophy and Objectives	
1. Analyses of the community being served are made to determine what services to offer.	1
2. Studies of the student body are conducted to determine the kind of instructional program to offer.	3
3. The philosophy and objectives of the school are based on the desires of the community being served.	1
4. The program and services reflect the philosophy and objectives.	2
B. Curriculum	
1. The curriculum is well defined.	2
2. Instructional materials are up-to-date.	2
3. The curriculum allows for various levels of ability within the student body.	4
4. The instructional program is relevant to the needs of both terminal students, and those who plan further education.	2
5. There are instructional guides available.	2
6. The instructional guides reflect modern approaches to teaching.	2
7. The instructional guides make good use of the total resources available.	2
8. The curriculum implements the school's philosophy and objectives.	2
9. Procedures for improving the curriculum are flexible and encourage change and innovation.	2
10. Provision is made for both vertical and horizontal articulation in instructional program.	3

TABLE III (continued)

Text of Questions	School Number 16
C. Educational Media Services	
1. The EMS are adequate to support the instructional program.	3
2. The EMS encourage students and staff to broaden their learning.	3
3. The EMS resources (books, periodicals, A-V materials, etc.) are sufficient.	3
4. The EMS resources are properly housed and cataloged.	2
5. The EMS staff is adequate to meet the needs of both students and staff.	2
6. The EMS staff has an integral part in curriculum development.	2
7. There is an annual EMS budget that is adequate.	2
8. Both students and teachers are using EMS facilities.	3
D. Guidance	
1. The guidance service is well organized and implements the school's philosophy and objectives.	4
2. A qualified counselor is responsible for the guidance service.	5
3. Guidance records are adequate and available as needed.	4
4. The counselor has adequate clerical assistance.	5
5. Follow-up studies are conducted on past graduates.	3
6. Students, parents, and staff make use of guidance services.	4
E. Health Services	
1. Adequate health services are available to handle emergencies of illness and injury.	1
2. The teachers know what to do to properly handle an accident or sudden illness.	1

TABLE III (continued)

Text of Questions	School Number 16
3. The health staff informs the faculty if there are health or physical weakness problems among students.	2
4. The instructional program offers opportunities for students to learn about good health practices.	2
F. Student Activities	
1. The school provides an activities program in line with its philosophy and objectives.	1
2. Both students and staff participate in planning activities.	1
3. The school maintains a desirable balance in its activities program.	2
G. Physical Facilities	
1. The physical facilities (buildings, grounds, and equipment) are adequate for the program.	2
2. All areas are well maintained so that the physical environment assists student achievement.	2
3. The buildings provide a variety of spaces for the instructional program.	2
4. The physical plant provides space for a variety of extra curricular and community activities.	2
5. Provision is made for the safety of students and staff in case of emergency.	1
H. Staff	
1. The number of staff members is adequate for the educational program and special needs of students.	3
2. Teaching loads and total work loads make maximum efficiency in service possible.	3

TABLE III (continued)

Text of Questions	School Number 16
3. Staff members are qualified for their respective responsibilities.	3
4. Staff attitudes contribute to effective learning.	2
5. The school's leadership effectively coordinates the educational program.	1
6. Opportunity is provided for faculty, parents, and students to participate in development and evaluation of the program.	3
7. Professional growth of the staff is encouraged.	2

Scale: Always = 1; Frequently = 2; Sometimes = 3;
Rarely = 4; Never = 5.

administration of the school had analyzed the local community and developed a philosophy and program that reflected their desires; there was a well defined curriculum with up-to-date instructional materials; the instructional program met the needs of the students and included good instructional guides; the curriculum implemented the school's philosophy and was open to continuous revision; the Educational Media Services were readily available, well funded, and adequate; health services were complete and integrated into the program; student activities were in line with the school's objectives, broadly planned and well balanced; the physical facilities were adequate and well maintained; and the school administrator provided effective leadership. Weaknesses that appeared through this survey included the absence of a local governing board; the lack of a qualified guidance counselor; the fact that several teachers were not teaching in the areas of their certification; the narrowness of the curriculum in that it failed to provide for various ability levels; and the inadequate guidance program.

17. Hillcrest School--Nigeria

This school did not respond to the secondary school questionnaire.

1977-78 enrollment by grades was: seventh grade, sixteen students; eighth grade, twenty-one students; ninth grade, seventeen students; tenth grade, twenty students; eleventh grade, eleven students; twelfth grade, twenty students.

18. Kabala Rupp Memorial School--Sierra Leone

This school did not respond to the secondary school questionnaire.

IV. SCHOOLS IN THE WESTERN ASSOCIATION REGION

The Western Association approved questionnaire required only 38 responses. Six unaccredited schools offering secondary grades to American missionaries children were identified in the Western Association Region. See Table IV for a complete summary of responses.

19. Dalat School--Malaysia

Enrollment in grades 7 through 12 at the Dalat School included 103 students.¹⁶ The strength of this school is evident from the General Accreditation Requirements report. The regional questionnaire revealed that the nature of the community being served was always considered; funds were adequate and handled carefully; the board functioned well within its own area of responsibility; the faculty members were qualified and teaching within their areas of certification; the certified staff included the administrator, counselor, librarian, and health service

¹⁶Dalat School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, fourteen students; eighth grade, twelve students; ninth grade, twenty-one students; tenth grade, fifteen students; eleventh grade, seventeen students; twelfth grade, twenty-three students.

TABLE IV
SUMMARY OF WESTERN ASSOCIATION QUESTIONNAIRES

Text of Questions	Schools by Number				
	19	20	21	22	23
A. The Community Served					
1. The population of the community being served is increasing	4	5	1	4	2
2. The nature of the community being served is taken into consideration in establishing objectives for the school.	1	1	1	3	1
B. Finance					
1. Adequate funds can reasonably be anticipated to cover the annual budget.	2	1	1	1	2
2. Outstanding debt obligations are met regularly.	1	1	1	1	1
3. The budget includes adequate funds for instructional materials, supplies, teaching aids, and other needs.	2	1	3	1	1
4. Representatives of all departments and divisions of the school contribute in the development of the budget.	1	2	4	2	2
C. Governing Board and Administration					
1. Distinction is made between the board's responsibilities as a policy making body and the administrator's responsibilities as executive officer.	2	2	1	2	2
2. The board is committed to meeting the educational needs of the community served by the school.	1	2	1	1	1
3. Controversial issues	1	2	1	2	2

TABLE IV (continued)

Text of Questions	Schools by Number				
	19	20	21	22	23
4. Personnel problems	1	2	3	2	
5. Selection of materials	1	2	5	2	2
6. Student affairs	1	2	4	2	3
7. The board considers educational as well as financial matters.	1	2	2	2	2
8. The board constantly updates and revises policies.	2	3	3	2	3
D. The Certificated Staff					
Certificated personnel fill the following positions:					
1. Chief administrative officer	2	1	1	1	4
2. Full time instructors	2	1	2	1	2
3. Counselor(s)	1	1	5	3	4
4. Health service	1	1	4	3	2
5. Library-media service	1	4	1	1	2
6. Special education	3	4	3	3	
7. All teachers have the major portion of their teaching responsibilities in the area for which they are certified.	2	2	2	1	3
8. The faculty and staff is composed of a balance of both males and females.	2	1	2	2	2
9. Assignment of teaching loads includes consideration of number of classes, number of pupils taught, and other duties.	1	2	1	1	3
10. The staff shows evidence of interest in continued professional growth through attendance at educational conferences, engagement in additional professional education, etc.	1	1	2	2	3

TABLE IV (continued)

Text of Questions	Schools by Number				
	19	20	21	22	23
11. Some of the staff members maintain membership in professional organizations.	2	2	4	4	4
12. The school's student-teacher ratio is within the recommended standard of 22:1.	1	1	1	1	1
13. There are fewer than 35 students in every class.	1	1	1	1	1
14. The teachers have opportunities to attend in-service workshops.	2	3	1	4	4
E. The Classified Staff					
1. The staff includes at least one secretary.	2	1	1	1	4
2. The staff includes at least one custodian.	2	1	5	1	4
3. The classified staff is adequate to meet the service needs of the school.	2	1	4	1	2
F. The Student Population					
1. The student body is made up, to a large extent, of a particular socio-economic group that must be recognized in order to understand the school's operation.	3	1	4	1	2
2. The student population has few "drop-outs."	1	1	4	2	1
3. Student absenteeism is below the guideline of 5% of the student body.	1	1	5	2	1
4. Procedures are employed to determine the educational needs and interests of the students.	2	2	1	2	2
5. Studies are conducted to determine the future educational plans of students.	2	3	2	2	3

TABLE IV (continued)

Text of Questions	Schools by Number				
	19	20	21	22	23
6. Follow-up studies are conducted on past graduates.	3	4	4	5	3
7. School graduation requirements are reviewed and altered if changing conditions indicate the need.	2	2	2	2	3

Scale: Always = 1; Frequently = 2; Sometimes = 3;
Rarely = 4; Never = 5.

personnel; teaching loads were reasonable; there was evidence of continued professional growth; the student-teacher ratio was low; classes were of reasonable size; in-service workshops were available to the faculty; the classified staff was adequate; absenteeism and dropouts were rare among the students; studies of student needs and the success of past students were being conducted. The only weaknesses apparent in this school related to its lack of a local governing board, and the fact that the population being served was not growing.

20. Murree Christian School--Pakistan

Seventy-seven students attended Murree in grades 7 through 12.¹⁷ The administration of this school considered the nature of the community in establishing objectives; finances were adequate and handled properly; the local governing board was functioning well; the staff included qualified instructors, counselor, administrator, and health services personnel; faculty members taught in the areas for which they were certified; teaching loads were reasonable; the staff showed evidence of continued

¹⁷Murree Christian School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, eight students; eighth grade, sixteen students; ninth grade, sixteen students; tenth grade, eleven students; eleventh, eighteen students; twelfth grade, eight students.

professional growth; the student-teacher ratio was low; classes were small; the classified staff was adequate; there were few student dropouts and little absenteeism; surveys were being conducted to identify student needs and graduation requirements were being reviewed. This school faces the serious problem of a decreasing student body due to the local political situation. The only other problems apparent are the lack of a qualified librarian and the need for a follow-up study of past graduates.

21. Numonohi (New Tribes Mission) School--Papua-New Guinea

Numonohi School had 34 students enrolled in grades 7 through 12.¹⁸ This school carefully served a growing community; finances were adequate; it was governed by a local board; the administrator and most faculty were qualified; the staff included a qualified librarian; teaching loads were reasonable; the faculty showed evidence of continuing professional growth; the student-teacher ratio was low; classes were small; efforts were made to determine the educational needs and future education plans of the students; and graduation requirements

¹⁸Numonohi School, Papua-New Guinea, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, six students; eighth grade, four students; ninth grade, eight students; tenth grade, seven students; eleventh grade, six students; twelfth grade, three students.

were regularly reviewed. Several problems were also evident in this report. The budget development process was not sufficiently broad; the board showed some inconsistency in its adherence to policy; the staff did not include either a qualified guidance counselor or health service person; staff members rarely maintained membership in professional organizations; the classified staff was inadequate; and follow-up studies on past graduates have not been done.

22. Beirut Overseas School--Lebanon

This school had an enrollment of 25 students in grades 7 through 12.¹⁹ Beirut School was adequately financed and funds were handled properly; the board consistently adhered to its carefully constructed policy guidelines; the staff included a qualified administrator and a qualified librarian; all full time instructors were certified and teaching in their fields of certification; teaching loads were reasonable; the staff showed evidence of continuing professional growth; the student-teacher ratio was low; classes were small; there was an adequate classified staff; the student population included

¹⁹Beirut Overseas School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The 1977-78 enrollment by grades was: seventh grade, four students; eighth grade, three students; ninth grade, two students; tenth grade, nine students; eleventh grade, four students; twelfth grade, three students.

few dropouts and little absenteeism; efforts were made to determine student educational needs and future educational plans; and graduation requirements were reviewed regularly. Due to the political unrest in Beirut, the population served by this school was not increasing. Other problems included a lack of opportunities for faculty in-service workshops; small faculty interest in professional organizations and the need for follow-up studies on past graduates.

23. New Tribes Mission School--Indonesia

The school for missionaries' children operated by the New Tribes Mission in Indonesia had only 6 students in grades 7 through 12.²⁰ The school carefully served a growing community; was adequately financed and handled its funds properly; the governing board operated the school consistently within its policy guidelines; the school rarely had a qualified administrator, although it had one at the time of this survey; the faculty was generally qualified and normally included a librarian and health services person; the student-teacher ratio was low; classes were small; the student body had few dropouts and little absenteeism; and

²⁰ New Tribes Mission School, "Secondary Schools for Missionaries' Children Accreditation Standards," p. 1. The enrollment by grade was: seventh grade, one student; eighth grade, three students; ninth grade, no students; tenth grade, no students; eleventh grade, one student; twelfth grade, one student.

efforts were made to determine the educational needs of students. The greatest problem this school faced was its very small student body. It also lacked a counselor; the faculty showed little interest in professional organizations; the classified staff was weak; and the school had no local governing board.

24. Bamboo River Academy--Indonesia

This school did not respond to the secondary school survey.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study attempted to answer specific questions concerning overseas secondary schools for American missionaries' children. A review of the related literature provided valuable background information, but very little help in identifying why very few such schools have achieved United States regional accreditation. The following questions were answered:

1. Why were so few overseas schools for missionaries' children accredited? Could some specific reasons be identified, such as
 - a. Lack of qualified staff? The questionnaire returns showed that most of these schools were staffed with qualified faculty, but had serious personnel needs in the area of specialized faculty. Administrators, guidance counselors and librarians were needed by many of them.
 - b. Insufficient library holdings? Most of the schools in this study had adequate libraries, although several had smaller annual budgets

for library acquisition than the associations required.

- c. Incomplete programs? This appeared to be one of the most serious problems facing these schools. The lack of facilities for laboratories, vocational studies, art and indoor physical education revealed critical program weaknesses. The very small size of the student bodies also indicated that a detailed study of the program offerings, such as would be a part of an accreditation study, would reveal that many important electives were not offered. Physics, advanced mathematics and foreign languages were probably not being offered in schools with less than 20 students.¹
- d. Poor financial base? This study revealed that the school administrators did not consider financing to be a problem. Apparently available funds were sufficient for the type of programs they were conducting at that time. The lack of adequate facilities and insufficient library budgets would seem to imply that

¹See Lambert Interview, Appendix D, for a discussion of this problem.

additional funds could be put to very good use, but these administrators seemed to consider the financial base to be adequate.

- e. Inadequate physical plant? With the exception of the lack of rooms for specific subjects mentioned above, the physical plants of these schools appeared to be adequate.

The administrators did not seem to see this as a problem at the time of the survey.

- 2. Could more missionaries' children be attending accredited schools if the school administrators and staffs were willing to exert the self-study effort? This study showed that at least three schools close enough to having fulfilled regional accreditation standards to begin formal accreditation procedures. Other schools could start making corrections in policies and practices that could bring them up to minimum standards in the foreseeable future.
- 3. Would it be necessary for some schools to have basic changes made in the operational structure of the institution, such as consolidation of small schools, or the separation of the school from mission control? This study made it evident that many schools must make basic changes if the children attending them are ever going to

attend an accredited secondary school. Note that almost half of the schools in this study were not governed by a local board. Many mission agencies still attempt to run their schools from their headquarters in the United States.² Many of the weaknesses exposed by this study may relate directly to this fact.

Conclusions

1. The majority of unaccredited schools for missionaries' children were not providing adequate educational opportunities as of the 1977-78 school year.

2. The missionaries' children who were enrolled in these schools in 1977-78 will experience great difficulty in competing for jobs and higher educational opportunities in the United States. This difficulty will compound the cultural adjustment problem that normally occurs for children raised in a foreign cultural setting.

3. In many cases, the schools studied could have achieved United States regional accreditation standards. The points at which these schools failed to reach accreditation standards were achievable in their particular situation. Therefore, the failure to reach these standards must

² According to the Basic School Information Report (Table V, Appendix A), only 21 of the 63 schools in that survey were governed by local boards.

be considered a lack of commitment to these standards on the part of the local boards, administrators and sponsoring mission agencies.³

Recommendations

1. Mission leaders, local boards, and school administrators should set the goal of having their schools meet accreditation standards within a specific period of time (such as within five years), and work directly toward that goal. Even if a school or mission has financial or theological reasons for not actually seeking accreditation, the regional accreditation standards provide a good set of guidelines for every school.

2. Any school which obviously cannot and will not be able to reach accreditation standards should be closed, and the students involved transported to a school providing better educational opportunities. In cases where no accredited school is available and transporting of students for their education is not feasible, missions should not assign families with secondary age children in that area. If temporary assignment of such families in these areas

³The attitude of at least one administrator was revealed in a note he added to the returned questionnaire. He wrote, "I wonder if the U.S.A. criteria . . . is valid where applied to Guatemala." "Secondary Schools for Missionaries' Children Accreditation Standards," p. 8.

seems to be essential, the children should remain in the United States for their education.

3. Mission leaders should make a more concerted effort to recruit the qualified specialized educational personnel needed to staff the MK schools.

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APPENDICES

APPENDIX A

BASIC SCHOOL INFORMATION REPORT

TABLE V
BASIC SCHOOL INFORMATION REPORT

Schools for Missionaries' Children	Number of Students	Number of Mks	Full Time Faculty	Grades Provided	Percent Mks	Percent Boarding	Accredited (U.S.)	Curriculum	Percent of Faculty Qualified	Average Length of Service	Single or Multi-Mission Staff	Teachers Hired or Provided by Missions	Local Board or Mission Control	Cost/Student	Sufficient Income	Activities Program	Number of Secondary Students	Single or Multi-Mission Students	Standardized Testing	Interscholastic Contact With Other Foreign School	Year Established
Africa																					
Hilcrest	500	245	40	1-12	50	77	No	Am.	100	5 yr	Mult	Mis	LB	450	Yes	Yes	155	Mult	Yes	No	1942
Ivory Coast	180	176	?	1-12	98	100	?	Am.	100	2 yr	Mult	Mis	LB	1800*	Yes	Yes	74		Yes	No	1940
MX School C.A.E.	6	6	1	1-8	100	50	No	Am.	100	3 yr	Sgl	Mis	?	250	Yes	No	0	Sgl	No	No	1946
Palmview	10	10	2	1-8	100	100	No	Can	100	20 yr	Sgl	Mis	LB	900*	Yes	No	2	Sgl	No	No	1937
Pitt Valley	325	321	30	1-12	86	86	Yes	Am.	99	4 yr	Mult	Mis	Mis	1500*	Yes	Yes	286	Mult	Yes	Yes	1907
Rupp Memorial	38	37	3	1-12	99	100	No	Am.	100	3 yr	Mult	Mis	Mis	480	Yes	Yes	11	Mult	Yes	No	1958
Sakoli	110	66	9	1-9	60	100	No	Br.	100	12 yr	Sgl	Mis	Mis	400*	No	Yes	10	Mult	No	No	1925
Bongolo Alliance	15	15	3	1-10	100	100	No	Am.	100	13 yr	Sgl	Mis	Mis	1000	Yes	Yes	6	Sgl	Yes	No	1968
Tamcliffe	8	8	2	K-6	100	0	No	Br.	100	2 yr	Sgl	Mis	Mis	100	Yes	No	0	Sgl	Yes	No	1970
Victoria	12	9	2	1-5	75	100	No	Am.	100	2 yr	Sgl	Mis	Mis	470*	Yes	Yes	0	Sgl	No	No	1953
Windy Hill	25	25	3	2-8	100	75	No	Am.	100	3 yr	?	Mis	LB	405*	?	Yes	0	Mult	Yes	No	?
Dakar	100	10	8	1-9	10	99	No	Am.	100	1.5	Mult	Mis	Mis	1000	Yes	Yes	27	Mult	Yes	?	1961
International (Cameroun)	100	10	7	K-8	10	25	No	Am.	100	1.5	N.A.	Hir	Mis	1600	Yes	Yes	0	Mult	Yes	No	1970

TABLE V (continued)

Schools for Missionaries' Children	Number of Students	Number of Mks	Full Time Faculty	Grades Provided	Percent Mks	Percent Boarding	Accredited (U.S.)	Curriculum	Percent of Faculty Qualified	Average Length of Service	Single or Multi-Mission Staff	Teachers Hired or Provided by Missions	Local Board or Mission Control	Cost/Student	Sufficient Income	Activities Program	Number of Secondary Students	Single or Multi-Mission Students	Standardized Testing	Intercollegiate Contact With Other Foreign School	Year Established
Asia																					
Bamboo Heights	8	8	1	9-12	100	25	No	Aust	100	1	Sgl	Hir	Mis	600	Yes	No	8	Mult	No	No	1977
Banding Alliance	35	32	4	1-6	90	50	No	Am	100	10	Sgl	Mis	LB	620	No	Yes	0	Mult	Yes	Yes	1950
Beirut Overseas	36	31	6	1-12	85	0	No	Am	100	2.5	?	Mis	Mis	850	Yes	Yes	18	Mult	Yes	No	1947
Chefoo(Japan)	15	15	2	1-6	100	100	No	Br	100	7	Sgl	Mis	Mis	?	Yes	Yes	0	Sgl	No	No	1951
Chefoo (Malaysia)	95	86	7	1-6	90	100	No	Br	100	6	Sgl	Mis	Mis	500	No	Yes	0	Mult	Yes	Yes	1954
Chittagong	7	7	1	1-8	100	0	No	Am	100	1.5	Sgl	Mis	Mis	200	Yes	No	0	Mult	Yes	No	1976
New Tribes Mission, Papua																					
Ukarumpa	75	74	8	1-12	99	83	No	Am	70	5	Sgl	Mis	Mis	.75	No	Yes	17	Mult	Yes	No	1966
Wesley Inter-national	165	150	20	7-12	91	60	No	Aust	95	1.5	Sgl	Mis	Mis	505	Yes	Yes	110	Mult	Yes	No	1963
Okinawa	25	23	4	K-7	90	100	No	Am	100	3.5	Sgl	Mis	LB	450	Yes	No	0	Mult	Yes	No	1971
Seoul Foreign	300	30	?	K-12	10	0	No	Am	75	3	N.A.	Hir	LB	725	No	Yes	125	Mult	Yes	Yes	1957
	545	136	50	K-12	25	1	Yes	Am	100	2	N.A.	Hir	LB	1425	Yes	Yes	258	Mult	Yes	Yes	1912

TABLE V (continued)

Schools for Missionaries' Children	Number of Students	Number of Mk's	Full Time Faculty	Grades Provided	Percent Mk's	Percent Boarding	Accredited (U.S.)	Curriculum	Percent of Faculty Qualified	Average Length of Service	Single or Multi-Mission Staff	Teachers Hired or Provided by Missions	Local Board or Mission Control	Cost/Student	Sufficient Income	Activities Program	Number of Secondary Students	Single or Multi-Mission Students	Standardized Testing	Inter-scholastic Contact With Other Foreign School	Year Established
Woodstock	335	110	44	K-12	31	80	Yes	Am.	100	3	Mult	H&M	LB	1400	Yes	Yes	260	Mult	Yes	Yes	1954
Christian Academy in Japan	350	280	35	K-12	80	20	Yes	Am.		6	Sgl	Mis	Mis	480	Yes	Yes	28	Mult	Yes	Yes	1935
Dalat	143	116	17	1-12	81	86	No	Am.	100	7	Mult	Mis	Mis	950	Yes	Yes	165	Mult	Yes	Yes	1951
Faith Academy	509	500	57	K-12	95	33	Yes	Am.	100	4	Sgl	Mis	Mis	?	No	Yes	110	Mult	Yes	Yes	1929
Hebron	254	135	25	1-13	53	100	No	Br.	80	5	Mult	Mis	LB	350	Yes	Yes	230	Mult	Yes	Yes	1957
Hibiscus	33	33	3	1-6	100	67	No	Aust.	100	4	N.A.	Hir	LB	200	Yes	Yes	141	Mult	No	Yes	1999
Japan Sea View	25	25	3	1-8	100	75	No	Can.	100	1	Mult	Mis	Mis	?	Yes	Yes	0	Mult	No	No	1972
Karachi Church School	11	11	1	1-8	100	0	No	Am.	100	3.5	Sgl	Mis	Mis	840	Yes	Yes	8	Mult	Yes	No	1962
Morrison	470	263	59	K-12	56	23	Yes	Am.	50	4.5	Sgl	Mis	Mis	90	Yes	No	0	Sgl	Yes	No	1960
Muree Christian	150	135	18	K-12	90	95	No	Am.	100	?	Mult	H&M	LB	1275	Yes	Yes	108	Mult	Yes	Yes	1952

TABLE V (continued)

	Number of Students	Number of Mks	Full Time Faculty	Grades Provided	Percent Mks	Percent Boarding	Accredited (U.S.)	Curriculum	Percent of Faculty Qualified	Average Length of Service	Single or Multi-mission Staff	Teachers Hired or Provided by Missions	Local Board or Mission Control	Cost/Student	Sufficient Income	Activities Program	Number of Secondary Students	Single or Multi-mission Students	Standardized Testing	Inter-scholastic Contact With Other Foreign School	Year Established
Schools for Missionaries' Children																					
Nancy Knoblock	70	60	6	K-8	100	64	No	Am.	100	3	Sgl	Mis	Mis	140	Yes	Yes	0	Mult	Yes	No	1958
New Tribes Mission																					
Mission in Indonesia	35	35	4	2-12	100	80	No	Am.	25	3	Sgl	Mis	Mis	150	Yes	Yes	10	Sgl	Yes	No	1974
Central America																					
Huehue Academy	70	67	15	1-9	95	90	No	Am.	100	6	Sgl	Mis	Mis	480	Yes	Yes	28	Mult	Yes	Yes	1935
Las Americas	35	30	4	1-8	85	93	No	Am.	100	2	Sgl	Mis	Mis	400	Yes	Yes	0	Mult	Yes	No	1956
Santiago Christian	115	23	7	K-12	20	0	No	Am.	100	2.5	Mult	Hir	LB	800	Yes	Yes	45	Mult	Yes	No	1967
Europe																					
Evangelical Christian	42	30	6	K-12	71	0	No	Am.	100	2	Mult	Mis	LB	40	Yes	No	12	Mult	Yes	No	1972
Black Forest Academy	100	86	16	1-12	86	60	Yes	Can.	100	2.5	Mult	Mis	LB	400	Yes	Yes	78	Mult	Yes	Yes	1970
Mexico																					
Puebla Christian	50	45	7	1-9	90	0	No	Am.	85	4	Mult	Mis	LB	200	Yes	Yes	10	Mult	Yes	No	1965

TABLE V (continued)

Schools for Missionaries' Children	Number of Students	Number of MKs	Full Time Faculty	Grades Provided	Percent MKs	Percent Boarding	Accredited (U.S.)	Curriculum	Percent of Faculty Qualified	Average Length of Service	Single or Multi-Mission Staff	Teachers Hired or Provided by Missions	Local Board or Mission Control	Cost/Student	Sufficient Income	Activities Program	Number of Secondary Students	Single or Multi-Mission Students	Standardized Testing	Inter-scholastic Contact With Other Foreign School	Year Established
South America Alliance Academy	509	305	48	K-12	60	40	Yes	Am.	98	4.5	Mult	H&M	Mis	700	Yes	Yes	266	Mult	Yes	Yes	1929
Amazon Valley Academy	150	113	15	K-12	75	25	No	Am.	100	4.5	Mult	Mis	Mis	350	No	Yes	26	Mult	Yes	No	1958
Christiansen, Guatemala	75	56	8	K-12	95	0	No	Am.	40	2	Mult	Hir	LB	525	Yes	Yes	20	Mult	Yes	No	1974
Christiansen, Venezuela	105	89	11	K-12	85	95	No	Am.	100	3.5	Mult	Mis	Mis	100	Yes	Yes	49	Mult	Yes	No	1952
Emmanuel Baptist Academy	2	2	1	1-8	100	0	No	Am.	83	15	Sgl	Mis	LB	160	Yes	No	0	Sgl	Yes	No	1958
Fortaleza Academy	100	80	12	1-12	80	50	No	Am.	83	6	Sgl	Mis	Mis	565	Yes	Yes	57	Mult	Yes	No	1948
West Indies Mission	35	35	5	1-8	90	5	No	Am.	100	1	Mult	Mis	Mis	150	Yes	Yes	0	Mult	Yes	No	1966
Yarinacocha	85	85	8	K-12	100	10	No	Am.	100	2	Sgl	Mis	Mis	114	Yes	Yes	56	Mult	Yes	No	1952

TABLE V (continued)

Schools for Missionaries' Children	Number of Students	Number of Mks	Full Time Faculty	Grades Provided	Percent Mks	Percent Boarding	Accredited (U.S.)	Curriculum	Percent of Faculty Qualified	Average Length of Service	Single or Multi-Mission Staff	Teachers Hired or Provided by Missions	Local Board or Mission Control	Cost/Student	Sufficient Income	Activities Program	Number of Secondary Students	Single or Multi-Mission Students	Standardized Testing	Interscholastic Contact With Other Foreign School	Year Established
Escola Bandeirante	30	28	10	7-12	95	80	No	Am.	70	?	Mult	H&M	Mis	1200	Yes	Yes	18	Mult	Yes	No	1952
Hogar Bautista	23	23	2	2-9	100	100	No	Am.	100	10	Sgl	Mis	Mis	400	Yes	Yes	0	Mult	Yes	No	1961
Inter-American	123	31	14	K-12	25	2	No	Am.	99	2	Mult	Hir	LB	318	Yes	Yes	33	Mult	Yes	Yes	1961

*Includes boarding fees.

APPENDIX B

QUESTIONNAIRES

SECONDARY SCHOOLS FOR MISSIONARIES' CHILDREN

ACCREDITATION STANDARDS

Name of School_____

Country (location)_____

Number of students by grade (1977-78 school year);

7th_____ 8th_____ 9th_____ 10th_____ 11th_____ 12th_____

Please check answer space at the right: YES NO

PART I - GENERAL REQUIREMENTS

1. Is the school operated by a local governing board that represents the community being served? _____
2. Has the board of the school approved a written statement of board policies? _____
3. Has the board of the school approved a written statement of philosophy and objectives? _____
4. Is the chief administrative officer of the school (headmaster, principal, or superintendent) qualified by formal professional training? _____
5. Are all full time faculty properly certified and teaching in the area for which they hold certification? _____
6. Does the staff include a professionally trained guidance counselor? _____
7. Does the staff include a professionally trained librarian? _____
8. Does the staff include a secretary? _____
9. Is a standardized testing program administered to the student body on a regular basis? _____
10. Do teaching schedules allow for one free period per day for all teaching faculty? _____

PART II - SOUTHERN ASSOCIATION: PRINCIPLES AND
STANDARDS SUMMARIZED¹

Directions: Place a check in the space at the right which most accurately indicates the situation at your school. Column 1 = Always, 2 = Frequently, 3 = Sometimes, 4 = Rarely, 5 = Never.

	1	2	3	4	5
A. The member school's processes of administration and supervision, the pattern of its program, and the relationships of those engaged in the program should conform to democratic principles.					
1. The governing board reflects the thinking of the community being served.					
2. The governing board keeps a current written statement of policies.					
3. Board policy promotes professional development of personnel.					
4. The board refrains from interference in the administration of the school.					
5. The administration encourages the free exchange of ideas.					
B. The member school's program shall evolve from the educational needs and aspirations of the people served by the school and shall provide opportunity for personal growth and achievement.					

¹Standards of the Commission on Secondary Schools
(Atlanta: Southern Association, 1977), 10

1. Procedures are employed to determine educational needs and interests of those served by the school.
2. The program is consistent with the school's stated purposes.
3. The program is suited to the interests, needs, and abilities of those served by the school.
4. The guidance program is headed by a professionally trained counselor.
5. The guidance program assists students to make wise educational and occupational choices.
6. An adequate standardized testing program is administered and interpreted.
7. The counselor assists in planning curricular revisions.
8. Comprehensive pupil personnel records are maintained and safeguarded.
9. Adequate teaching and learning materials and needed equipment are provided.
10. The school provides a program of instructional materials service including books, periodicals, and other resources.
11. The staff includes a qualified instructional materials coordinator.¹

1	2	3	4	5

¹A librarian, at least half-time, with at least twelve (12) semester hours of library science.

	1	2	3	4	5
7. The school refuses to grant credit for private tutoring.					
8. The school refuses to grant credit for work done at unaccredited schools, unless validated by testing.					
E. "Personnel shall be provided in the number and quality needed to provide the administrative, instructional, supervisory, guidance, clinical, health, lunchroom, custodial, and other services required for effective operation of the school system."					
1. The administrative head of the school (principal, headmaster) is a qualified administrator. ¹					
2. The student-professional staff ratio is 22:1 or less.					
3. All instructional staff members hold a bachelor's degree from an accredited institution, including at least 12 semester hours of professional education and a major in the primary teaching area.					
4. Teachers earn at least an additional 6 semester hours of college work every five years to increase their competency.					
5. The staff includes at least a half-time secretary (full time for schools of over 300 students).					

¹ Graduate degree, including 15 hours in school administration, and continuing professional education.

	1	2	3	4	5
6. The staff includes at least one custodian.			.		
F. "The environment provided school personnel, including such factors as the nature and amount of work, opportunities for study and recreation, remuneration, living conditions, and status in the community, shall be such as to contribute to the welfare, happiness, and growth of staff members."					
1. Assignment of teaching loads includes consideration of number of classes, number of pupils taught, and other duties.					
2. Staff remuneration is adequate for local conditions.					
3. Provision is made for continuing professional growth.					
G. "The member school's physical plant and its operation shall meet the needs and safeguard the welfare of those served by it; and it shall be designed to contribute to the achievement of the school's purpose and to facilitate expansion and modification as needs arise."					
1. Quality of construction and layout provides for healthy and safe conditions.					
The physical plant provides rooms properly equipped for:					
2. Laboratory study					
3. Vocational programs					
4. Audio-visual equipment usage					

	1	2	3	4	5
5. Art education					
6. Clinic					
7. Cafeteria					
8. Health and physical education					
9. Library ¹					
10. The grounds are adequate to provide for outdoor physical education and recreation.					
11. The buildings and grounds are kept clean and in good order.					
H. "There shall be evidence of financial support by the board of control sufficient in amount to promote achievement of the school's purpose. Approved budgetary procedures shall be followed in the administration of the school's funds."					
1. There is evidence that local responsibility for adequate financial support is recognized and that a reasonable effort is made to meet this responsibility.					
2. Financial records are carefully maintained and safeguarded.					
3. Financial records are audited periodically					
4. The budget includes adequate funds for instructional materials, supplies, and other normal needs.					

¹The library must be large enough to accommodate learning materials and 10 percent of the student body, or not less than forty students.

5. The library book budget is at least \$350 annually, or \$2.50 per student, whichever is greater.
6. The library contains a minimum of 1,000 usable books, or not less than 10 per student, whichever is greater.
- I. "Member schools are encouraged and expected to carry on active experimental programs designed to improve the school."
1. Experimental and innovative programs are encouraged.

1	2	3	4	5

PART II - MIDDLE STATES ASSOCIATION: STANDARDS FOR MEMBERS
AND CANDIDATE SCHOOLS SUMMARIZED¹

Directions: Place a check in the space at the right which most accurately indicates the situation at your school. Column 1 = Always, 2 = Frequently, 3 = Sometimes, 4 = Rarely, 5 = Never.

A. Philosophy and Objectives

1. Analyses of the community being served are made to determine what services to offer.
2. Studies of the student body are conducted to determine the kind of instructional program to offer.
3. The philosophy and objectives of the school are based on the desires of the community being served.
4. The program and services reflect the philosophy and objectives.

B. Curriculum

1. The curriculum is well defined.
2. Instructional materials are up-to-date.
3. The curriculum allows for various levels of ability within the student body.
4. The instructional program is relevant to the needs of both terminal students, and those who plan further education.

1	2	3	4	5

¹Commission on Secondary Schools, Preliminary Procedures in Evaluation and Accreditation for High Schools (Philadelphia: Middle States Association of Colleges and Schools, 1977), 20 pages.

- 3. Staff members are qualified for their respective responsibilities.
- 4. Staff attitudes contribute to effective learning.
- 5. The school's leadership effectively coordinates the educational program.
- 6. Opportunity is provided for faculty, parents, and students to participate in development and evaluation of the program.
- 7. Professional growth of the staff is encouraged.

1	2	3	4	5

PART II - WESTERN ASSOCIATION: SELF-STUDY OF CRITERIA
FOR ACCREDITATION SUMMARIZED¹

Directions: Place a check in the space at the right which most accurately indicates the situation at your school.
Column 1 = Always, 2 = Frequently, 3 = Sometimes, 4 = Rarely, 5 = Never.

A. The Community Served

1. The population of the community being served is increasing.
2. The nature of the community being served is taken into consideration in establishing objectives for the school.

B. Finance

1. Adequate funds can reasonably be anticipated to cover the annual budget.
2. Outstanding debt obligations are met regularly.
3. The budget includes adequate funds for instructional materials, supplies, teaching aids, and other needs.
4. Representatives of all departments and divisions of the school contribute in the development of the budget.

1	2	3	4	5

¹Procedures for Appraising the Modern High School
(Burlingame, California: Western Association of Schools and Colleges, 1976).

C. Governing Board and Administration

1. Distinction is made between the board's responsibilities as a policy making body and the administrator's responsibilities as executive officer.

2. The board is committed to meeting the educational needs of the community served by the school.

The board adheres to its policy guidelines in dealing with:

- ### 3. Controversial issues

- #### 4. Personnel problems

- ## 5. Selection of materials

- ## 6. Student affairs

7. The board considers educational as well as financial matters.

8. The board constantly updates and revises policies.

D. The Certificated Staff

Qualified personnel fill the following positions:

1. Chief administrative officer

- ## 2. Full time instructors

3. Counselor(s)

- #### 4. Health service

- ## 5. Library-media service

- ## 6. Special education

	1	2	3	4	5
7. All teachers have the major portion of their teaching responsibilities in the area for which they are prepared.					
8. The faculty and staff is composed of a balance of both males and females.					
9. Assignment of teaching loads includes consideration of number of classes, number of pupils taught, and other duties.					
10. The staff shows evidence of interest in continued professional growth through attendance at educational conferences, engagement in additional professional education, etc.					
11. Some of the staff members maintain membership in professional organizations.					
12. The school's student-teacher ratio is within the recommended standard of 22:1.					
13. There are fewer than 35 students in every class.					
14. The teachers have opportunities to attend in-service workshops.					
E. The Classified Staff					
1. The staff includes at least one secretary.					
2. The staff includes at least one custodian.					
3. The classified staff is adequate to meet the service needs of the school.					

APPENDIX C

CORRESPONDENCE

LETTER FROM SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

May 10, 1978

Mr. Everett R. Boyce
University of Tennessee
Andy Holt Tower
Administration Building
U.T.Box 8365
Knoxville, Tennessee 37916

Dear Mr. Boyce:

We have received your letter of May 4 asking about the number of secondary schools in the South. We have precise figures about those secondary schools which we accredit through our Commission on Secondary Schools. But I do not personally know the correct number of existing high schools in any of the eleven states of our Southern Association region.

The most reliable current information could be obtained by writing to the Division of Secondary Schools in each State Department of Education. The total number of secondary schools accredited by SACS is 3,693. Fifty-two of these are in Latin America. The total also includes "unit" schools (12 grades).

Sincerely,

Felix C. Robb
Director

FCR/mah

LETTER FROM MIDDLE STATES ASSOCIATION OF
COLLEGES AND SCHOOLS

July 5, 1978

Dr. Everett Boyce
The University of Tennessee
College of Education
University Station
P.O. Box 8365
Knoxville, Tennessee 37916

Dear Dr. Boyce:

Your letter of 14 June, 1978, and the questionnaire you developed based on our publication, Preliminary Procedures in Evaluation and Accreditation for High Schools, has been received and the questionnaire examined.

The accreditation Standards on page one of subject questionnaire, do not represent the Standards of the Commission on Secondary Schools, Middle States Association and, perhaps, they are not intended to. Those Standards promulgated in Part II of your questionnaire, pages 2, 3, 4, 5, and 6, do represent the MSA/CSS Standards.

If you desire additional information from this office relative to this project, please let me hear from you at your convenience.

Sincerely yours,

William H. Etsweiler,
Executive Director

P.S. I've enclosed a Membership book for your information.

WHE/sp

LETTER FROM ACCREDITING COMMISSION FOR SCHOOLS

June 20, 1978

Mr. Everett Boyce
University Station
P.O. Box 8365
Knoxville, Tennessee 37916

Dear Mr. Boyce:

This is in response to your letter of June 14, 1978. I am enclosing the questionnaire on which I have made a few notations and comments.

In general, schools which make a strong showing on the questionnaire would, in my opinion, be in a favorable position to apply for accreditation, engage in a self-study, and schedule a visit. You might also want to refer to our seven criteria for candidacy which we use with schools that are progressing toward full accreditation.

We will be glad to respond to, and work with, any schools in the Pacific and Far East areas where we now accredit twenty-six American Overseas Schools. Many of these schools serve children of American missionaries. Some of them are Faith Academy, in the Philippines; Morrison Academy, in Taiwan; Christian Academy, in Japan; Ukarumpa, in New Guinea; etc. All of these schools have felt that the process has been conducive to improving and strengthening their schools.

Sincerely,

Lyle E. Siverson
Executive Director

LES:iy

Enclosures: Questionnaire
Criteria for Candidacy

LETTER FROM SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

June 29, 1978

Dr. Everett Boyce
University Station
P.O. Box 8365
Knoxville, Tennessee 37916

Dear Dr. Boyce:

My associate, Mr. James H. Stiltner, and I have examined the material which you forwarded with your recent letter. We feel that it, in most respects, accurately reflects the standards which we apply to overseas schools. There are, however, a few sections which you might want to consider revising so they give a truer and more complete picture of particular standards. We call your attention particularly to the following:

1. Part I, item 4, should not apply to the superintendent since our standards now contain no reference to the qualifications of the superintendent.

2. Part I, item 5, should indicate that teachers may be qualified if they hold a certificate or have a college major in the area of their responsibility.

3. Part I, item 6, should indicate that schools with less than 500 students need a one-half time counselor, and the number of counselors required increases by one for each 500 of enrollment or major portion thereof.

4. Part I, item 7, should indicate that schools with 300 or less students need a one-half time librarian. Schools with 300 to 1,000 students need additional library assistants.

5. Part II, item B-4, refer to item 6 above.

6. Part II, item B-11, refer to item 7 above

7. Part II, item D-6, the 120 hours for credit refers only to summer school and not to the regular school year.

Dr. Everett Boyce

-2-

June 29, 1978

I hope the above information will be of help to you in preparing your form for distribution. If you have any further questions, please feel free to contact me.

Sincerely,

Joseph M. Johnston
Executive Secretary
Commission on Secondary
Schools

JMJ:iw

LETTER ACCOMPANYING QUESTIONNAIRE

July, 1978

Dear Friends:

Enclosed you will find a summary report of the MK School questionnaire that you completed for me last year. I really appreciate your help.

On the basis of this information I have become especially interested in the schools offering secondary education, that do not have U.S. regional accreditation. I think that it would be useful to identify the specific things that might prevent such accreditation.

Would you please complete the enclosed questionnaire and return it to me as soon as possible? You will find a check enclosed to cover the air mail postage. Perhaps you would like to copy the questionnaire as a guideline to accreditation requirements. This questionnaire has been reviewed and approved by the regional accrediting agency.

This questionnaire is being sent to twenty-four schools. I will inform you of the results. Your prompt cooperation is very important to the completion of this project, which I believe will be useful to the schools and to interested mission leaders.

Thank you for your assistance.

Sincerely,

EVERETT BOYCE

ERB:dcs

FOLLOW-UP LETTER FOR ACCREDITATION QUESTIONNAIRE

September, 1978

Dear

A few weeks ago you received a questionnaire form based on regional accreditation standards. I would like to prepare a report on secondary schools for missionaries' children based on these questionnaires, but I have not yet received enough returns to provide a complete picture.

Would you please complete this and return it to me as soon as possible? You may use either the U.S. or the Philippine address.

Thank you.

Sincerely,

Everett Boyce

EB/hs

APPENDIX D

INTERVIEW

TAPED INTERVIEW WITH MR. RUSSELL LAMBERT, SUPERINTENDENT
OF FAITH ACADEMY, FEBRUARY 6, 1978

Interviewer: As you know, Mr. Lambert, I am doing research on MK schools in general, and Faith Academy in particular. I need to get some specific information on Faith Academy from you.

Lambert: All right. How do you want to start?

Interviewer: Perhaps you could give us some background on yourself.

Lambert: Well, I am from Portland, Oregon. Both of my degrees are from the University of Oregon. I have been at Faith Academy since 1968.

Interviewer: You have certification?

Lambert: Yes. I am certified as a secondary school teacher, a secondary school counselor, and a secondary school principal.

Interviewer: Did you have public school experience in the United States before coming to Faith Academy?

Lambert: Seven years. Three years as a classroom teacher, two as a counselor and two as a school principal.

Interviewer: How did you feel Faith Academy compared with the schools you worked with in the States when you first came?

Lambert: I think Faith Academy [was] an outstanding school, even at that time, primarily because of the personal dedication of the faculty, but we had many needs in the areas of facilities, equipment and limited curriculum in the high school. One of my goals for Faith Academy was to see it be accredited, even before I got here. The Board of Trustees assured me before I came that they were committed to the idea of accreditation.

When I arrived I was encouraged to find that the faculty and many of the parents were 100% behind the idea, too.

Interviewer: In that case, why hadn't the school been accredited before?

Lambert: For a number of reasons: there wasn't anyone here who had even worked on an accreditation program. You know, that can be a kind of frightening thing to tackle; but more important, I think was the limited program. No real curriculum study had ever been done. Teachers were just generally teaching straight out of a textbook, simply using the same textbooks they had used when they had taught in the States. The first thing I tackled was the curriculum. I would never have been able to sell the board on the need for additional facilities and equipment if we were going to stick to textbook lectures. As we rounded out our secondary program, the needs became obvious.

Interviewer: The school plant has really grown in the past 10 years.

Lambert: It certain has. We've almost doubled our usable floor space. The library has more than doubled, both in size and number of volumes. In fact, I think we have about three times as many books and a better selection, too.

Interviewer: It's a good thing the board was willing to go along with your desire to expand the program.

Lambert: We have an amazing board. Of course, the missionary constituency is an unusual group. Over 90 percent of the parents of our kids are college trained, and many have graduate degrees. They are keen on education. If you can show them that you have real plans that will benefit their children, they will back you.

Interviewer: What about the funds?

Lambert: As you know, we have no sponsor or group backing us. We charge the parents enough tuition to cover operational expenses, and everything else has to come from gifts and donations.

CRANES & CREST

Interviewer: Does Faith Academy receive big gifts from foundations or other organizations?

Lambert: Generally, no. We have received a couple thousand dollars here or there from some of the Christian oriented foundations, but generally, it's just a matter of lots of small gifts from churches and individual Christians. As the missionaries that use the school make contact with their supporters in the U.S., they become our best P.R. We believe God provides for us.

Interviewer: Let's get back to accreditation. When did you actually apply?

Lambert: We made initial inquiries to the Western Association in 1969. They helped guide our preparations and sent out a team to evaluate us in 1971. We were very pleased that following their first evaluation we were granted provisional accreditation. We were reevaluated in 1974 and given full accreditation.

Interviewer: That's great. I have noticed in my research that very few MK schools are accredited. Do you think most of these schools would like to be accredited?

Lambert: Certainly. I think that the vast majority of them would seek accreditation, if they thought that they could make it. I've worked with several schools here in Asia that are seeking accreditation, but they have a long way to go. The biggest single problem comes back to the size of the student body. It is almost impossible to develop a decent program in the high school if your student body is too small.

Interviewer: How large do you think it needs to be?

Lambert: I'd say 100 secondary students is the minimum. You can't offer your indepth electives--physics, chemistry, math analysis and so on--with less than that.

Interviewer: I guess in many places it's impossible to get that many MKs together.

Lambert: Maybe. Yes, that's probably true sometimes. But...

Interviewer: What do you mean?

Lambert: Some schools indirectly build in their limitations.

Interviewer: How?

Lambert: Here in the Philippines we are in a geographical center of missionary activity, not only in the Philippines itself, but in all of southeast Asia. That is an advantage. But I think a key factor is the type of school---the type of Board, really---that we have. Lots of schools are run by a certain mission organization. This automatically limits the school's growth, because missionaries from other organizations feel out of place. Often the school even charges a higher rate for children from other missions.

Interviewer: I know that most MK schools are run by missions. Would you explain how Faith Academy differs from this pattern?

Lambert: Faith's board is independent of association with a mission. Its members are missionaries, but they are elected from the missionary community. So the board could be called "inter-mission" but at the same time it does not answer to any mission.

Interviewer: But I understand the missions provide teachers. Don't they indirectly control the school that way?

Lambert: No. Not at all. Each mission is assessed a fee for each student they have in the school. If they provide a teacher for each six children, that fee is eliminated.

Interviewer: So they have a practical reason for supplying teachers.

Lambert: Yes. But all they can do is offer a teacher. The personnel committee of the board evaluates each prospective teacher and recommends to the board whether or not to accept them.

Interviewer: Are there other ways a school can "limit itself" as you said?

- Lambert: Some are afraid of the financial investment that would be required if they grow. They think only in terms of cost per student, without considering the need to have a large enough student body to be able to offer a complete program. Here in the Philippines, we are not allowed to admit Filipino citizens because they have their own educational system. But in some countries they can increase their enrollment by admitting nationals. Some have large groups of non-missionary aliens, too. We are limited by board policy to less than 15% of our student body in this category. But the point I want to make is that a school needs to grow to at least 100 or 200 students to be able to do its job well. In some cases there are too many MK schools in one area.
- Interviewer: You mean it would be better to have a large boarding school than several small day schools?
- Lambert: Definitely, at least as far as high school is concerned.
- Interviewer: Do you think most missionary children's schools would like to be accredited?
- Lambert: Definitely. I think it would be safe to assume that the vast majority of these schools would apply for accreditation if they thought they could make it.
- Interviewer: Of course, the whole question of the value of boarding is still unsettled. I'd like to see someone do a comparative study of boarding and day students at a school like Faith.
- Lambert: I think you'd find boarding students have a real advantage.
- Interviewer: It would be interesting to see. Has Faith Academy continued to expand its program offerings since the last accreditation evaluation?
- Lambert: Yes. We have made some real strides in the area of special education, particularly in the elementary school. We have had remedial math and remedial reading in secondary for some time. We even added speed reading several years ago. But just last year we added

a program for the enrichment of the gifted child, and a program for the learning disabled child.

Interviewer: I understand the need for the enrichment program. According to figures the counselor gave me the last four senior classes had an average IQ of 117 with many between 130 and 150. But is there a need for the L.D. program?

Lambert: We weren't sure at first. Of course we realized that a few could not keep up. But now we see that even a student with a low average IQ feels dumb in a peer group like this. A little help to these students is making a tremendous change in their self-image.

Interviewer: I guess you have covered it, Russ. Thank you.

Lambert: I think you already knew these things. You've been here a lot longer than I have.

APPENDIX E

MAILING LIST OF SCHOOLS

MAILING LIST

Africa

Burundi

Windy Hill School
Mwega
B.P. 76
Gitega, Burundi
Africa

Cameroun

American School
Garoua Boulai via Yaounda
Cameroun, West Africa

Central African Empire

Missionary Children's School
B.P. 13
Bozoum via Banqui
Central African Empire

Chad

Palmview School
B.P. 15
Moundou, Chad
Africa

Gabon

School for Missionary Children
c/o Bongolo
B.P. 49
Lebamba, Gabon
Africa

Ghana

Missionary Children's School
c/o Kwahu Hospital
PO Box 27
Mpraeso, Ghana
West Africa

Tomcliff School

Institute of Linguistics
PO Box 378
Tamole, Northern Region
Ghana, West Africa

Africa (continued)

Ivory Coast
Ivory Coast Academy
B.P. 1171
Bouake
Ivory Coast, West Africa

Kenya
Rift Valley Academy
Kijabe
Kenya
Africa

Rosalyn Academy
PO Box 14146
Nairobi, Kenya
Africa

Liberia
ELWA Academy
PO Box 192
Monrovia, Liberia
Africa

Nigeria
Hillcrest School
PO Box 652
Jos, Plateau State
Nigeria, West Africa

Kent Academy
Miango, via Jos
B.P. State
Nigeria, Africa

Republic of Sierra Leona
Rupp Memorial School
Box 28
Kabala via Freetown
Republic of Sierra Leone
West Africa

Senegal
Dakar Academy
B.P. 3189
Dakar, Senegal
West Africa

Africa (continued)

Tanzania

Victoria Academy
c/o A.I. M.
Box 1414
Mwanya, Tanzania
Africa

Zaire

Hannah Hunter Cole Memorial School
B.P. 10
Rutshuru, Zaire
Africa

Rethy Academy

c/o A.I.M.
Rethy, PO Box 143
Bunia, Zaire
Africa

Ubangi Academy

B.P. 240
Republic of Zaire
Africa

Zambia

Sakeji School
PO Ikelengge
Box 20, via Kitwe
Zambia, Africa

Wesleyan Church School

c/o Miss Martha Gordon
Box 179
Choma, Zambia
Africa

Asia

Afghanistan

Ahlman Academy
c/o American Embassy
Kabul, Afghanistan 41291

India

Hebrou School
Ootacamund 643-001
South India

Asia (continued)

Kodaikanal School
Kodaikanal 642101
Tamil Nadu
India

Woodstock School
Landour, Mussoorie
U.P. India 248179

Indonesia

Bandung Supervised Study Group
Djl. Gunung Agung 8
Bandung
Java, Indonesia

Christian Missionary Alliance School
Sentani, Irian Jaja
Indonesia

Missionary Children's School
West Indonesia Union Mission
PO Box 221
Djakarta, Indonesia

Wesley International School
Box 88
Malang, East Java
Indonesia

Japan

Chefoo School
529 Aza Hon Cho
Nanae Machi, Kameda Gun
Nanae 041-11
Hokkaido, Japan

Christian Academy in Japan
2-14, 1 Chome
Shinkawa-Cho
Higashi Kurume-shi
Tokyo 180-03
Japan

Japan Sea View School
c/o Japan Evangelical Mission
565 Kujiranami
Kashiwazaki-shi
Migata-ken
Japan

Asia (continued)

Karuizawa Christian Academy
2163 Karuizawa Machi
Nagono Ken
Japan 389-01

Missionary Children's School
Japan Missionary College
Sodegoura-Machi
Chiba-Ken 299-01
Japan

Missionary Children's School
Japan Union Mission
PO Box 7
Yokohama Asahi 241
Japan

Okinawa Christian School
Machinato Comm. Area
Box 42, Urasoe
Okinawa, Japan 901-21

Osaka Christian School
Tawaraguchi
Ikoma Shi
Nara Ken 630-02
Japan

Korea

Korea Christian Academy
210-3 O-Jung Dong
Taejon
Korea

Seoul Foreign School
55 Hunhi Dong
Sudaimoon Ku
Seoul 120, Korea

Lebanon

Beirut Overseas School
PO Box 7392
Beirut, Lebanon

Malaysia

Chefoo School
Tanah Rate
Cameron Heights
Penang, Malaysia

Asia (continued)

Dalat School
Sandycroft
Tanjang Bringah
Penang, Malaysia

Pakistan
Karachi Church School
91 Depot Lines
PO Box 7289
Karachi, Pakistan

Murree Christian School
PO Jhika Gali
Murree Hills
Pakistan

Papua New Guinea
Bamboo Heights High School
PO Box 1050
Mt. Hagen
Papua New Guinea

Hibiscus High School
Box 477
Wewak
Papua New Guinea

New Tribes Mission School
PO Box 1079
Goroka
Papua New Guinea

Wycliff School
Box 5
Ukarumpa
Papua New Guinea

Philippines
Faith Academy
PO Box 820, M.C.C.
Makati, Rizal 3117
Philippines

New Tribes School
Box 1181 M.C.C.
Makati, Rizal 3117
Philippines

Asia (continued)

Nancy Knoblock School
Malaybalay
Bukidnon, Philippines

Republic of China
Morrison Academy
PO Box 27-24
Taichung, Taiwan 400
Republic of China

Central America

Dominican Republic
Santiago Christian School
Apartado 62
Santiago
Dominican Republic

Guatemala
Huehue Academy
c/o Miss Julie Barnhart
Apartado 15
Huehuetenango
Guatemala

Haiti
Quesqueyano Christian School
Baite Postale 458
Port-au-Prince
Haiti, West Indies

Union School
PO Box 1175
Port-au-Prince
Haiti, West Indies

Honduras
Las Americas Academy
c/o Miss Kathleen Ray
Apartado 5
Siguatepeque
Honduras

Panama
Elim Academy
La Chorrero
Panama

Central America (continued)

New Tribes Mission School
Chepo
Panama

Puerto Rico
Wesleyan Academy
Box W
Coparra Heights
Puerto Rico 00922

Europe

Germany
The Black Forest Academy
Postback 1109
7842 Kandern 1
Germany

Spain
Evangelical Christian Academy
Talia 26
Madrid 22, Spain

also c/o: Mr. Albert Foshett
Apartado 29074
Madrid, Spain

North America

Mexico
Mexico City Christian School
Apartado Postal 21-866
Coyoacan 21, D.F.
Mexico

Missionary Children's School
I.L.V.
Apartado 22067
Mexico 22, D.F.
Mexico

Puebla Christian School
Apartado 511
Puebla, Puebla
Mexico

South America

Argentina

Missionary Children's School
c/o Mr. B. Castro
Cerillos, Pcia De Salta
Argentina

Bolivia

Carachipampa Christian School
Cajon 736
Cachabamba, Bolivia
South America

New Tribes Academy
Cajon 522
Cochabamba, Bolivia
South America

Tumi-Chuca School
I.L.V., Casilla 64
Riberalta, Beni
Bolivia

Brazil

Amazon Valley Academy
Caixa Postal 243
66000 Belem, Para
Brazil

Editora Betania
Caixa Postal 10
CEP 30000 Venda Nova
Minas Gerais, Brazil

Fortaleza Academy
Caixa Postal 873
Fortaleza, Ceara
Brazil

New Tribes Mission School
Caixa Postal 7
Brasilia D.F., Brazil

Pan American Christian Academy
c/o Mr. Don Potter
Rua Barao de Ladario, 1010
Campo Belo, Sao Paulo, S.P.
Brazil

South America (continued)

Puraque High School
c/o New Tribes Mission
Caixa Postal 221
69000 Manaus
Amazonas, Brazil

School for Missionary Children
Caixa Postal 111, Cong
Ceres (Goiás)
Brazil

S.I.L. Children's School
Caixa Postal 14-2221
Brasilia D.F.
Brazil

Wesleyan Church School
c/o Rev. Paul Phillippe
Caixa Postal 444
69000 Manaus
Amazonas, Brazil

Chile

Santiago Christian Academy
Correo 38, Casilla 96
Los Guindos
Santiago
Chile 275906

Columbia

George Washington School
Apartado, Aereo 1141
Medellin, Columbia

Lomalinda School
Institute Linguistics de Verano
Apdo, Nacional 5758
Bogata, Columbia

School for Missionary Children
c/o Apdo Aereo 165569
Bogata 1, D.E.
Columbia

Ecuador

OMS International
Casilla 860
Guazaquil, Ecuador

South America (continued)

Limocecha English School
I.L.V.
Casilla 1007
Quito, Ecuador

Alliance Academy
Casilla, 3207
Quito, Ecuador

Paraguay
Ascuncion Christian Academy
Casilla 1562
Ascuncion
Paraguay

Peru
Emmanuel Baptist Academy
Casilla 532
Iquitos
Peru

Francisco G. Penzotti School
Apartado 3209
Lima, Peru

Juli Friends School
Juli, Depto. de Puno
Peru

S.A.M. Academy
Apartado 22
Pucallpa
Peru

Yarinacocha School
I.L.V.
Casilla 2492
Lima, Peru

Suriname
West Indies Mission School
Postbus 1903
Parimaribo - Zuid
Suriname

Venezuela
Christiansen Academy
Apartado 75
San Cristobal, Edo. Tachira
Venezuela

South America (continued)

Missionary Children's School
Apartado 4713
Maracay ZKO
Aragua, Venezuela

New Tribes Mission School
Puerto Ayachucho
T.F. Amazonas
Venezuela

VITA

Everett Robert Boyce was born in Buffalo, New York, on July 1, 1933. He attended public elementary schools in that city and graduated from Amherst Central High School in 1952. Undergraduate studies were taken at Bryan College in Dayton, Tennessee. Bryan College awarded Everett the B.A. degree with a major in history in 1956. He entered the University of Tennessee graduate school the same year. During the following years he worked part time on the M.A. degree in history and taught first at Gordon Lee High School in Chickamauga, Georgia, for two years, and then at Bryan College in Dayton, Tennessee, for three years. The M.A. degree was awarded by the University of Tennessee in 1960. The following year Everett accepted a position as a history teacher at Faith Academy in Manila, Philippines. He remained at Faith Academy for fourteen years, serving from 1963 through 1974 in an administrative capacity. Following two years in residence at the University of Tennessee, Everett accepted a position as Director of Adult Training in Manila, Philippines. He has continued in this capacity to the present time.

Everett is a member of Phi Delta Kappa.