

CURRICULUM MODIFICATIONS
USED BY SCHOOLS FOR
MISSIONARIES' CHILDREN

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CURRICULUM MODIFICATIONS
USED BY
SCHOOLS FOR MISSIONARIES' CHILDREN

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by

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ABSTRACT

This study was planned to investigate the curriculum modifications used by schools for missionaries' children. Schools included in the study met all of the following criteria:

1. enrolled a majority of missionaries' children
2. enrolled at least 75% students from outside the country of location
3. used a curriculum not based on that of the country of location.

One hundred forty schools were identified as possibly meeting these criteria, through correspondence with missionary-sending organizations, and through directories of schools overseas.

The problem was to determine what common curricular problems the missionary schools faced in preparing their students to fit into the school systems of their homelands, and in assisting new students to adjust to the missionary school, and to identify methods used by the missionary schools to minimize these difficulties.

An investigator-made questionnaire was sent to the 140 schools, with 118 responses (84.3%) received. Of these 76 (64.5%) were included in the analysis of data. The schools were classified in each of four ways--geographical

location, size of student body, variation of student nationality, and type of curriculum used. Responses were compared within and between these groups using frequency and per cent calculations.

It was found that three-fourths or more of the schools surveyed enrolled 100 or less students, had over 75% American and Canadian children enrolled, considered their first priority to be the preparation of their students to fit into the educational systems of their homelands, and were confident that they were preparing their students adequately for the next stage of their education.

Over 70% of the schools followed an American type of curriculum. Approximately half of the schools offered less than a complete high school program because of low enrollments, the cost of the program, and the isolated location of the school.

The curriculum problems most commonly identified by the schools surveyed were those of obtaining qualified teaching staff, providing adequate teaching and learning resources, and teaching in the field of the language arts. Most missionary schools attempted to ease these problems in similar ways. They provide individual tutorial help for students, offer classes like those in the homeland of the majority of the students, provide special classes as needed, recruit staff from different countries, and provide detailed reports when students transfer. There were very

few differences between schools of different size, location, curriculum, and variety of student nationality.

Recommendations made on the basis of the study are these:

1. There should be more consultation between missionary schools in the same part of the world, especially those often involved in student transfer for high school studies.
2. There should be an effort to arrange for faculty exchanges between missionary schools for periods of 3 months to one school year.
3. Schools using American curricula and enrolling students from Britain, Australia and New Zealand should make adaptations in their course offerings for these students, and should consider employing teachers from these countries.
4. There should be a special effort in language arts instruction at missionary schools, and consideration should be given to employing a specialist in this field.
5. There should be more instruction using the mother tongue of the students if this is not the usual language of instruction at the school.
6. There should be a higher priority placed on staff continuity at missionary schools by those who are in a position to recruit staff.

7. There should be a joint effort by missionary schools to develop a general curriculum for use and adaptation by the schools in all parts of the world.

8. Missionary schools should provide in their curricula courses designed to help students adjust socially and emotionally to life in their homelands.

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Chapter 1

INTRODUCTION

One of the basic requirements of modern life is a good education. This fact creates problems for many families for whom modern life and work necessitate residence outside the country of citizenship. Whether the reason be diplomatic or military service, business venture, or missionary work, the challenge of providing appropriate schooling for the children remains. Parents from many countries face similar problems in meeting this challenge.

In 1971, over 230,000 United States civilians were living outside the United States with their families, including close to 45,000 school-age dependents (28:34).^{*} In his thesis, Root states that

A continuing and growing problem has been that of providing an education for American youth whose parents reside outside the limits of the United States. The problem has been most acute in those countries that have not had local school systems which meet the educational requirements desired by the parents. (25:2)

Since citizens of many other countries also live and work outside their homelands, it is apparent that the problem of providing schooling for all the children is a large one.

^{*}Figures in parentheses indicate bibliographic references, showing reference number preceeding the colon, and page number following it.

Scattered around the world are schools which provide educational facilities for these children. Cangemi (7:174) mentions over 300 schools operated for the children of American military personnel overseas, and Brooks (4:14) speaks of 70 schools organized since World War II in some 45 countries of Asia, the Middle East, Africa and Europe by American civilians. The Encyclopedia of Modern Christian Missions (13) contains references to 157 schools for missionary children all over the world, many of which are under sponsorship of several missions. Schools Overseas (24) lists 70 schools which are categorized as primarily or solely for the education of the children of missionaries.

THE PROBLEM

It was the purpose of this study to investigate the types of curriculum modification used by schools for missionary children.

More specifically, the study was planned with the following aims:

1. To determine what common curricular problems the missionary schools report
 - a) in preparing their students to fit into the school systems of their homelands,
 - b) in assisting new students to adjust to the curriculum of the school.
2. To determine what methods have been tried by the missionary schools to solve the problems reported.

It was anticipated that during the study answers to the following questions would be forthcoming:

1. What countries' curricula are used by the missionary schools surveyed?
2. For what home countries do these missionary schools prepare students?
3. What is the basic academic orientation of these schools?
4. What curriculum adjustment problems are common to the schools surveyed?
5. What types of solutions to these problems are common to the schools surveyed?
6. Do missionary schools in different parts of the world report similar or different problems in curriculum?
7. Do missionary schools in different parts of the world report using similar or different ways of minimizing curriculum problems?
8. Do missionary schools of different size report similar or different curriculum problems?
9. Do missionary schools of different size report using similar or different ways of minimizing curriculum problems?
10. Do missionary schools using different curricula report similar or different curriculum problems?
11. Do missionary schools using different curricula report using similar or different ways of minimizing curriculum problems?

12. Do missionary schools with different proportions of different nationalities in their student bodies report similar or different curriculum problems?

13. Do missionary schools with different proportions of different nationalities in their student bodies report using similar or different ways of minimizing curriculum problems?

DELIMITATIONS

The several hundred international schools around the world (7:174, 4:14, 13, 24) are of many different types, each of which requires separate study. This study was concerned only with schools for the children of missionaries, as described on page 10, since the investigator's overseas teaching experience had been in such a school. Schools which met all of the following criteria were included in the study:

1. presently identified primarily as a school for missionaries' children, and enrolling a majority of missionaries' children, while possibly admitting some children of diplomats and businessmen;

2. presently enrolling at least 75% foreign students--that is, students whose homeland is not the country in which the school is located;

3. presently using a curriculum not based on that of the country of location, or else using both a 'foreign' and a 'national' curriculum in parallel programs.

This study dealt only with the curriculum situation related to the aims expressed on page 2, and did not attempt to consider the many other aspects of the total educational picture at the missionary school, since several other studies have dealt with these matters.

SIGNIFICANCE OF THE PROBLEM

While several studies have dealt with the psychological and social adjustments of American missionary children on their return to the United States, there seems to be a dearth of information concerning the curricula of the missionary schools, and the curricular adjustments of these schools in view of the variety of situations in the homelands of the students. Osborn, commenting on a list of four books and two articles of a general nature, said:

no other books or periodical material were uncovered in our card catalog or Christian Periodical Index or Readers Guide to Periodical Literature . . . In personal communication with three faculty members . . . there was doubt expressed that there is anything in print on the subject. (22)

Frizen gives his opinion that:

the whole subject of the field education of missionary children has been sadly neglected, and does warrant additional study. (17)

Bonk is in full agreement, stating:

little graduate-level research of any kind has been undertaken with regard to the education of missionary children. (30)

If all the students and teachers in a missionary school are from the same country, there is a fairly simple

solution to the problem of curriculum choice, as Winchell points out in his comments concerning American missionary children.

Usually M.K.* schools are set up on an American system, and . . . there is little difficulty in preparing the students for most situations which they will face upon return to the United States. (27)

But if, as often happens, the staff comes from several countries, each with its own educational pattern, and the student body from even more homelands, there is a likelihood that the curriculum chosen for the missionary school will not provide adequate instruction for all the students enrolled. Winchell's opinion is that

whenever there are students who must go from these schools to a European system . . . and perhaps even a Canadian system, there may be serious problems. (27)

If there are several missionary schools in one country, missionary parents may be able to choose the school whose curriculum is most suited to the needs of the children, unless distance, transportation and financial considerations dictate the choice of school. However, if there is only one missionary school in the country and if it follows a curriculum unsuited to the children's needs, the missionary parents face a very difficult decision.

Griffiths (16:92-94) has identified five possible solutions to the problem: (a) the parents may educate their

*Commonly used abbreviation for "missionary children".

own children on the field, using correspondence courses if these are available; (b) in some countries it is possible for the children to attend national schools; (c) some parents choose to return to the homeland during the children's school years; (d) some parents make arrangements with relatives in the homeland, or with small family-sized hostels run by missionary societies, so that the children may attend homeland day schools while the parents continue their missionary work; (e) in some countries there are schools available for missionary children, run by missionary groups, or by international community organizations.

Still another option is to send the children to the missionary school for their early education and to school in the homeland for part or all of the secondary studies. This option is most frequently chosen when the young people are planning to enter university or college in the homeland and must meet the entrance requirements, but find that the missionary school is unable to prepare them.

For some missionary children, the missionary school is able to provide adequate instruction through its regular program, or through special classes for those who wish to write an examination such as the British General Certificate of Education, 'A' and 'O' Level, the American College Entrance Examination Board, the German Abitur, or the French Baccalaureate. In some cases young people choose to write such an examination even though it may not be based in their homeland's educational system, hoping to obtain a

recognized certificate which will be more easily evaluated and accepted than that of the private missionary school.

When the decision has been made that the missionary child is to attend a school for missionary children, other problems can then present themselves. In any given school year, between one-fifth and one-fourth of the students are with their parents on leave in their homelands. These children face two curriculum changes in rapid succession, as well as having to deal with the social, economic and cultural contrasts. For some of them the year at home means dropping back a full school year, with subsequent confusion about appropriate placement on return to the missionary school. For others the year at home is one of acceleration, which also causes placement problems in the missionary school. If the time at home is longer than one academic year, or if it cuts through two academic years, these problems are compounded. Often, even for those students whose homeland's educational system is the basis of that at the missionary school, there remains the problem of different academic and achievement standards at the missionary school and at the one attended in the homeland.

Mission organizations are as aware as missionary parents of the necessity of providing adequate education for the children. Several reasons for this concern have been identified by Blanchard:

Concern for the quality of the education received by missionary children on the field must move mission

executives to action if the present missionary force is to be maintained at optimum strength and if competent replacements are to be recruited for the future. It is dismaying to note the number of mission personnel who take extended stateside leaves when their children reach certain critical points in their own education. By upgrading this field education these parents who have invested from 5 to 15 years in missionary service could be retained at the place where their experience and training could continue to strengthen the missionary outreach.

Several surveys reveal that the most profitable source of new missionaries is the children of those families now on the field. The multiplying number of second generation missionaries testify to this fact. Therefore, any action designed to improve their education and strengthen their preparation for continued overseas service will materially strengthen the mission program.

We are not aware of any comprehensive or reliable survey dealing with the effectiveness of the education of missionary children on the field in the past nor any status surveys revealing present practices and effectiveness. It is our conviction that many mission agencies would be significantly helped by a survey of the sort proposed . . . so that they might know the present situation in their program for the education of missionary children and devise remedies to meet present weaknesses and programs to enhance present strengths. (23)

With all these considerations in mind, it seemed most desirable to study the present situation in missionary schools.

DEFINITIONS

For the purpose of this study, the following definitions were used:

Curriculum: a systematic group of courses, or sequence of subjects; a general over-all plan of the content or specific materials of instruction; a group of courses and planned

experiences which a student has under the guidance of the school. (14:149)

Missionary school: A school for missionaries' children, established by one mission group, or several mission groups, working in a specific country, to provide for the education of the children in the mission or missions. It is frequently international in population, serving mission organizations based in several homelands, and drawing staff from each mission. It is usually operated by a non-self-perpetuating board chosen by and from the workers in the cooperating missions, and is staffed with missionaries who serve as teachers, administrators and boarding hostel personnel. Many missionary schools accept all missionary children who apply, not just those whose parents are within the cooperating missions; and then, as facilities permit, non-missionary children are admitted as well. The curriculum followed may be that of one of the homelands of the establishing missions, or a modification of one or more of the homeland curricula.

Chapter 2

REVIEW OF RELATED LITERATURE

According to Osborn, there is very little in print concerning curricula at schools for the children of missionaries (22). Frizen (17) and Bonk (30) agree with him. A search of periodical indexes and abstracts, and letters requesting leads in locating materials, resulted in the location of a very small number of articles, reports, theses and dissertations which were in any way related to the topic of this study.

The first part of this chapter will discuss materials dealing with international schools as they relate to missionary schools. This will be followed by reference to materials dealing directly with missionary schools and their curricula.

Schools abroad vary considerably. Cangemi (7:174-175) lists six types of schools overseas available for American students. These are international, proprietary, company, armed forces dependents, cooperative, and church-related. International schools have a multinational student body, and are located mostly in Europe. Proprietary schools, also mainly in Europe, are operated basically for profit, and usually have quite high tuition fees. Company schools are operated and financed by business firms, and

are established to serve the children of employees, rarely permitting the enrollment of non-company children. The United States Department of Defense operates over 300 schools in all parts of the world, specifically for the children of the military personnel in each region. These schools provide a system of education equivalent to that in the United States. Cooperative schools, called international community schools in some parts of the world, have been founded by groups of concerned parents in a community in an effort to compensate for facilities that are either missing, inadequate, or made unavailable by local law. Church-related schools are usually mission schools, the oldest type of overseas school, and are found in most of Africa and Asia. Boarding facilities are usually part of a mission school, making it frequently the only school with such a provision over a wide area, and giving it an appeal to families outside the direct work of the church in that country.

In The Overseas Americans, Cleveland writes concerning the schooling of the children of overseas families that

One way or another, in most places, the school problem for American families is taken care of through the sixth or eighth grade. But at the high school level the shortage is acute.

Not that there are no good secondary schools. In Europe there are . . . schools which prepare an American adequately for a United States preparatory school or college. But in the wide expanse from Southeast Asia to West Africa, most of the traditional "foreign" schools are designed to serve British or European needs. (9:55-56)

Reporting to the International Schools Foundation in 1961, Brooks (5) stated that the majority of overseas schools serving American civilians abroad were of the international community type, with international student bodies. The American Community School in Beirut, Lebanon, says Makepeace (19), began in 1905 as a school for the children of the American faculty at the American University in Beirut, but has expanded to enroll children from many countries. It provides schooling for the children of overseas businessmen, educators, missionaries and the diplomatic corps. Since the student body is primarily American, an effort is made to provide in the Social Studies program, grades 2 through 5, for the study of Lebanon and its culture as well as the usual American program for those grades.

In Cairo, the American School also sought, while in operation, to provide opportunity to learn about the host country and its culture. This school began in 1945, and had a sporadic enrollment, varying from 30 to 175, with an international staff and student body, predominantly American. The school's program was established on the assumption that the American children were in Egypt only temporarily, and would be returning to the United States to complete their education. Principal Fessler (11) reported in 1955 that both French and Arabic were taught beginning in the third grade, by people for whom these were native languages. He

also stated that spelling, penmanship and beginning reading were the areas of greatest student difficulty in the curriculum.

Another type of international school is seen in the American School in Guatemala. Writing in 1967, Graham (15) identified its first concern as the provision of superior education for its 850 Guatemalan students and 100 other students from other countries, mostly from the United States. Officially the American School is a laboratory school, developing methods of teaching, standardized tests, books, and materials in Spanish, and carrying on research in child development. From time to time, courses of study developed in the school have been adopted by the Guatemalan Ministry of Education.

Another large American School is in Tokyo, Japan. Brinkman described it this way:

An American pattern of education running from the kindergarten through the twelfth grade is offered. The high school has a college preparatory type of curriculum since most of the students are planning to take higher education, principally at American colleges and universities. . . . With many students coming from different national backgrounds where educational programs vary, certain adjustments in evaluating academic credit for graduation here and in helping students to meet the entrance requirements of higher schools in their respective countries must be made. (3:153)

At the time Brinkman wrote this, the school enrolled just over 300 American students out of 450, with 28 nationalities in the student body.

Brooks (5:189-190) identified several problems

faced by nearly all international community schools:

(a) they are without public sponsorship and have little or no private support; (b) many are isolated from other American communities and have limited incomes which do not allow for adequate buildings and facilities; (c) there is often the complication of a very high annual turnover of students, faculty, school board members, and parent groups; (d) these schools need specially planned programmes of admission, placement and transfer, but may not have the staff or the finances to provide them; and (e) some schools are short on teaching resources because of isolation and financial restrictions.

In his thesis dealing with American community schools in the Far East, Aven (1) identified several types: private, international, company, mission, armed forces dependents, and American community. He listed several characteristics of mission schools in the Far East:

(a) operation by a board of directors appointed by the mission or missions organizing the school; (b) modest, but substantial, support from the sponsoring organization(s) to supplement tuition fees; (c) qualified, experienced administrative personnel obtained whenever possible; (d) faculty secured from the United States and sent to the school as missionaries; (e) children of overseas American missionaries the largest part of the student body, with other American and non-American children accepted as

facilities permit; (f) curriculum based on the American system with attempts to incorporate some of the host country's history and culture; (g) special courses in religion a required part of the curriculum; and (h) teaching of a foreign language in the high school, as well as the language of the host country.

In 1955, Mark studied the types of education available to the children of missionaries. He identified four patterns of missionary children's education, and looked into the main advantages and disadvantages of each. The four types are: (a) education in the homeland while the parents are active in missionary work overseas; (b) studying in the national schools; (c) taking correspondence courses from the homeland under parental supervision; and (d) attending a boarding school for missionary children. His conclusion was that

from all that has been discovered in this . . . study, the boarding school on the mission field is the best approach. (20:48)

Walkwitz (29) also studied the types of education available to missionary children, surveying 220 missionary-sending agencies based in North America. From the 107 responses, he determined that in Europe and southern Africa, most missionary children attend the public schools of the country where the parents work, but that this is not often possible in other parts of the world. His list of other types of education for missionary children corresponds closely to Mark's.

Since Miller (21) studied the education of the children whose parents serve under one specific American mission, he did not consider the matter of curriculum at the schools. The children all needed an American-type system, and the schools they were attending were providing this. Miller's concern was in the difficulties the schools faced in matters of personnel, finance, location, decision-making, and policy administration.

Parental attitudes towards sending children to missionary boarding schools were the focus of Beek's study (2). He emphasized the need for preparation of both parent and child for the separation, and identified ways to make the separation less traumatic for the young child. He also found several types of boarding schools for missionary children, dividing them on the basis of sponsorship and type of student population.

In her thesis dealing with missionary children's college adjustment, Cassady (8) included social, psychological, vocational, and religious adjustment as well as the academic situation. She found that most of the missionary children she studied had been well prepared by their overseas schooling for the academic situation at college and university, judging by their achievements and their graduation records.

Enns (10) did a similar study, concentrating on 97 alumni from one school in the Belgian Congo. Of the 59 for whom information was available, she found that all but 5

had gone to college, and that these 5 were intending to do so. All those who had gone to college had either graduated or intended to. There was little mention of scholastic difficulty, although some reported inadequacies in science preparation in the missionary school. On the whole, the students reported much less difficulty adjusting academically than any other way to life in American colleges.

Loomis' brief survey (18) of missionary children's education asked 56 mission schools in Africa, Asia, Europe, and North and South America, to help locate alumni who had returned to North America in the previous five years. These 154 young people and their colleges were then contacted, to see if the majority of children of American missionaries attend college, and if they display a high facility for language study. It was found that an "overwhelming majority" of those surveyed did attend college, and that few were enrolled in language courses, but that these few were ranked in the upper 20% of their class in achievement. It was also found that the curriculum at the missionary school is generally college preparatory, although transfers between the homeland and the missionary school are often difficult due to the disparity of courses offered in each location.

In 1947, Fleming (12) studied the adjustments of the children of missionaries to India, using 88 alumni of the school in India where he had been a faculty member. He reported that all had gone to college and that academic

achievement was well above average. He also considered the social, physical, economic and vocational aspects of adjustment, and found that the students had had more problems in these matters than in academics in their early years at college. One conclusion especially relevant to the present study was that those who had graduated from the missionary school had made better adjustment to life in America than those who had remained in America to finish their high school while the parents and any younger members of the family returned to India.

In her study of the education of missionary children in foreign lands, Campbell notes several problems in the matter of curriculum.

When an American child attends a school operated on the British system, he finds a more . . . formal method of education than in an American school.
(6:62)

On the other hand, the British child who attends a predominantly American school has a different type of problem, according to Campbell:

British educational standards are higher than American . . . so a British child has to make up the difference somehow in order to pass the qualifying examinations. (6:62)

Campbell also mentions two significant problems in planning a curriculum for a missionary school: (a) the educational requirements of several homelands must be considered, and met if at all possible; and (b) since many missionary high schools are able to offer only a limited number of courses per year, some must be given in cycles. This means that

some missionary children miss the course both at the mission school and in the homeland, or else they find themselves taking it twice.

In summary, the literature cited indicates the following: (a) international schools for American children exist around the world, and are providing an adequate college-preparatory program in most cases; (b) international community schools have many problems in common, such as staffing, financing, and program continuity; (c) mission schools, although of several types, often have common characteristics in student population, curriculum and staff recruitment; (d) mission schools usually offer a college-preparatory type of program; (e) graduates of mission schools usually find the academic adjustments at college easier than the social, emotional, and vocational adjustments; (f) students attending mission schools can find academic problems during their high school years if they must transfer from the mission school to the homeland, or the reverse, or both; (g) American missionary children from a British-curriculum school, and British missionary children from an American-curriculum school both face major curriculum adjustment problems at any grade level in their homelands.

This chapter identifies a continuing need for "good" schools for missionary, business and diplomatic children overseas. It also indicates that most missionary schools,

while working under financial and staffing constraints, do appear capable of providing an American-type college preparatory program, but that students from other countries enrolled in these programs do not always find them sufficient for their needs.

Chapter 3

PROCEDURES AND ANALYSIS OF DATA

IDENTIFICATION OF SCHOOLS TO BE SURVEYED

Schools to be included in the study were identified through contact with over twenty missionary-sending organizations (list in Appendix D), through conversations with missionaries personally known to the investigator, and through lists found in Schools Abroad (26) and in Schools Overseas (24). One hundred forty schools were identified as possibly qualified according to the criteria listed on page 4. These schools are listed in Appendix C. Identification of schools to be surveyed was made difficult by the fact that Schools Overseas was issued in 1960 and is now out of print, while the latest issue of Schools Abroad was printed in 1967. Also, neither directory gave the specific information about the schools needed to determine if they met the criteria for inclusion in the study.

THE QUESTIONNAIRE

Since no questionnaire was found in the related research which would be suited to the study, it was necessary to develop one. The investigator prepared

draft copies of questions based on the aims of the study, given on page 2. These were submitted to the thesis committee and to other members of the College of Education faculty for criticism before a tentative questionnaire was prepared. This preliminary form was then sent for comment and criticism to Mr. J. Bonk, Winnipeg Bible College, Otterburne, Manitoba, and to Mr. A. Classen, Moody Bible Institute, Chicago, Illinois. Mr. Bonk was a student at a missionary school for several years, completed his education in North America, and is now Librarian at the Winnipeg Bible College. Mr. Classen is an instructor in the Missions Department at Moody Bible Institute, and has done some preliminary study into missionary children's religious adjustments on their return to the homeland. Suggestions made by these men were carefully considered during the preparation of the final copy of the questionnaire (Appendix A) in consultation with the thesis committee.

ADMINISTRATION OF THE QUESTIONNAIRE

On November 21, 1972, one copy of the questionnaire with a cover letter (Appendix A) was sent to each of the 140 schools by first class Air Mail. Also enclosed were two International Reply Coupons and a self-addressed envelope with Air Mail stickers already affixed to encourage first class Air Mail return. By January 5, 1973, 70 replies (50%) were on hand. On January 9, 1973, the

first of two follow-up letters (Appendix B) was sent out, and on January 29, 1973, a second mailing of the questionnaire was made to the 58 schools which had not yet responded. The letter sent with this mailing is reprinted in Appendix B.

Questionnaires received by March 9, 1973, were used in the analysis of data. By this date, 118 (84.3%) had been received. Out of these, 76 (64.5%) met the criteria for inclusion in the study. Of the 42 non-included schools, 9 have closed permanently, 5 provided insufficient data, 1 did not receive the questionnaire, since the available address was incomplete, and 27 did not meet the criteria for inclusion. All of these 27 failed to enroll a majority of missionary children; while 16 of them also did not have at least 75% foreign students, and of these 16, 4 were using a curriculum based on that of the country of location. For identification of the schools responding, those included and those not included, with reasons for non-inclusion, consult the listing in Appendix C.

Another 5 responses were received after March 9, 1973, too late for inclusion in the study. These are also identified in the listing in Appendix C.

TABULATION OF THE DATA

All schools which met the criteria for inclusion were grouped in each of the following ways:

1. by geographical location:
 - South American, Mexico, Carribean
 - Africa
 - Asia--India and west
 - Asia--east of India
2. by size of student body:
 - small -- 1-100 students
 - large -- 101 students and over
3. by variation of student nationality:
 - over 75% American and Canadian
 - 50% to 75% American and Canadian
 - 50% or over British, Australian and New Zealand
4. by type of curriculum:
 - American only
 - American and Canadian and other Commonwealth
 - other curricula

Information from questions 1, 2 and 4 of the questionnaire was used to determine placement in the above groups.

Table 1 indicates the number of schools with enrollments in each level from 1-50 students to 451-500 students.

Table 2 indicates the number of schools in each of the four main classifications of the study.

Answers to all other questions except 10, 11 and 12 were tabulated for each school in each of the four classifications, and percentage calculations were made on the basis of the number of schools in the classification. Since questions 6, 13, 14, and 15-16 permitted more than one choice to be made, the answers tabulated total more than the number of schools included in the study. Thus the percentages add to over 100% in these cases.

Question 10 asked for identification of subjects and grade levels at which the school most frequently met

Table 1
School Distribution by Size of Student Body

Number of Students	Number of Schools (n=76)	Per Cent of Total Included in Study
1 - 50	41	53.9%
51 - 100	17	22.3%
101 - 150	4	5.3%
151 - 200	5	6.6%
201 - 250	3	3.9%
251 - 300	0	0.0%
301 - 350	0	0.0%
351 - 400	1	1.3%
401 - 450	4	5.3%
451 - 500	1	1.3%

curriculum adjustment problems. A list was made during tabulation of data, and this was then condensed into Table 10, found with the discussion of question 10 beginning on page 67.

Question 11 asked that problems in curriculum adjustment be ranked in order of seriousness, beginning with the most serious. Not all respondents ranked all five which were given, making analysis of the replies complicated. Details will be found with the discussion of question 11 beginning on page 69. When all rankings had been recorded, the median ranking for each item in each

Table 2
Number of Schools in Each Classification

	Number (n=76)	Per Cent of Total Included in Study
South America, Mexico, and Carribean	27	35.5%
Africa	18	23.7%
Asia--India and west	5	6.6%
Asia--east of India	26	34.2%
small schools (1-100 students)	58	76.3%
large schools (101 students and over)	18	23.7%
over 75% American and Canadian students	59	77.6%
50%-75% American and Canadian students	12	15.8%
50% and over British, Australian and New Zealand students	5	6.6%
United States curric- ulum only	56	73.7%
United States, Canada and other Commonwealth curriculum	13	17.1%
other curricula	7	9.2%

group of schools was determined. These median rankings are tabulated in Table 11, also found with the disoussion of question 11.

Question 12 dealt with the homelands of students most often meeting curriculum adjustment difficulties. These were listed during data tabulation, and are found in Table 12 included in the discussion of question 12 beginning on page 76.

ANALYSIS OF QUESTIONNAIRE RESPONSES

Question 3: Academic Orientation of Schools

This question dealt with the academic orientation of the schools. It attempted to determine the basic educational purpose of the school, and asked that a choice be made between two given options. Provision was made for another statement of purpose to be written in if this was desired. Table 3 reports the responses to question 3.

All schools. Of the 76 schools in the study, 64 (84.2%) reported that their orientation was toward preparation of the students for their respective homelands' systems of education. Another 7 (9.2%) reported orientation toward provision of the best possible preparation for living without undue stress on the homeland's system; 3 schools (3.9%) did not respond, and 2 (2.6%) wrote in other responses, such as, "we try to combine preparing children for their home countries with learning all we can from those living around us."

Geographic Distribution. In each of the four geographic regions the responses corresponded to the overall results. Orientation toward preparation for homeland

Table 3
Academic Orientation of Schools

	Number (n-76)	Per cent of total included in study
Preparation of students to fit into homeland systems of education at any level	64	84.2%
Provision of best possible preparation for living without undue stress on homeland system of education	7	9.2%
Other	2	2.6%
No answer	3	3.9%

Responses by Geographic Distribution of Schools

	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Preparation for home- land	24	88.9%	15	83.3%	4	80.0%	21	80.8%
Preparation for living	1	3.7%	2	11.1%	1	20.0%	3	11.5%
Other	1	3.7%	0	0.0%	0	0.0%	1	3.8%
No answer	1	3.7%	1	5.6%	0	0.0%	1	3.8%

Table 3 (continued)

Responses by Size of School					
		Small schools (n=58)		Large schools (n=18)	
		No.	Per cent	No.	Per cent
Preparation for homeland		47	81.0%	17	94.4%
Preparation for living		6	10.3%	1	5.6%
Other		2	3.4%	0	0.0%
No answer		3	5.2%	0	0.0%

Responses by Variation of Student Nationality							
		over 75% American Canadian (n=59)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australian (n=5)	
		No.	Per cent	No.	Per cent	No.	Per cent
Preparation for home- land		49	83.1%	11	91.7%	4	80.0%
Preparation for living		6	10.2%	1	8.3%	0	0.0%
Other		1	1.7%	0	0.0%	1	20.0%
No answer		3	5.1%	0	0.0%	0	0.0%

Table 3 (continued)

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Preparation for home-land	47	83.9%	12	92.3%	5	71.4%
Preparation for living	5	8.9%	1	7.7%	1	14.3%
Other	1	1.8%	0	0.0%	1	14.3%
No answer	3	5.4%	0	0.0%	0	0.0%

education was reported by 24 of the 27 schools in South America, by 15 of 18 in Africa, by 4 of 5 in west Asia, and by 21 of 26 in east Asia. Orientation toward preparation for life was reported by 1 school in South America, 2 in Africa, 1 in west Asia, and by 3 in east Asia. One school in each of South America, Africa and east Asia did not respond, and one in east Asia gave the written response quoted above.

Size of Schools. In both of the size groupings the responses correspond with the over-all results. Seventeen of the 18 large schools and 47 of the 58 small

schools reported orientation toward the homeland systems of education. Six of the small schools reported orientation toward preparation for living, 3 did not respond, and 2 gave other responses.

Variation of Student Nationality. This classification produced no change in the general trend of replies to question 3. In each of the three categories, the responses follow the same pattern. Of the 59 schools with over 75% American and Canadian students enrolled, 49 reported orientation toward the homeland systems, 6 reported orientation toward preparation for living, 1 gave a written response, and 3 did not respond. Of the 12 schools enrolling from 50% to 75% American and Canadian students, 11 reported orientation to the homeland systems, and 1 reported orientation toward preparation for living. From the 5 schools with 50% or more British, Australian, and New Zealand students, 4 reported orientation toward the homeland systems, and 1 responded with the written comment already quoted.

Basis of Curriculum Used. Classification of the schools by the basic curriculum used produced responses following the pattern of the over-all results. Of the 56 schools using only an American curriculum, 47 reported orientation toward the homeland system of education, 5 reported orientation toward preparation for living, 1 made another response, and 3 did not respond. Among the 13 schools using American, Canadian and other Commonwealth

curricula in combination, 12 reported orientation toward the homeland system and 1 reported orientation toward preparation for living. The 7 schools using other curricula divided similarly. Five reported orientation toward the homeland system, 1 reported orientation toward preparation for living, and 1 responded with the written statement.

Summary for Question 3. From the responses to question 3, it was found that 84.2% of the schools surveyed consider their primary purpose to be that of preparing their students to fit into their respective homelands' systems of education. Comparisons of answers on the basis of geographic distribution of the schools, size of schools, nationality of students, and type of curriculum indicated that there were no differences in orientation between the groups, or between the schools within the groups.

Question 5 a: Provision for Entrance Examinations

This question dealt with entrance examinations for further education in the homeland by asking whether the schools provided preparation for such examinations. Table 4 records the responses to this question.

All schools. Of the 76 schools in the study, 29 (38.2%) reported making provision for entrance examinations, 5 (6.6%) reported that no provision was made, 5 (6.6%) did not reply to the question, and 37 (48.7%) stated that the question was not applicable since there

Table 4

Provision for Entrance Examinations

	Number (n=76)	Per cent of total included in study
Yes	29	38.2%
No	5	6.6%
Not applicable - no high school section	37	48.7%
No answer	5	6.6%

Reponses by Geographic Distribution of Schools

	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	12	44.4%	5	27.8%	2	40.0%	10	38.5%
No	2	7.4%	2	11.1%	0	0.0%	1	3.8%
Not applicable	11	40.7%	9	50.0%	3	60.0%	14	53.8%
No answer	2	7.4%	2	11.1%	0	0.0%	1	3.8%

Table 4 (continued)

Responses by Size of School				
	Small schools (n=58)		Large schools (n=18)	
	No.	Per cent	No.	Per cent
Yes	15	25.9%	14	77.8%
No	3	5.2%	2	11.1%
Not applicable	35	60.4%	2	11.1%
No answer	5	8.6%	0	0.0%

Responses by Variation of Student Nationality						
	over 75% American Canadian (n=59)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australian (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	21	35.6%	7	58.3%	1	20.0%
No	4	6.8%	0	0.0%	1	20.0%
Not applicable	30	50.8%	4	33.3%	3	60.0%
No answer	4	6.8%	1	8.3%	0	0.0%

Table 4 (continued)

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	19	33.9%	8	61.5%	2	28.6%
No	3	5.4%	2	15.4%	0	0.0%
Not applicable	2	57.1%	1	7.7%	4	57.1%
No answer	2	3.6%	2	15.4%	1	14.3%

was no high school department in the school.

Geographic Distribution. In three of the geographic regions, the responses corresponded to the over-all results. In Africa, 5 of 18 schools reported making provision for entrance examinations, 2 reported no provision, 2 did not answer, and 9 considered the question not applicable. In west Asia, out of 5 schools, 2 reported making provision, and 3 stated the question was not applicable. Similarly, in east Asia, 10 of 26 schools reported making provision, 1 reported no provision, 1 did not answer and 14 called the question not applicable. However, in South America, a slightly different pattern

appeared, with a higher percentage of schools offering preparation than saying it was not needed. Here 12 out of 27 schools reported making provision, 2 reported no provision, 2 did not reply, and 11 considered the question not applicable.

Size of Schools. From the 58 small schools the responses corresponded with the over-all results. Fifteen small schools reported provision for entrance examinations, 3 reported no provision, 5 did not reply to the question, and 35 stated it was not applicable to their situation. Among the large schools a different situation appeared. Thirteen of the 18 reported provision for entrance examinations, 2 reported no provision, and 2 stated the question was not applicable.

Variation of Student Nationality. This grouping of schools identified one group whose answers differed somewhat from those of the other groups. This was the group of schools with 50% to 75% American and Canadian students. In this group, 7 schools out of 12 reported provision for entrance examinations, while only 4 reported the question was not applicable, and 1 did not answer. In both other groups of schools in this classification, the majority reported that the question was not applicable. From the 59 schools with over 75% American and Canadian students, 21 reported making provision for entrance examinations, 4 reported no provision, 4 did not answer, and 30 stated the question was not applicable. Similarly,

among the 5 schools with 50% or more British, Australian and New Zealand students, 1 reported making provision for examinations, 1 reported no provision, and 3 declared the question not applicable.

Basis of Curriculum Used. This grouping of schools also identified one group which differed from the over-all pattern and two groups which did not. Among the 13 schools using American, Canadian, and other Commonwealth curricula in combination, 8 reported making provision for entrance examinations, 2 reported no provision, 2 did not answer and only 1 considered the question not applicable. In contrast, from the 56 schools using only an American curriculum, 19 reported making provision for the examinations, 3 reported no provision, 2 did not answer, and 32 stated the question was not applicable. This pattern of responses is also seen among the 7 schools using other curricula. Two reported making provision for the examinations, 1 did not answer, and 4 called the question not applicable.

Summary for Question 5a. By considering only the 37 schools to which this question applied, it was found that 28 (75.7%) made provision for entrance examinations, 4 (10.8%) did not, and 5 (13.5%) did not reply to the question. In each of the four classifications of schools, the majority of schools for whom the question was applicable did make provision for the examinations.

Question 5b, Entrance Examinations Provided

This part of question 5 asked those schools which made provision for their students to prepare for entrance examinations to indicate which examinations these were. Five were suggested, and provision was made for others to be written in. Table 5 records the responses of the schools which made provision for the examinations.

All Schools. Of the 29 schools making provision for entrance examinations, 23 (79.3%) provided for the College Entrance Examination Board papers (CEEB), 20 (68.9%) provided for the combined Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test (PSAT/NMSQT), 8 (27.6%) the American College Testing

Table 5
Entrance Examinations Provided

	Number (n=29)	Per cent of total offering provision
GCE 'A' and 'O' levels	3	10.3%
CEEB	23	79.3%
PSAT/NMSQT	20	68.9%
Abitur and Baccalaureate	2	6.9%
SAT	5	17.2%
ACT	8	27.6%
NEDT	3	10.3%
other	3	10.3%

Table 5 (continued)

Responses by Geographic Distribution of Schools								
	South America		Africa		Asia: west		Asia: east	
Yes (Table 5)	12		5		2		10	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
GCE 'A' and 'O' levels	1	8.3%	1	0.0%	1	50.0%	1	10.0%
CEEB	9	75.0%	3	60.0%	2	100.0%	9	90.0%
PSAT/NMSQT	6	50.0%	3	60.0%	2	100.0%	9	90.0%
Abitur and Baccalaureate	0	0.0%	0	0.0%	0	0.0%	2	20.0%
SAT	0	0.0%	2	40.0%	1	50.0%	2	20.0%
ACT	4	33.3%	1	20.0%	1	50.0%	2	20.0%
NEDT	1	8.3%	1	20.0%	1	50.0%	0	0.0%
other	0	0.0%	1	20.0%	0	0.0%	2	20.0%

Table 5 (continued)

Responses by Size of School				
Yes (Table 5)	Small Schools		Large Schools	
	15		14	
	No.	Per cent	No.	Per cent
GCE 'A' and 'O' levels	1	6.7%	2	14.3%
CEEB	9	60.0%	14	100.0%
PSAT/NMSQT	6	40.0%	14	100.0%
Abitur and Baccalaureate	0	0.0%	2	14.3%
SAT	2	13.3%	3	21.4%
ACT	1	6.7%	7	50.0%
NEDT	1	6.7%	2	14.3%
other	1	6.7%	2	14.3%

Table 5 (continued)

Responses by Variation of Student Nationality						
	over 75% American Canadian		50%-75% American Canadian		50% and over British, New Zealand, Australian	
Yes (Table 5)	21		7		1	
	No.	Per cent	No.	Per cent	No.	Per cent
GCE 'A' and 'O' levels	0	0.0%	3	42.9%	0	0.0%
CEEB	17	80.9%	6	85.7%	0	0.0%
PSAT/ NMSQT	15	71.4%	5	71.4%	0	0.0%
Abitur and Baccalau- reate	0	0.0%	2	28.6%	0	0.0%
SAT	4	19.0%	1	14.3%	0	0.0%
ACT	6	28.6%	2	28.6%	0	0.0%
NEDT	2	9.5%	1	14.3%	0	0.0%
other	1	4.8%	1	14.3%	1	100.0%

Table 5 (continued)

Responses by Basis of Curriculum Used						
	American curriculum only		American & Canadian & other Commonwealth curricula		Other curricula	
	19		8		2	
	No.	Per cent	No.	Per cent	No.	Per cent
GCE 'A' and 'O' levels	0	0.0%	2	25.0%	1	50.0%
CEEB	16	84.2%	6	75.0%	1	50.0%
PSAT/NMSQT	14	73.7%	5	62.5%	1	50.0%
Abitur and Baccalau- reate	0	0.0%	0	0.0%	1	50.0%
SAT	3	15.8%	2	25.0%	0	0.0%
ACT	6	31.6%	2	25.0%	0	0.0%
NEDT	2	10.5%	0	0.0%	0	0.0%
other	0	0.0%	2	25.0%	0	0.0%

Program (ACT), 5 (17.2%) the Scholastic Aptitude Test (SAT), 3 (10.3%) the National Educational Development Tests (NEDT), 3 (10.3%) the General Certificate of Education, Advanced or Ordinary Level (GCE, 'A' and 'O' Levels), 2 (6.9%) the Abitur and Baccalaureate and 3 (10.3%) other examinations, including the Secondary Entrance, also known as the

Eleven Plus. Most schools provided preparation for several of these tests, especially the American-based ones.

Geographic Distribution. In each region, as in the case of the total schools surveyed, the tests most commonly provided for were the CEEB and PSAT/NMSQT. The CEEB was provided by 9 of 12 schools in South America, 3 of 5 in Africa, 2 of 2 in west Asia, and 9 of 10 in east Asia. The PSAT/NMSQT was provided by 6 schools in South America, 3 in Africa, 2 in west Asia, and 9 in east Asia. Other tests provided by more than one school in a region were SAT, by 2 schools in Africa and 2 in east Asia, ACT by 4 schools in South America and 2 in east Asia, and Abitur and Baccalaureate by 2 in east Asia.

Size of Schools. Both groupings of schools revealed patterns similar to the over-all situation. Again the CEEB and PSAT/NMSQT were the most common tests, with CEEB offered by 9 of 15 small schools and all 14 large, and PSAT/NMSQT by 6 small schools and 14 large schools. The ACT was provided by 7 large schools and 1 small. Other tests provided by more than one school in a group were SAT by 3 large schools, GCE 'A' and 'O' Levels by 2 large, NEDT by 2 large, and Abitur and Baccalaureate by 2 large.

Variation of Student Nationality. In this classification of schools, the over-all pattern held for two groups, but since the third group had only one school offering entrance examinations, no valid comparison could

be made for it. This was the group with 50% and over British, Australian and New Zealand students, and the school reported offering only the Secondary Entrance (Eleven Plus) Examination. For the other two groups, the following information was found. The CEEB and PSAT/NMSQT are the most common tests. Among the 21 schools with over 75% American and Canadian students, 17 offer CEEB, 15 offer PSAT/NMSQT, 6 the ACT, 4 the SAT, and 2 the NEDT. Among the 7 schools with 50% to 75% American and Canadian students, 6 offer CEEB, 5 offer PSAT/NMSQT, 3 the GCE 'A' and 'O' Levels, 2 the ACT, and 2 the Abitur and Baccalaureate.

Basis of Curriculum Used. This classification of schools also showed little variation from the over-all pattern, but again comparison was made difficult by the fact that only two schools from the "Other Curricula" group reported using entrance examinations, and examinations were identified by only one of the two. Among the 19 schools using only American curricula, 16 provided for CEEB, 14 for PSAT/NMSQT, 6 for ACT, 3 for SAT, and 2 for NEDT. Among the 8 schools using a combination of curricula from the United States, Canada and other Commonwealth countries, 6 provided for CEEB, 5 for PSAT/NMSQT, and 2 for each of SAT, ACT, and GCE 'A' and 'O' Levels.

Summary for Question 5b. Responses to question 5b) revealed that those schools which provided for entrance

examinations most often provided the American-based CEEB and PSAT/NMSQT tests. Other tests were sometimes available, but not frequently. Comparison of responses on the basis of geographic location, school size, nationality of students, and type of curriculum used indicated that there were no differences in examination provision between the groups.

Question 6, Reasons for Not Offering All Pre-College Years

This question dealt with reasons for not offering a program of studies through the end of the pre-college years, that is, to the end of Grade 12 or 13 in an American or Canadian curriculum. Six reasons were suggested, with space for others to be written in if desired. Since 27 schools offered a complete high school program, 49 responded to this question. Table 6 reports these responses.

All Schools. Of the 49 schools which did not offer programs to the end of Grade 12 or 13, 37 (75.5%) stated they were too small to do so, 15 (30.6%) said the program was too expensive, 12 (24.5%) were too isolated, 9 (18.4%) were too new to have developed the courses, 5 (10.2%) had too many nationalities enrolled, 4 (8.2%) considered the staff turnover rate too high to give the needed continuity of courses, and 26 (53.1%) also wrote in other reasons. These included the following: "there is no need for a high school here--our children can transfer to a good missionary high school in a

Table 6

Reasons for Not Offering Complete Pre-College Programs

	Number (n=49)	Per cent of total responses to question
Too small	37	75.5%
Too isolated	12	24.5%
Too many nationalities enrolled	5	10.2%
Too new	9	18.4%
Too expensive	15	30.6%
Staff turnover rate too high	4	8.2%
Other	26	53.1%

Responses by Geographic Distribution of Schools

	South America (n=17)		Africa (n=13)		Asia: west (n=2)		Asia: east (n=17)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Too small	12	70.6%	10	76.9%	1	50.0%	14	82.4%
Too isolated	4	23.5%	3	23.1%	1	50.0%	4	23.5%
Too many nationalities	2	11.8%	1	7.7%	1	50.0%	1	5.9%
Too new	4	23.5%	0	0.0%	1	50.0%	4	23.5%
Too expensive	6	35.3%	5	38.5%	1	50.0%	2	11.8%
Staff turnover rate	1	5.9%	2	15.4%	1	50.0%	0	0.0%
Other	9	52.9%	6	46.2%	2	100.0%	9	52.9%

Table 6 (continued)

Responses by Size of Schools				
	Small Schools (n=44)		Large Schools (n=5)	
	No.	Per cent	No.	Per cent
Too small	34	77.3%	3	60.0%
Too isolated	10	22.7%	2	40.0%
Too many nationalities	3	6.8%	2	40.0%
Too new	8	18.2%	1	20.0%
Too expensive	12	27.3%	2	40.0%
Staff turnover rate	3	6.8%	1	20.0%
Other	25	56.8%	1	20.0%

Responses by Variation of Student Nationality						
	over 75% American Canadian (n=36)		50%-75% American Canadian (n=8)		50% and over British, New Zealand, Australian (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Too small	30	83.3%	3	37.5%	4	80.0%
Too isolated	8	22.2%	2	25.0%	2	40.0%
Too many nationalities	3	8.3%	1	12.5%	1	20.0%
Too new	8	22.2%	1	12.5%	0	0.0%
Too expensive	12	33.3%	1	12.5%	1	20.0%
Staff turnover rate	4	11.1%	0	0.0%	0	0.0%
Other	18	50.0%	6	75.0%	2	40.0%

Table 6 (continued)

Responses by Basis of Curriculum Used						
American curriculum only (n=38)			American & Canadian & other Commonwealth curricula (n=5)		Other curricula (n=6)	
	No.	Per cent	No.	Per cent	No.	Per cent
Too small	18	47.4%	3	60.0%	6	100.0%
Too isolated	9	23.7%	1	20.0%	2	33.3%
Too many nationalities	3	7.9%	0	0.0%	2	33.3%
Too new	8	21.1%	1	20.0%	0	0.0%
Too expensive	11	28.9%	1	20.0%	2	33.3%
Staff turn-over rate	4	10.5%	0	0.0%	0	0.0%
Other	19	50.0%	2	40.0%	5	83.3%

neighboring country," "our school board's policy is to provide grade school only," "our few high school students study by correspondence courses from the United States," "we find it difficult to obtain high school teachers willing to teach such very small classes," "almost all parents return to the homeland when the older children reach high school age, so high school is not needed here," "legal restrictions by our host country make high school

extremely difficult to establish," and "our mission board feels that it is to the students' greatest advantage to have secondary education in the homeland, since divergencies in structure of educational programs are more pronounced after the elementary grades."

Geographic Distribution. For three of the regions, the responses followed the pattern of the over-all survey. For west Asia, since only 2 schools responded, a comparison of responses would not produce valid conclusions. South American schools reported these reasons for not offering a full high school program: 12 of the 17 schools were too small, 6 found the program too expensive, 4 were too isolated, 4 were too new to have developed the program, 2 had too many nationalities enrolled, 1 found the staff turnover rate too high for course continuity, and 9 wrote in other reasons. Among the 13 schools in Africa, 10 were too small, 5 found it too expensive, 3 were too isolated, 2 had too high a staff turnover rate, 1 enrolled too many nationalities, and 6 had other reasons for not offering classes to the end of Grade 12 or 13. Among the 17 schools in east Asia, 14 were too small, 4 too isolated, 4 were too new, 2 found it too expensive, 1 enrolled too many nationalities, and 9 wrote in other reasons for not offering classes to the end of Grade 12 or 13.

Size of Schools. This grouping of schools produced responses much like those of the over-all pattern. Among the 44 small schools responding to this question,

34 were too small, 12 found it too expensive, 10 were too isolated, 8 were too new, 3 enrolled too many nationalities, 3 had too high a staff turnover rate, and 25 also gave other reasons for not offering complete high school. Of the 5 large schools responding, 3 said they were too small to offer all the high school grades. Since some of the large schools have just over 100 students enrolled, this statement is quite reasonable. Other reasons cited by 2 of the large schools were: too isolated, too many nationalities enrolled, and program too expensive.

Variation of Student Nationality. All three groupings of schools in this classification responded similarly to the over-all responses. Of the schools enrolling over 75% American and Canadian children, 36 responded to this question. Of these, 30 were too small, 12 found it too expensive, 8 were too isolated, 8 were too new, 4 had too high a staff turnover rate, 3 had too many nationalities, and 18 gave other reasons for not offering a complete high school. Eight schools with 50% to 75% American and Canadian students responded. Of these, 3 were too small, 2 were too isolated, 1 was too new, 1 had too many nationalities, 1 found the program too expensive, and 6 gave other reasons. Five schools enrolling 50% or more students from Britain, Australia and New Zealand answered the question. Of these, 4 were too small, 2 were too isolated, 1 enrolled too many nationalities, 1 found the program too expensive, and 2 also gave other reasons.

Basis of Curriculum Used. All three groupings of schools responded similarly to the question. Of the schools using only an American curriculum, 38 responded, with 18 too small, 11 finding the program too expensive, 9 too isolated, 8 too new, 4 having too high a staff turnover rate, 3 enrolling too many nationalities, and 19 giving other reasons for not offering a complete high school program. From schools using a combination of American, Canadian and other Commonwealth curricula, 5 replied. Three were too small, 1 was too isolated, 1 was too new, 1 found the program too expensive, and 2 gave other reasons. Of schools using other curricula, 6 replied. All 6 were too small, 2 were too isolated, 2 enrolled too many nationalities, 2 found the program too expensive, and 5 had other reasons for not offering the complete high school program.

Summary for Question 6. Responses to question 6 revealed that 75.5% of the schools for missionary children which do not offer a complete high school program consider themselves too small to do so. A large variety of other reasons was also found, including the cost of the program, isolation of the school, staff turnover, mission and school board policy, and availability of high school at another location. Comparison of responses on the basis of geographic location, size of schools, nationality of students and type of curriculum used did not identify any great differences between or within the groups.

Question 7: Seriousness of Curriculum Adjustment

This question dealt with the seriousness of curriculum adjustment for students whose homeland was not the country from which the curriculum was drawn. A set of four responses was given, with one to be marked. Table 7 records the responses to question 7.

All Schools. Of the 76 schools in the study, 3 (3.9%) indicated that the matter was very serious, 11 (14.5%) considered it somewhat serious, 31 (40.8%) marked it not noticeably serious, 26 (34.2%) called it not at all serious, and 5 (6.6%) did not reply.

Geographic Distribution. Classification of schools by their geographic distribution revealed little difference in their responses. Of the 27 schools in South America, 1 found curriculum adjustment a very serious matter, 1 somewhat serious, 10 not noticeably, 12 not

Table 7

**Seriousness of Curriculum Adjustment for Students
from Non-curriculum Base Countries**

	Number (n=76)	Per cent of total Included in study
Very serious	3	3.9%
Somewhat serious	11	14.5%
Not noticeably serious	31	40.8%
Not at all serious	26	34.2%
No answer	5	6.6%

Table 7 (continued)

Responses by Geographic Distribution of Schools								
	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Very	1	3.7%	1	5.6%	1	20.0%	0	0.0%
Somewhat	1	3.7%	5	27.8%	0	0.0%	5	19.2%
Not noticeably	10	37.0%	10	55.5%	2	40.0%	9	34.6%
Not at all	12	44.4%	2	11.1%	1	20.0%	11	42.3%
No answer	3	11.1%	0	0.0%	1	20.0%	1	3.8%

Responses by Size of Schools

	Small Schools (n=58)		Large Schools (n=18)	
	No.	Per cent	No.	Per cent
Very	2	3.4%	1	5.6%
Somewhat	8	13.8%	3	16.7%
Not noticeably	20	34.5%	11	61.1%
Not at all	23	39.7%	3	16.7%
No answer	5	8.6%	0	0.0%

Table 7 (continued)

Responses by Variation of Student Nationality						
	over 75% American Canadian (n=58)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australian (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Very	2	3.4%	1	8.3%	0	0.0%
Somewhat	9	15.5%	2	16.7%	0	0.0%
Not notice- ably	22	37.9%	6	50.0%	3	60.0%
Not at all	22	37.9%	3	25.0%	1	20.0%
No answer	4	6.9%	0	0.0%	1	20.0%

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Very	2	3.6%	1	7.7%	0	0.0%
Somewhat	9	16.1%	2	15.4%	0	0.0%
Not noticeably	19	33.9%	8	61.5%	4	57.1%
Not at all	22	39.3%	2	15.4%	2	28.6%
No answer	4	7.1%	0	0.0%	1	14.3%

at all, and 3 did not reply. Among the 18 schools in Africa 1 considered it very serious, 5 somewhat serious, 10 not noticeably serious, and 2 not at all serious. Of the 5 schools in west Asia, 1 considered it very serious, 2 not noticeably, 1 not at all, and 1 did not answer. From the 26 schools in east Asia, 5 indicated the matter was somewhat serious, 9 called it not noticeably serious, 11 called it not at all serious and 1 did not reply.

Size of Schools. Both groups of schools in this classification responded similarly. Of the 58 small schools, 2 indicated that curriculum adjustment was a serious matter, 8 called it somewhat serious, 20 called it not noticeably serious, 23 indicated it was not at all serious, and 5 did not reply. Among the 18 large schools, 1 called it very serious, 3 somewhat serious, 11 not noticeably serious, and 3 not at all serious.

Variation of Student Nationality. Each of the three groupings of schools responded similarly to the overall picture and to the other classifications. From the 58 schools with over 75% American and Canadian students, 2 considered curriculum adjustment to be a very serious matter, 9 considered it somewhat serious, 22 called it not noticeably serious, 22 called it not at all serious, and 4 did not reply. Of the 12 schools enrolling 50% to 75% American and Canadian students, 1 considered it to be very serious, 2 somewhat serious, 6 not noticeably, and 3 not at

all serious. Among the 5 schools with 50% and more students from Britain, Australia and New Zealand, 3 said curriculum adjustment was not noticeably serious, 1 called it not at all serious, and 1 did not reply.

Basis of Curriculum Used. This classification of schools also showed little variation from the over-all pattern of responses. Of the 56 schools using only an American curriculum, 2 saw curriculum adjustment as very serious, 9 as somewhat serious, 19 as not noticeably serious, 22 as not at all serious, and 4 did not reply. Among the 13 schools using a combination of American, Canadian, and other Commonwealth curricula, 1 considered the matter very serious, 2 somewhat serious, 8 not noticeably serious, and 2 not at all serious. From the 7 schools using other curricula, the responses were similar. Of these, 4 said the problem was not noticeably serious, 2 called it not at all serious, and 1 did not reply.

Summary for Question 7. Responses to question 7 revealed that missionary schools generally do not have a serious problem of curriculum adjustment for children from countries other than the one(s) from which the curriculum was drawn. Seventy-five per cent of the responses were that the situation was not noticeably serious, or not at all serious. Comparison of answers on the basis of geographic distribution, school size, nationality of students, and type of curriculum used did not show any group of schools which differed greatly from the total situation. The reader

is referred to the discussion of questions 11 through 16 for indications of specific areas of concern.

question 8: First Language Problems

This question sought to identify those schools which had in the enrollment some students whose first language, or mother tongue, was not the language used in the instruction given at the school. Table 8 records the responses to question 8.

Table 8

Schools Having Students Whose Mother Tongue
is Not the Language of Instruction

	Number (n=76)	Per cent of total included in study
Yes	50	65.8%
No	22	28.9%
No answer	4	5.3%

Responses by Geographic Distribution of Schools

	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Yes	18	66.7%	14	77.8%	3	60.0%	15	57.7%
No	9	33.3%	3	16.7%	1	20.0%	9	34.6%
No answer	0	0.0%	1	5.6%	1	20.0%	2	7.7%

Table 8 (continued)

Responses by Size of Schools				
	Small Schools (n=58)		Large Schools (n=18)	
	No.	Per cent	No.	Per cent
Yes	32	55.2%	18	100.0%
No	22	37.9%	0	0.0%
No answer	4	6.9%	0	0.0%

Responses by Variation of Student Nationality						
	over 75% American Canadian (n=58)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australian (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	38	65.5%	9	75.0%	3	60.0%
No	17	29.3%	2	16.7%	2	40.0%
No answer	3	5.2%	1	8.3%	0	0.0%

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Yes	37	66.1%	9	69.2%	4	57.1%
No	15	26.8%	4	30.8%	3	42.9%
No answer	4	7.1%	0	0.0%	0	0.0%

All Schools. Of the 76 schools in the study, 50 (65.8%) reported having such students enrolled, 22 (28.9%) reported no students in this category, and 4 (5.3%) did not answer the question. Checking the school census information provided in question 1 of the questionnaire revealed that 21 schools enrolled children from the host country, while all 50 schools enrolled children from other language areas. Many of these schools enroll only a few of these children.

Geographic Distribution. This classification of schools revealed no change in the responses. In South America, 18 out of 27 schools enrolled students with a mother tongue not used for instruction at the school, and 9 schools did not have such students enrolled. In Africa, 14 of 18 schools had students in this group, 3 did not, and 1 did not answer. In west Asia, 3 of 5 schools enrolled these children, 1 did not and 1 did not answer. In east Asia, 15 of 26 schools reported enrolling these children, 9 did not, and 2 did not reply to the question.

Size of Schools. Both groups of schools in this classification responded similarly to the over-all picture. Among the 58 small schools, 32 were enrolling children whose mother tongue was not the language of instruction, 22 were not, and 4 did not reply. All 18 large schools reported enrolling these children.

Variation of Student Nationality. Each of these three groups of schools responded similarly. From the 58 schools with over 75% American and Canadian students, 36 reported enrolling children whose mother tongue was not the language of instruction, 17 reported no such children enrolled, and 3 did not reply. Of the 12 schools enrolling 50% to 75% American and Canadian children, 9 did have such children enrolled, 2 did not, and 1 did not reply. From the 5 schools with 50% and more students from Britain, Australia and New Zealand, 3 had these children enrolled, and 2 did not.

Basis of Curriculum Used. This grouping of schools also showed little variation from the over-all picture. Of the 56 schools using only an American curriculum, 37 had enrolled children whose mother tongue was not the language of instruction, 15 did not have any such children enrolled, and 4 did not reply. Among the 13 schools using a combination of American, Canadian and Commonwealth curricula, 9 did have these children enrolled and 4 did not. Of the 7 schools using other curricula, 4 had such children, and 3 did not.

Summary for Question 8. Responses to question 8 indicated that 65.8% of missionary schools have among their students some whose mother tongue is not the language of instruction at the school they attend. Comparison of answers on the basis of geographic distribution of schools, size of schools, variation of student nationality and basis

of curriculum used revealed that no one group of schools was noticeably different in this regard, except that all the large schools indicated that they did have these students, while 58% of the small schools enrolled them.

Question 9: Language Interaction Problems

This question asked that schools with children whose mother tongue was not the language of instruction attempt to evaluate the interaction of the two languages. Thus the question asked for an estimate of the effect of studying in one language at the missionary school on the ability to study in the mother tongue. A scale of five choices was given, with one to be checked. Table 9 records the responses to question 9.

Table 9

Effect of Language of Instruction on Ability to
Comprehend Instruction in Mother Tongue

	Number (n=50)	Per cent of total responses to question
Strongly beneficial	3	6.0%
Somewhat beneficial	6	12.0%
Neutral	14	28.0%
Somewhat restrictive	17	34.0%
Strongly restrictive	3	6.0%
No answer	7	14.0%

Table 9 (continued)

Responses by Geographic Distribution of Schools								
	South America (n=18)		Africa (n=14)		Asia: west (n=3)		Asia: east (n=15)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Strongly beneficial	1	5.6%	2	14.3%	0	0.0%	0	0.0%
Somewhat beneficial	4	22.2%	2	14.3%	0	0.0%	0	0.0%
Neutral	4	22.2%	4	28.6%	2	66.7%	4	26.7%
Somewhat restrictive	5	27.8%	3	21.4%	1	33.3%	8	53.3%
Strongly restrictive	1	5.6%	0	0.0%	0	0.0%	2	13.3%
No answer	3	16.7%	3	21.4%	0	0.0%	1	6.7%

Responses by Size of Schools

	Small Schools (n=32)		Large Schools (n=18)	
	No.	Per cent	No.	Per cent
Strongly beneficial	2	6.3%	1	5.6%
Somewhat beneficial	4	12.5%	2	11.1%
Neutral	7	21.9%	7	38.9%
Somewhat restrictive	10	31.3%	7	38.9%
Strongly restrictive	3	9.4%	0	0.0%
No answer	6	18.8%	1	5.6%

Table 9 (continued)

Responses by Variation of Student Nationality						
	Over 75% American Canadian (n=38)		50%-75% American Canadian (n=9)		50% and over British, New Zealand, Australian (n=3)	
	No.	Per cent	No.	Per cent	No.	Per cent
Strongly beneficial	1	2.6%	2	22.2%	0	0.0%
Somewhat beneficial	5	13.2%	1	11.1%	0	0.0%
Neutral	10	26.3%	2	22.2%	2	66.7%
Somewhat restrictive	13	34.2%	3	33.3%	1	33.3%
Strongly restrictive	2	5.3%	1	11.1%	0	0.0%
No answer	7	18.4%	0	0.0%	0	0.0%

Responses by Basis of Curriculum Used						
	American curriculum only (n=37)		American & Canadian & other Commonwealth curricula (n=9)		Other curricula (n=4)	
	No.	Per cent	No.	Per cent	No.	Per cent
Strongly beneficial	2	5.4%	1	11.1%	0	0.0%
Somewhat beneficial	6	16.2%	0	0.0%	0	0.0%
Neutral	9	24.3%	3	33.3%	2	50.0%
Somewhat restrictive	12	32.4%	3	33.3%	2	50.0%
Strongly restrictive	1	2.7%	2	22.2%	0	0.0%
No answer	7	18.9%	0	0.0%	0	0.0%

All Schools. Of the 50 schools to which this question applied, 3 (6.0%) reported the effect as strongly beneficial, 6 (12.0%) as somewhat beneficial, 14 (28.0%) as neutral, 17 (34.0%) as somewhat restrictive, 3 (6.0%) as strongly restrictive, and 7 (14.0%) did not reply. A check of the questionnaires revealed that of these 7 schools, 5 reported 6 or less students with mother tongue not the language of instruction, 1 school had 15 students in this group, and 1 had 45. Two of the 7 schools commented that the situation was difficult to assess since contact with the children was often lost when they returned to their homeland for further studies.

Geographic Distribution. This classification of schools revealed no change in the pattern of responses. Of the 18 schools to which the question applied in South America, 1 reported the effect as strongly beneficial, 4 as somewhat beneficial, 4 as neutral, 5 as somewhat restrictive, and 1 as strongly restrictive; while 3 did not reply. Among the 14 schools in Africa, 2 considered the effect strongly beneficial, 2 somewhat beneficial, 4 neutral, 3 somewhat restrictive, and 3 did not reply. Of the 3 schools in west Asia, 2 considered the effect to be neutral, and 1 somewhat restrictive. Of the 15 schools in east Asia, 4 reported the effect as neutral, 8 somewhat restrictive, 2 strongly restrictive, and 1 did not reply.

Size of Schools. Both groups of schools in this

classification responded similarly to the over-all picture. Of the 32 small schools for which the question was applicable, 2 reported the effect of the language of instruction on ability to study in the mother tongue to be strongly beneficial, 4 somewhat beneficial, 7 neutral, 10 somewhat restrictive, 3 strongly restrictive, and 6 did not reply. Of the 18 large schools, 1 reported the effect as strongly beneficial, 2 somewhat beneficial, 7 neutral, 7 somewhat restrictive, and 1 did not reply.

Variation of Student Nationality. Each of the three groups of schools responded similarly. From the 38 schools with over 75% American and Canadian students, 1 reported the effect of the language of instruction on ability to study in the mother tongue to be strongly beneficial, 5 somewhat beneficial, 10 neutral, 13 somewhat restrictive, 2 strongly restrictive, and 7 did not reply. Among the 9 schools enrolling from 50% to 75% American and Canadian students, 2 reported the effect as strongly beneficial, 1 somewhat beneficial, 2 neutral, 3 somewhat restrictive, and 1 strongly restrictive. Of the 3 schools enrolling 50% and more British, Australian and New Zealand students, 2 reported the effect to be neutral, and 1 somewhat restrictive.

Basis of Curriculum Used. This grouping of schools also showed little variation from the over-all picture. Of the 37 schools using only an American curriculum, 2 reported the effect to be strongly beneficial, 6 somewhat

beneficial, 9 neutral, 12 somewhat restrictive, 1 strongly restrictive, and 7 did not reply. Among the 9 schools using a combination of American, Canadian and other Commonwealth curricula, 1 reported the effect to be strongly beneficial, 3 neutral, 3 somewhat restrictive, and 2 strongly restrictive. Of the 4 schools using other curricula, 2 reported the effect to be neutral, and 2 somewhat restrictive.

Summary for Question 9. Responses to question 9 indicated that 40.0% of missionary schools which enroll students whose mother tongue is not the language of instruction at the school consider that these students are restricted in their ability to study in their mother tongue by their use of the language of the school. Comparison of answers on the basis of geographic distribution of schools, size of schools, variation of student nationality, and basis of curriculum used revealed that the situation is common to all groups of schools investigated.

Question 10: Subject Areas Presenting Curriculum Problems

This question asked for identification of subjects and grade levels at which curriculum adjustment problems most frequently arose in the schools. Answers to this question varied greatly. Since some schools listed only one subject, while others listed several, and since the identification of the subject and grade level varied as well, a list was made on the basis of the frequency of

identification within general subject groupings. This list is given in Table 10.

Table 10
Subjects and Grade Levels Presenting
Curriculum Problems

Subject Group	Grade Levels	Number of times identified in Question 10
Language Arts	1-8	29
- Reading	1-8	12
- Grammar, Composition	1-8	10
- Spelling	all levels	6
- Handwriting	primary	1
English, Composition	11-12	2
Social Studies, History Geography	3-8	19
Social Studies, History Geography	9-12	3
Mathematics	1-8	7
Mathematics	7-12	6
Science	4-8	6
Biology, Physics	10-12	8
French, Spanish	elementary	2
French, Latin	secondary	1
Bible, Religious Knowledge	all levels	4
basic sports skills	all levels	2

This tabulation of information indicated that the language arts in the elementary grades gave the most

difficulties. With 48.7% of the schools (Table 4) teaching only the elementary grades, this might be expected. Other subject areas presenting problems to several schools included the social studies at both elementary and secondary levels, mathematics at both of these levels, and science in the upper elementary and the secondary grades.

Question 11: Main Curriculum Adjustment Problems

This question asked that problems in curriculum adjustment be ranked in order of seriousness, beginning with the most serious. Five problems were suggested, with space left for others to be written in. The five suggested were: meeting matriculation requirements of the homeland, overlap of course content between the homeland and the missionary school, lack of continuity in courses between homeland and missionary school, staffing the missionary school, and inadequate resources, materials and facilities.

Some respondents ranked only two or three of the five given, some wrote in an extra response and included it in the ranking, while some did not rank at all but simply checked those which applied to their situation. In order to obtain a usable over-all set of rankings, the following procedure was used:

a) if all five given choices were ranked, these rankings were recorded.

b) if only some of the five given choices were ranked, the unranked options were assigned the median

rank of the unused rankings, and then the completed ranking was recorded. For instance, if three items were ranked 1, 2, and 3, then the two remaining items were given a rank of 4.5 each.

c) if a "write-in" item was ranked with those given, the rankings were adjusted to omit the "write-in" item so that a comparison could be made of the given items. For instance, if three items were ranked, with the "write-in" item given a rank of 2, then rank 1 remained, rank 2 was assigned to the item marked 3, and the three remaining, non-ranked items were each assigned a rank of 4.

d) if a "write-in" item was the only one ranked, it was noted as a curriculum adjustment problem, but not considered in the calculation of median ranks.

e) if items were checked, but not ranked, these were noted, but were not considered in the calculation of median ranks.

When all rankings had been recorded, the median ranking for each item in each classification of schools was determined by listing the rankings in numerical order, and counting from each end to the median rank. These median rankings are tabulated in Table 11.

All Schools. Three of the suggested problems were given equal rankings of 4. These problems were: meeting matriculation requirements of the homelands, overlap of course content between the homeland and the missionary

Table 11

Ranking of Main Curriculum Adjustment Problems
(1=most serious, 5=least serious)

	Median of assigned Ranks
Inadequate resources, materials, facilities	2
Staffing the missionary school	2
Overlap of course content between homeland and missionary school	4
Lack of course continuity between homeland and missionary school	4
Meeting homeland matriculation requirements	4

Responses by Geographic Distribution of Schools

	South America	Africa	Asia; west	Asia; east
	Median of assigned ranks	Median of assigned ranks	Median of assigned ranks	Median of assigned ranks
Inadequate resources	2	2	3	1
Staffing	2	3	2.5	2
Overlap of content	4	3	3	3.25
Lack of continuity	4	3	3	4
Meeting homeland requirements	4	4	2.5	4.5

Table 11 (continued)

Responses by Size of Schools		
	Small Schools	Large Schools
	Median of assigned ranks	Median of assigned ranks
Inadequate resources	2	2
Staffing	2	2
Overlap of content	3.5	4
Lack of continuity	3.75	4
Meeting homeland requirements	4	4

Responses by Variation of Student Nationality

	Over 75% American Canadian	50%-75% American Canadian	50% and over British, New Zealand, Australia
	Median of assigned ranks	Median of assigned ranks	Median of assigned ranks
Inadequate resources	2	2.5	1
Staffing	2	1.5	3.75
Overlap of content	4	3.5	2.75
Lack of continuity	4	3	3.75
Meeting homeland requirements	4	4.5	4

Table 11 (continued)

Responses by Basis of Curriculum used			
	American curriculum only	American & Canadian & other Commonwealth curricula	Other curricula
	Median of assigned ranks	Median of assigned ranks	Median of assigned ranks
Inadequate resources	1.5	3	1
Staffing	2	1.5	3.75
Overlap of content	3.5	4	2.75
Lack of continuity	3.5	4	3.75
Meeting homeland requirements	4	4	4

school, and the lack of continuity in courses between the homeland and the missionary school. The other two problems were considered more serious, and given a ranking of 2. These were: staffing the missionary school, and the inadequacy of resources, materials and facilities. Many schools also wrote in other problems which they faced. Some of these problems are: teaching several grades in one classroom, trying to include something of local culture and history without missing out on studying that of the homelands, keeping up with curriculum changes in the homeland, obtaining special secondary staff such as Physical Education, Home Economics, and Business Courses instructors, scheduling the school year so that neither Australian nor

American children lose 6 to 8 months when transferring to or from the homeland, and obtaining books and equipment from the homelands with uncertainties of boat mail and shipping regulations. One principal commented, "Our biggest problem is satisfying the parents that what we are offering is adequate for their homeland." Another said, "Some students find homeland schools are not as challenging as ours, and either get bored, or learn to be lazy, or both."

Geographic Distribution. Classification of schools by their location indicated that schools in each part of the world, except west Asia, rank their curriculum adjustment problems similarly. Schools in South America gave a rank of 2 to staffing, and to inadequate resources, and a rank of 4 to meeting homeland requirements, overlap of course content, and lack of course continuity. Schools in Africa gave a rank of 2 to inadequate resources, of 3 to staffing, overlap of content, and lack of continuity, and of 4 to meeting homeland requirements. Schools in east Asia gave a rank of 1 to inadequate resources, of 2 to staffing, of 3.25 to overlap of content, of 4 to lack of continuity, and of 4.5 to meeting homeland requirements. In west Asia, schools ranked staffing and meeting homeland requirements equally at 2.5, and gave a rank of 3 to inadequate resources, overlap of course content, and lack of continuity.

Size of Schools. Both large and small schools ranked the problems in the same way. Small schools gave a rank of 2 to staffing and to inadequate resources, of 3.5

to overlap of content, of 3.75 to lack of continuity, and of 4 to meeting homeland requirements. Large schools also gave a rank of 2 to staffing and to inadequate resources, and of 4 to overlap of content, lack of continuity and meeting homeland requirements.

Variation of Student Nationality. Classifying the schools on this basis indicated only one slight variation from the over-all pattern. This was in the schools with 50% and more students from Britain, Australia and New Zealand. These schools gave inadequate resources a rank of 1, overlap of content 2.75, staffing and lack of continuity 3.75, and meeting homeland requirements 4. Staffing has been ranked lower here than in the over-all pattern. Schools with over 75% American and Canadian students gave a rank of 2 to staffing and to inadequate resources and a rank of 4 to meeting homeland requirements, to overlap of course content, and to lack of course continuity. Schools with 50% to 75% American and Canadian students gave a rank of 1.5 to staffing, 2.5 to inadequate resources, 3 to lack of continuity, 3.5 to overlap of content, and 4.5 to meeting homeland requirements.

Basis of Curriculum Used. The three groups of schools in this classification all ranked the problems similarly. Schools using only an American curriculum gave a rank of 1.5 to inadequate resources, 2 to staffing, 3.5 to overlap of content and lack of continuity, and 4 to meeting homeland requirements. Schools using a combination

of American, Canadian and other Commonwealth curricula gave a rank of 1.5 to staffing, 3 to inadequate resources and 4 to each of overlap of content, lack of continuity and meeting homeland requirements. Schools using other curricula gave a rank of 1 to inadequate resources, 2.75 to overlap of content, 3.75 to staffing and lack of continuity and 4 to meeting homeland requirements.

Summary for Question 11. Responses to question 11 indicated that missionary schools considered staffing, and resources to be their main curriculum adjustment problems. Comparison of responses on the basis of geographic distribution indicated that schools in west Asia find staffing and meeting homeland requirements most serious, while other schools fit the general pattern. Comparison on the basis of size revealed no differences, but on the basis of variation of student nationality, schools with a majority of British, Australian and New Zealand students were shown to rank staffing lower, and overlap of content higher than other groups. Classification on the basis of curriculum used showed that this made no great difference in the ranking of curriculum adjustment problems.

Question 12: Homelands of Students Having Difficulty

This question asked for identification of the homelands of students who most frequently have curriculum adjustment problems. Table 12 presents the two listings developed from answers to this question. This indicated

Table 12

Homelands of Students with Curriculum
Adjustment Difficulties

On transfer from the missionary school to the homeland

<u>Homeland</u>	<u>Number of Schools reporting</u>
Britain, Australia, New Zealand	15
continental Europe	8
Canada	7
United States	5
other countries	4

On transfer from the homeland to the missionary school

<u>Homeland</u>	<u>Number of Schools reporting</u>
Britain, Australia, New Zealand	12
United States	11
continental Europe	9
Canada	8
other countries	5

that the same countries were involved in curriculum adjustment problems in both types on transfer, and that Britain, Canada, Australia and the United States were most often involved. This was to be expected since all the schools in the study had a majority of students from these countries. The other main region whose students have problems

at missionary schools was Europe. Table 13 summarizes the enrollments of the 76 schools surveyed. One principal whose school follows a British style curriculum commented, "The American point system is rigid--our pupils often have to begin again in a course where they have 4 years credit with us (eg French)." The principal of a small school using a combined Canadian-Australian curriculum wrote, "The greatest difficulty in curriculum adjustment comes after third grade where we've had Canadian and Australian children. After third grade the subject matter differs much more; and the 'junior-high-like' system of Australian education brings a greater break after sixth grade." Another principal said, "If students come from a non-American or non-British school, adjustment difficulties are greatest at the point of entry, rapidly diminishing after the first few months."

Table 13

Homelands of Students Enrolled at Schools Surveyed

	Number of students	Per cent of total students
United States	4,709	76.4%
Britain, Australia, New Zealand	468	7.6%
Canada	458	7.4%
host country of missionary school	249	4.1%
continental Europe	167	2.7%
other countries	<u>111</u>	<u>1.8%</u>
Total	6,162	100.0%

Question 13: Helping Students Enter the School

This question asked for identification of the methods used to minimize curriculum adjustment problems when students entered the school for the first time or returned after studying in the homeland. Six methods were suggested, with provision for others to be written in, as well as the statement "no specific measures used." There was no limit placed on the number of responses chosen. Table 14 tabulates the responses to this question.

All Schools. The most common method of assisting students was by use of individual tutorials. Of the 76 schools in the study, 54 (71.1%) reported using tutorial help, 28 (36.8%) used correlation of courses with those in

Table 14

Helping Students Enter the Missionary School

	Number (n=76)	Per cent of total included in study
orientation sessions	5	6.6%
Individual tutorial help	54	71.1%
Classes for those below school's standards	15	19.7%
Classes for those having missed required courses	10	13.2%
Acceleration for those above school's standards	16	21.1%
Correlation of courses with homeland courses	28	36.8%
No specific measures	6	7.9%
Other responses	7	9.2%

Table 14 (continued)

Responses by Geographic Distribution of Schools

	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Orientation	1	3.7%	0	0.0%	1	20.0%	3	11.5%
Tutorial	17	62.9%	14	77.8%	4	80.0%	19	73.1%
Classes if below stan- dard	7	25.9%	2	11.1%	0	0.0%	6	23.1%
Classes if required courses missed	5	18.5%	0	0.0%	2	40.0%	3	11.5%
Acceleration	4	14.8%	4	22.2%	2	40.0%	6	23.1%
Correlation with home- land	13	48.1%	5	27.8%	2	40.0%	8	30.8%
No specific measures	2	7.4%	2	11.1%	0	0.0%	2	7.7%
Other responses	1	3.7%	1	5.6%	2	40.0%	3	11.5%

Table 14 (continued)

Responses by Size of Schools				
	Small Schools (n=58)		Large Schools (n=18)	
	No.	Per cent	No.	Per cent
Orientation	1	1.7%	4	22.2%
Tutorial	39	67.2%	15	83.3%
Classes if below standard	8	13.8%	6	33.3%
Classes if required courses missed	6	10.3%	5	27.8%
Acceleration	10	17.2%	6	33.3%
Correlation with homeland	20	34.5%	8	44.4%
No specific measures	6	10.3%	0	0.0%
Other responses	4	6.9%	3	16.7%

Table 14 (continued)

Responses by Variation of Student Nationality						
	Over 75% American Canadian (n=59)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australia (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Orien- tation	4	6.8%	1	8.3%	0	0.0%
Tutorial	43	72.9%	8	66.7%	3	60.0%
Classes if below stan- dard	10	16.9%	4	33.3%	1	20.0%
Classes if required courses missed	6	10.1%	3	25.0%	0	0.0%
Acceler- ation	13	22.0%	2	16.7%	2	40.0%
Correlation with home- land	21	35.6%	7	58.3%	0	0.0%
No specific measures	6	10.1%	0	0.0%	0	0.0%
Other responses	3	5.1%	2	16.7%	2	40.0%

Table 14 (continued)

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Orientation	4	7.1%	1	7.7%	0	0.0%
Tutorial	40	71.4%	9	69.2%	6	85.7%
Classes if below standard	9	16.1%	4	30.7%	2	28.6%
Classes if required courses missed	6	10.7%	4	30.7%	0	0.0%
Acceleration	10	17.9%	4	30.7%	2	28.6%
Correlation with homeland	21	37.5%	5	38.5%	2	28.6%
No specific measures	6	10.7%	0	0.0%	0	0.0%
Other responses	1	1.8%	3	23.1%	3	42.9%

the homelands, 16 (21.1%) used acceleration for students above the school's standards, 15 (19.7%) provided special classes for those below the school's standards, 10 (13.2%) provided special classes for those who had missed courses required by the school, 5 (6.6%) held orientation sessions,

6 (7.9%) used no specific measures, and 7 (92.%) made other responses. These included using correspondence courses to meet specific needs, waiving certain requirements in special cases, and attempting to make adjustments by determining equivalency of courses involved.

Geographic Distribution. Classification of schools by their location showed that schools in each region of the world use the same methods to help their pupils adjust to the school's requirements. Of the 27 schools in South America, 17 used tutorials, 13 correlation with homeland courses, 7 special classes for those below standard, 5 special classes for missed courses, 4 acceleration for those above standard, 1 orientation sessions, 2 no specific measures, and 1 another method. Of the 18 schools in Africa, 14 used tutorials, 5 correlation with homeland courses, 4 acceleration for those above standard, 2 special classes for those below standard, 2 no specific measures, and 1 another method. Among the 5 schools in west Asia, 4 used tutorials, 2 acceleration for those above standard, 2 correlation with homeland courses, 2 special classes for missed courses, 1 orientation, and 2 other methods. From the 26 schools in east Asia, 19 used tutorials, 8 correlation with homeland courses, 6 special classes for those below standard, 6 acceleration for those above standard, 3 special classes for missed courses, 3 orientation, 2 no specific measures, and 3 other methods.

Size of Schools. Both groups of schools in this

classification responded in the same way. Of the 58 small schools, 39 used tutorials to help students adjust to school, 20 correlation with homeland courses, 10 acceleration for those above standard, 8 special classes for those below standard, 6 special classes for missed courses, 1 orientation, 6 no specific measures, and 4 other methods. Among the 18 large schools, 15 used tutorials, 8 correlation with homeland courses, 6 acceleration for those above standard, 6 special classes for those below standard, 5 special classes for missed courses, 4 orientation, and 3 other methods.

Variation of Student Nationality. Classifying schools in this way revealed that only one group's responses were similar to those of the total response. This was the group of 59 schools with over 75% American and Canadian students. Of these, 43 used tutorials to help their students adjust, 21 correlation with homeland courses, 13 acceleration for those above standard, 10 special classes for those below standard, 6 special classes for missed courses, 4 orientation, 6 no specific measures, and 3 other methods. Schools enrolling from 50% to 75% American and Canadian students reported less common use of acceleration for those above standard. Of these 12 schools, 8 used tutorials, 7 correlation with homeland courses, 4 special classes for those below standard, 3 special classes for missed courses, 2 acceleration for those above standard, 1 orientation, and 2 other methods. Schools enrolling 50%

and more British, Australian and New Zealand students reported a smaller variety of methods. Of these 5 schools, 3 reported using tutorials, 2 acceleration for those above standard, 1 special classes for those below standard, and 2 other methods.

Basis of Curriculum Used. The three groups in this classification all reported using similar methods of helping students to adjust to the school. Of the 56 schools using only an American curriculum, 40 used tutorials, 21 correlation with homeland courses, 10 acceleration for those above standard, 9 special classes for those below standard, 6 special classes for missed courses, 4 orientation, 6 no specific measures, and 1 another method. From the 13 schools using a combination of American, Canadian and other Commonwealth curricula, 9 reported using tutorials, 5 correlation with homeland courses, 4 acceleration for those above standard, 4 special classes for those below standard, 4 special classes for missed courses, 1 orientation, and 3 other methods. Among the 7 schools using other curricula, 6 used tutorials, 2 correlation with homeland courses, 2 acceleration for those above standard, 2 special classes for those below standard, and 3 other methods.

Summary for Question 13. Responses to question 13 indicated that the most common method of assisting students to adjust to the missionary school was individual tutorial. Several principals commented that since enrollments were

small, individual help was quite easily provided as the need arose. Orientation sessions were reported very seldom, perhaps because individual tutorial help provides opportunity for orientation information at a more personal level. Comparison of responses by geographic distribution, school size, and basis of curriculum used showed that there was little difference in these groups of schools. Comparison of responses by variation of student nationality showed slight differences between the three groups. Schools having over 75% American and Canadian students were like the total group of schools in their responses; those with from 50% to 75% American and Canadian students reported using acceleration less frequently; and those with a majority of British, Australian and New Zealand students reported a smaller variety of methods for helping their students.

Question 14: **Helping Students Transfer to Homeland**

This question asked for identification of the methods used to minimize curriculum adjustment problems when students transferred from the missionary school to continue education in the homeland. Six methods were suggested, with provision for others to be written in, as well as the statement "no specific measures used." There was no limit placed on the number of responses chosen. Table 15 tabulates the responses to this question.

All schools. One method was much more frequently

Table 15

Helping Students Transfer to Homeland
Schools and Colleges

	Number (n=76)	Per cent of total included in study
Courses similar to those in homeland of majority of students	60	78.9%
Courses similar to those in homeland with higher standards	15	19.7%
Preparation for entrance examinations	16	21.1%
Specific courses required by cer- tain homelands	11	14.5%
Texts, materials from countries other than curriculum base country	17	22.4%
Employ teachers from various homelands	19	25.0%
No specific measures	5	6.6%
Other responses	5	6.6%

Table 15 (continued)

Responses by Geographic Distribution of Schools								
	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Courses like homeland of majority	21	77.8%	15	83.3%	5	100.0%	19	73.1%
Courses like homeland with higher standard	5	18.5%	6	33.3%	2	40.0%	2	7.7%
Preparation for entrance exams	2	7.4%	5	27.8%	2	40.0%	7	26.9%
Specific courses required	4	14.8%	2	11.1%	2	40.0%	3	11.5%
Texts, materials from other homelands	2	7.4%	4	22.2%	3	60.0%	8	30.8%
Teachers from various homelands	6	22.2%	5	27.8%	2	40.0%	6	23.1%
No specific measures	2	7.4%	1	5.6%	0	0.0%	2	7.7%
Other responses	2	7.4%	2	11.1%	0	0.0%	1	3.9%

Table 15 (continued)

Responses by Size of Schools				
	Small Schools (n=58)		Large Schools (n=18)	
	No.	Per cent	No.	Per cent
Courses like homeland of majority	44	75.9%	16	88.9%
Courses like homeland with higher standards	8	13.8%	7	38.9%
Preparation for entrance examina- tions	9	15.5%	7	38.9%
Specific courses required by homelands	7	12.1%	4	22.2%
Texts, materials from other homelands	11	18.9%	6	33.3%
Teachers from various homelands	10	17.2%	9	50.0%
No specific measures	4	6.9%	1	5.6%
Other reasons	2	3.4%	3	16.7%

Table 15 (continued)

Responses by Variation of Student Nationality

	Over 75% American Canadian (n=59)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australian (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Courses like home- land with majority	45	76.3%	11	91.7%	3	60.0%
Courses like home- land with higher standard	13	22.0%	2	16.7%	1	20.0%
Preparation for entrance exams	9	15.3%	4	33.3%	3	60.0%
Specific courses required	7	11.9%	3	25.0%	1	20.0%
Texts, materials from other homelands	8	13.6%	5	41.7%	3	60.0%
Teachers from various homelands	11	18.7%	6	50.0%	2	40.0%
No specific measures	4	6.8%	1	8.3%	0	0.0%
Other responses	3	5.1%	1	8.3%	1	20.0%

Table 15 (continued)

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other Curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Courses like homeland of majority	44	78.6%	10	76.9%	6	85.7%
Courses like homeland with higher standards	11	19.6%	4	30.8%	1	14.3%
Preparation for entrance exams	10	17.9%	4	30.8%	2	28.6%
Specific courses required	3	5.4%	4	30.8%	3	42.9%
Texts, materials from other homelands	7	12.5%	6	46.2%	5	71.4%
Teachers from various homelands	8	14.3%	8	61.5%	3	42.9%
No specific measures	5	8.9%	0	0.0%	0	0.0%
Other responses	3	5.4%	0	0.0%	2	28.6%

used than any of the others. Of the 76 schools in the study, 60 (78.9%) offered courses similar to those in the homeland of the majority of the students, while 19 (25.0%) employed teachers from many of the homelands of the students, 17 (22.4) used texts and materials from countries other than that from which the school curriculum was drawn, 16 (21.1%) provided preparation for entrance examinations in the homeland, 15 (19.7%) offered courses similar to those in the homeland which had the higher standards, 11 (14.5%) offered special courses as needed by students from certain countries, 5 (6.6%) used no specific measures, and 5 (6.6%) made other responses. These included sending the cumulative file to the new school, requiring high standards of achievement in order to prepare the children well, using correspondence courses to meet specific needs, and maintaining contact with teachers and teacher organizations in the homelands to keep up with current thought and methods. One principal wrote, "We outline reading schedules in the geography, history and literature of the home countries whenever possible, and offer time and encouragement to students to pursue these in languages not spoken by our staff, such as German and Swedish."

Geographic Distribution. Classification of schools by their location showed that schools in each region report a different sequence of methods, even though the same method is most common in each group. Of the 27 schools in South America, 21 offered courses similar to

those in the homeland of the majority of students, 6 employed teachers from many of the homelands, 5 offered courses similar to those in the homeland with the higher standards, 4 offered special courses as needed, 2 provided preparation for entrance examinations, 2 used texts and materials from countries other than that from which the school curriculum was drawn, 2 used no specific measures, and 2 gave other responses. From the 18 schools in Africa, 15 offered courses similar to those in the homeland of the majority of students, 6 offered courses similar to those in the homeland with the higher standards, 5 employed teachers from many of the homelands, 5 provided preparation for entrance examinations, 4 used texts and materials from countries other than that from which the school curriculum was drawn, 2 offered special courses as needed, 1 used no specific measures, and 2 gave other responses. Of the schools in west Asia, all 5 offered courses similar to those in the homeland of the majority of students, 3 used texts and materials from countries other than that from which the school curriculum was drawn, 2 offered courses similar to those in the homeland with the higher standards, 2 provided preparation for entrance examinations, 2 employed teachers from many of the homelands, and 2 offered special courses as needed. Among the 26 schools in east Asia, 19 offered courses similar to those in the homeland of the majority of students, 8 used texts and materials from countries other than that from which the school curriculum was drawn, 7

provided preparation for entrance examinations, 6 employed teachers from many of the homelands, 3 offered special courses as needed, 2 offered courses similar to those in the homeland with the higher standards, 2 used no specific measures, and 1 reported another method.

Size of Schools. Both groups of schools in this classification responded in the same way. Of the 58 small schools, 44 offered courses similar to those in the homeland of the majority of the students, 11 used texts and materials from countries other than that from which the school curriculum was drawn, 10 employed teachers from many of the homelands, 9 provided preparation for entrance examinations, 8 offered courses similar to those in the homeland with the higher standards, 7 offered special courses as needed, 4 used no specific measures, and 2 reported other methods. Among the 18 large schools, 15 offered courses similar to those in the homeland of the majority of the students, 9 employed teachers from many of the homelands, 7 provided preparation for entrance examinations, 7 offered courses similar to those in the homeland with the higher standards, 6 used texts and materials from countries other than that from which the school curriculum was drawn, 4 offered special courses as needed, 1 used no specific measures, and 3 gave other responses.

Variation of Student Nationality. Classifying schools in this way revealed that responses of one group

of schools differed from the over-all pattern. This was the schools enrolling over 75% American and Canadian students, where offering courses similar to the homeland with the higher standards was reported more frequently. Of these 59 schools, 45 offered courses similar to those in the homeland of the majority of students, 13 offered courses similar to those in the homeland with the higher standards, 11 employed teachers from many of the homelands, 9 provided preparation for entrance examinations, 8 used texts and materials from countries other than that from which the school curriculum was drawn, 7 offered special courses as needed, 4 used no specific measures, and 3 used other methods. From the 12 schools enrolling from 50% to 75% American and Canadian students, 11 offered courses similar to those in the homeland of the majority of students, 6 employed teachers from many of the homelands, 5 used texts and materials from countries other than that from which the school curriculum was drawn, 4 provided preparation for entrance examinations, 3 offered special courses as needed, 2 offered courses similar to those in the homeland with the higher standards, 1 used no specific measures, and 1 gave another response. Among the 5 schools enrolling 50% and more students from Britain, Australia and New Zealand, 3 offered courses similar to those in the homeland of the majority of students, 3 provided preparation for entrance examinations, 3 used texts and materials from countries other than that from which the school curriculum was drawn, 2 employed

teachers from many of the homelands, 1 offered courses similar to those in the homeland with the higher standards, 1 offered special courses as needed, and 1 used another method.

Basis of Curriculum Used. Classification of schools in this way revealed that schools using only an American curriculum make less use of teachers from other countries, and of texts and materials from other countries than is generally the case. Of these 56 schools, 44 offered courses similar to those in the homeland of the majority of students, 11 offered courses similar to those in the homeland with the higher standards, 10 provided preparation for entrance examinations, 8 employed teachers from many of the homelands, 7 used texts and materials from countries other than that from which the school curriculum was drawn, 3 offered special courses as needed, 5 used no specific measures, and 3 reported other methods. Among the 13 schools using a combination of American, Canadian and other Commonwealth curricula, 10 offered courses similar to those in the homeland of the majority of students, 8 employed teachers from many of the homelands, 6 used texts and materials from countries other than that from which the school curriculum was drawn, 4 provided preparation for entrance examinations, 4 offered courses similar to those in the homeland with the higher standards, and 4 offered special courses as needed. Of the 7 schools using other curricula, 6 offered courses similar to those in the

homeland of the majority of students, 5 used texts and materials from countries other than that from which the school curriculum was drawn, 3 employed teachers from many of the homelands, 3 offered special classes as needed, 2 provided preparation for entrance examinations, 1 offered courses similar to those in the homeland with the higher standards, and 2 used other methods.

Summary for question 14. Responses to question 14

indicated that the most common method of assisting students to adjust to education in their homelands was to offer courses similar to those in the homeland of the majority of the students. Comparison of responses by geographic distribution and size of schools showed only small variation in the frequencies with which other methods were reported. Variation of student nationality indicated that schools with over 75% American and Canadian students offered courses similar to those in the homeland with the higher standards much oftener than was generally done. This may be because this homeland would also be the homeland of the majority in most cases. Classification of schools by the basis of the curriculum used showed that schools using only an American curriculum less frequently use texts and materials from other countries. This finding is consistent with the fact that the schools use only an American curriculum, and thus need teachers and texts from the United States.

Questions 15 and 16: Transfers Between Missionary Schools

These questions dealt with transfer from one missionary school to another, so the responses were combined for purposes of analysis. Schools were asked to identify those methods used to minimize curriculum adjustment problems when children transferred from one missionary school to another. Eight methods were suggested, with provision for others to be written in, as well as the statement, "no specific measures used." There was no limit placed on the number of responses chosen. Table 16 tabulates the responses.

All Schools. Two methods of minimizing problems of transfer between missionary schools were reported much more frequently than any of the others. These were giving individual tutorial help and the sending of detailed reports to the new school. Of the 76 schools in the study, 45 (59.2%) reported using the first of these methods, and 44 (57.9%) the second, while 20 (26.3%) used correlation of courses at the schools concerned, 11 (14.5%) provided special classes at the new school for those below its standards, 11 (14.5%) provided special classes at the new school for those who had missed required courses, 11 (14.5%) used acceleration for students who were above the new school's standards, 6 (7.9%) provided orientation to the new school, 2 (2.6%) reported exchange of faculty between the schools, 4 (5.3%) indicated that no specific measures were used, and 9 (11.8%) gave other responses. These

Table 16

Helping Students Transfer Between
Missionary Schools

	Number (n=76)	Per cent of total included in study
Orientation sessions	6	7.9%
Individual tutorial help	45	59.2%
Correlation of courses at schools concerned	20	26.3%
Classes for those below school's standards	12	15.8%
Classes for those having missed required courses	11	14.5%
Acceleration for those above school's standards	11	14.5%
Sending detailed reports of courses, texts, progress	44	57.9%
Exchange of faculty between schools concerned	2	2.6%
No specific measures	4	5.3%
Other responses	9	11.8%

Table 16 (continued)

Responses by Geographic Distribution of Schools

	South America (n=27)		Africa (n=18)		Asia: west (n=5)		Asia: east (n=26)	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Orientation	1	3.7%	0	0.0%	1	20.0%	4	15.4%
Tutorial	17	62.9%	11	61.1%	3	60.0%	14	53.8%
Correlation of courses	4	14.8%	2	11.1%	1	20.0%	11	42.3%
Classes if below standard	4	14.8%	2	11.1%	1	20.0%	5	19.2%
Classes if required courses missed	4	14.8%	2	11.1%	1	20.0%	4	15.4%
Acceleration	1	3.7%	4	22.2%	2	40.0%	4	15.4%
Detailed reports	14	51.9%	9	50.0%	5	100.0%	16	61.5%
Faculty exchange	0	0.0%	0	0.0%	0	0.0%	2	7.7%
No specific measures	2	7.4%	1	5.6%	0	0.0%	1	3.8%
Other responses	5	18.5%	2	11.1%	0	0.0%	2	7.7%

Table 16 (continued)

Responses by Size of Schools				
	Small Schools (n=58)		Large Schools (n=18)	
	No.	Per cent	No.	Per cent
Orientation	3	5.2%	3	16.6%
Tutorial	37	63.8%	9	50.0%
Correlation of courses	16	27.6%	4	22.2%
Classes if below standard	7	12.1%	6	33.3%
Classes if required courses missed	7	12.1%	5	27.8%
Acceleration	8	13.8%	4	22.2%
Detailed reports	34	58.6%	10	55.6%
Faculty exchange	2	3.4%	0	0.0%
No specific measures	3	5.2%	1	5.6%
Other responses	8	13.8%	1	5.6%

Table 16 (continued)

Responses by Variation of Student Nationality

	Over 75% American Canadian (n=59)		50%-75% American Canadian (n=12)		50% and over British, New Zealand, Australian (n=5)	
	No.	Per cent	No.	Per cent	No.	Per cent
Orien- tation	4	6.8%	1	8.3%	0	0.0%
Tutorial	35	59.3%	8	66.7%	3	60.0%
Correlation of courses	17	28.8%	1	8.3%	2	40.0%
Classes if below standard	9	15.3%	3	25.0%	1	20.0%
Classes if required courses missed	9	15.3%	2	16.7%	1	20.0%
Acceler- ation	10	16.9%	1	8.3%	1	20.0%
Detailed reports	34	57.6%	6	50.0%	4	80.0%
Faculty exchange	1	1.7%	1	8.3%	0	0.0%
No specific measures	3	5.1%	0	0.0%	0	0.0%
Other responses	9	15.3%	1	8.3%	0	0.0%

Table 16 (continued)

Responses by Basis of Curriculum Used						
	American curriculum only (n=56)		American & Canadian & other Commonwealth curricula (n=13)		Other curricula (n=7)	
	No.	Per cent	No.	Per cent	No.	Per cent
Orientation	4	7.1%	2	15.4%	0	0.0%
Tutorial	33	58.9%	7	53.8%	4	57.1%
Correlation of courses	15	26.8%	2	15.4%	3	42.9%
Classes if below standard	6	10.8%	6	46.2%	2	28.6%
Classes if required courses missed	8	14.3%	3	23.1%	1	14.3%
Acceleration	7	12.5%	4	30.8%	1	14.3%
Detailed reports	32	57.1%	8	61.5%	4	57.1%
Faculty exchange	0	0.0%	1	7.7%	1	14.3%
No specific measures	3	5.4%	1	7.7%	0	0.0%
Other responses	6	10.7%	2	15.4%	1	14.3%

included sending the cumulative file to the new school, using standardized tests regularly, and writing individualized letters concerning the students who transfer.

Geographic Distribution. Classification of schools

by their location showed that schools in each region attempted to ease transfer between missionary schools in the same ways. Of the 27 schools in South America, 17 gave individual tutorial help, 14 sent detailed reports to the new school, 4 correlated courses at the schools, 4 provided special classes at the new school for those who had missed required courses, 4 provided special classes at the new school for those below its standards, 1 accelerated new students who were above the school's standards, 1 provided orientation to the new school, 2 used no specific measures, and 5 gave other reasons. Among the 18 schools in Africa, 11 gave individual tutorial help, 9 sent detailed reports to the new school, 4 accelerated new students who were above the school's standards, 2 correlated courses at the schools, 2 provided special classes at the new school for those who had missed required courses, 2 provided special classes at the new school for those below its standards, 1 used no specific measures, and 2 gave other responses. Of the schools in west Asia, all 5 sent detailed reports to the new school, 3 gave individual tutorial help, 2 accelerated new students who were above the school's standards, 1 correlated courses with the other school involved in the transfer, 1 offered special classes for new students who had missed required courses, 1 provided special classes for new students who were below the school's standards, and 1 provided orientation to the new school. Among the

26 schools in east Asia, 16 sent detailed reports to the new school, 14 gave individual tutorial help, 11 correlated courses at the schools, 5 provided special classes for new students who were below the school's standards, 4 provided special classes for new students who had missed required courses, 4 accelerated new students who were above the school's standards, 4 provided orientation to the new school, 2 reported exchange of faculty between the schools, 1 used no specific measures, and 2 gave other responses.

Size of Schools. Grouping of schools by size revealed that methods used by small schools followed the same pattern as those used by all the schools in the study, but that large schools reported their methods in a different sequence. Of the 58 small schools, 37 gave individual tutorial help, 34 sent detailed reports to the new school, 16 correlated courses at the schools, 8 accelerated new students who were above the school's standards, 7 provided special classes for new students who had missed required courses, 7 provided special classes for new students who were below the school's standards, 3 provided orientation to the new school, 2 reported exchange of faculty between the schools, 3 used no specific measures, and 8 gave other responses. Among the 18 large schools, 10 sent detailed reports to the new school, 9 gave individual tutorial help, 6 provided special classes for new students who were below the school's standards, 5 provided special classes for new students who had missed required courses, 4

accelerated new students who were above the school's standards, 4 correlated courses at the schools, 3 gave orientation to the new school, 1 used no specific measures, and 1 gave another response.

Variation of Student Nationality. Classifying schools in this way revealed that all three groups used the same pattern of methods in easing transfer from one missionary school to another. Of the 59 schools with over 75% American and Canadian students, 35 gave individual tutorial help, 34 sent detailed reports to the new school, 17 correlated courses at the schools, 10 accelerated new students who were above the school's standards, 9 provided special classes for new students who had missed required courses, 9 provided special classes for new students who were below the school's standards, 4 gave orientation to the new school, 1 reported exchange of faculty between the schools concerned, 3 used no specific measures, and 9 gave other responses. Among the 12 schools enrolling from 50% to 75% American and Canadian students, 8 gave individual tutorial help, 6 sent detailed reports to the new school, 3 provided special classes for new students who were below the school's standards, 2 provided special classes for new students who had missed required courses, 1 accelerated new students who were above the school's standards, 1 reported correlation of courses at the schools concerned, 1 reported faculty exchange, 1 gave orientation, and 1 made another response. From the 5

schools enrolling 50% and more students from Britain, Australia, and New Zealand, 4 sent detailed reports to the new school, 3 gave individual tutorial help, 2 reported correlation of courses at the schools concerned, 1 provided special classes for new students below the school's standards, 1 accelerated new students who were above the school's standards, and 1 provided special classes for new students who had missed required courses.

Basis of Curriculum Used. Classifying schools in this way revealed that schools using a combination of American, Canadian and other Commonwealth curricula reported their methods of easing transfer between missionary schools in a different sequence from either of the other groups. Of the 13 schools using the above combination of curricula, 8 sent detailed reports to the new school, 7 gave individual tutorial help, 6 provided special classes for new students who were below the school's standards, 4 accelerated new students who were above the school's standards, 3 provided special classes for new students who had missed required courses, 2 provided orientation to the new school, 1 reported faculty exchange, 1 used no specific measures, and 2 gave other responses. Among the 56 schools using only an American curriculum, 33 gave tutorial help, 32 sent detailed reports to the new school, 15 correlated courses at the schools, 8 provided special classes for new students who had missed required courses, 7 accelerated new students who were above the school's standards, 6

provided special classes for new students who were below the schools' standards, 4 gave orientation to the new school, 3 used no specific measures, and 6 gave other responses. Of the 7 schools using other curricula, 4 gave individual tutorial help, 4 sent detailed reports to the new school, 3 correlated courses at the schools concerned, 2 provided special classes for new students who were below the school's standards, 1 accelerated new students who were above the school's standards, 1 provided special classes for new students who had missed required courses, 1 reported faculty exchange, and 1 gave another response.

Summary for Questions 15 and 16. Responses to

questions 15 and 16 indicated that missionary schools attempted to make transfers from one to another easier for the students by using two main methods. One was giving individual tutorial help to students, and the other was sending detailed reports on progress to the new school. Other methods were used much less often. Comparison of responses by geographic distribution, and by variation of student nationality revealed no between-group differences. Size of school comparison indicated that large schools use a different sequence of methods. Large schools were more likely to provide special classes for incoming students than to correlate courses with the schools from which they came. Comparison of the responses by the type of curriculum used showed that schools using a combination of several curricula were also more likely to provide special

classes for incoming students.

ADDITIONAL FINDINGS

Space was provided on the questionnaire for respondents to add any comments they wished concerning topics covered by the questions, or topics which they considered to be of importance in the study. Most of the comments dealt with specific topics on the questionnaire, and were made use of as they applied to the summary of findings. Other comments identified areas of concern not touched on by the questions, but of importance to the schools.

One type of student transfer was among these. This was the transfer of a student from a "home parental tutoring" situation to the missionary school, either with or without the benefit of correspondence courses. Several small schools mentioned having students who had previously studied with their mothers, usually using the Calvert School Correspondence system, and one school called this the major curriculum problem faced at the school.

Although the investigator deliberately did not deal with sociological and psychological matters in the questionnaire, several comments along this line were received. One school commented on the matter of the boarding school's effect on students:

We are both a boarding and day school with about 1/3 of the enrollment boarding. Therefore our staff includes houseparents in addition to teachers. You asked no questions concerning boarding arrangements or their effect on the total picture--this can be quite significant.

Several schools commented more generally on the social adjustment problems of their students, both at the school, and in the homeland, as indicated by these quotations from three questionnaires.

We find that the adjustment problems here are emotional and personal--not technical as you seem to imply. Family attitudes, personality traits, etc. are important; the "system" is hardly a factor one way or another.

Social and emotional adjustments from small schools to larger home country schools seem to be greater than curriculum adjustments. Individual tuition boosts the children's academic standard so that if they have reasonably innate ability they should be able to cope academically. This would give them room to get used to a much larger environment, greater competition, etc. when they get home. Nevertheless we recognize that with some children there are very big adjustments to make.

Having talked to hundreds of parents both here and in the homeland, I am convinced that the incidence of "problem" children emotionally, spiritually or educationally, is less than the usual in the home countries' children by a considerable margin.

CHAPTER SUMMARY

One hundred forty schools were sent the survey questionnaire, with 118 responses (84.3%) returned before the analysis of data was begun. Of these, 76 (64.5%) met the criteria for inclusion in the study. Another 5 responses were received too late for inclusion.

All 76 schools which met the criteria were grouped in each of the following ways: by four geographic regions, by two sizes of student body, by three variations of student nationality, and by three types of curriculum

pattern. Responses to questions were tabulated within the classification groups, and percentage calculations were made on the basis of the number of schools in the group.

It was found that 84.2% of the schools considered their main orientation to be toward preparing students to fit into the educational systems of their respective homelands. Comparison of the four classifications of schools showed that there were no differences between or within the groups.

Preparation for entrance examinations was provided by 38.2% of the schools, while 48.7% had no high school departments, and thus did not need to consider making such provision. Comparison of the groupings showed that location and size of the school made no difference in the above finding, but that type of curriculum, and variation of student nationality did. Schools using a combination of American, Canadian and other Commonwealth curricula were much more likely to provide for the examinations than schools using American curricula only, or schools using other curricula. Schools with 50% to 75% American and Canadian students also were more likely to provide for the examinations than schools with over 75% American and Canadian students or schools with a majority of students from Britain, Australia and New Zealand.

The examinations most usually available to students were American in origin. These were the College Entrance Examination Board tests and the combined Preliminary

Scholastic Aptitude Test and National Merit Scholarship Qualifying Test. The CEEB was provided for by 79.3% of the schools, and the PSAT/NMSQT by 68.9%. No other test was provided for by more than 28% of the schools. Comparison of the four groupings of schools showed that location and size of the school did not change the findings. However, comparison of curriculum groupings, and of student nationality groupings was made difficult by the small number of schools in some of the groups. It appeared that the findings would not be changed, but no definite conclusion was reached.

Since many missionary schools offer elementary education only, or else elementary plus part of secondary, these schools were asked to give their reasons for not offering a complete elementary-secondary program. Forty-nine schools answered this question, and 75.5% of these said that they were too small to offer the full program. Answers compared on the basis of size, curriculum, and student nationality agreed with this statement. A comparison of answers on a geographic basis was difficult since only 2 schools in west Asia were involved. Apart from that region, answers agreed with the over-all finding. (75.0%)

The majority of schools in the study (75.0%) indicated that curriculum adjustment for those students whose homeland was not the country from which the curriculum of the school was drawn was not noticeably serious, or not at all serious. Grouping of schools by location, size,

student nationality and curriculum gave similar results.

Missionary schools often enroll students whose mother tongue is not the language of instruction at the school. In this study, 65.8% of the schools reported enrolling such students. They were then asked to estimate the effect of studying in the language of instruction at the school on the ability to study in the mother tongue. Most responses indicated that the language of instruction at the missionary school would likely be somewhat restrictive in effect. Comparison of responses on the basis of school location, size, curriculum and student nationality revealed that the same assessment was made by all groups of schools considered in the study.

When asked to identify subjects and grade levels at which curriculum adjustment problems most frequently arose, the missionary schools revealed their individuality. It was difficult to assess the responses, but it appeared that language arts in the elementary grades caused the most problems. Other subject areas identified were social studies, mathematics and science.

Missionary schools ranked staffing and resources as their most serious curriculum adjustment problems, although other problems were also identified. Grouping of schools by location, size, and curriculum revealed that the most serious problems were also staffing and resources. Grouping by student nationality indicated that schools with 50% and more students from Britain, Australia and New Zealand

ranked staffing lower than both resources and overlap of course content, while the other two groups of schools ranked staffing and resources as their most serious problems.

Students who most often had curriculum adjustment problems at the missionary school usually were from the United States, Canada, Britain and Australia. Most students at the schools also came from these countries, so this finding is quite reasonable.

Schools were also asked to indicate how they assisted students to adjust when they first enrolled and when they returned after studying elsewhere. Individual tutorial help was cited by 71.1% of the schools, with no other method reported by more than 37%. Since 76.3% of the schools surveyed enrolled 100 or less students, individual tutorial help would be quite easily provided as the need arose. Comparison of responses by location, size, curriculum, and student nationality showed that all groups of schools were similar in their approach to this matter.

Another type of curriculum adjustment faced by missionary schools occurs when a student transfers to the homeland system to complete his education there. In this situation, 78.9% of the schools seek to minimize problems by offering courses similar to those in the homeland of the majority of the students. No other method was identified by more than 25% of the schools. Comparison of responses by location and size of schools showed only minor variation in the frequency with which other methods were

reported. Schools with over 75% American and Canadian students reported using courses similar to those in the homeland with the higher standards more often than schools in other groupings by student nationality. Schools using only an American curriculum differ from schools using a combination of curricula, and from those using other curricula in that they less frequently employ teachers from other countries, and less frequently use texts and materials from other countries.

Student transfers from one missionary school to another are helped in 59.3% of the schools by giving individual tutorial help to the new students, and by sending detailed reports to the new school. No other method was identified by more than 27% of the schools. Comparison of schools by location and student nationality indicated no differences in the groups. Large schools were more likely to provide special classes for incoming students than to attempt correlation of courses with the schools from which they came. Small schools more often tried to correlate courses. Schools using a combination of several curricula were also more likely to provide special classes for incoming students than were schools using only an American curriculum, or other curricula.

Other areas of concern identified by schools responding to the questionnaire included the transfer from studying with the parents to studying at the school, as well as the whole matter of the effects of being at

boarding school. The social, emotional, and personality adjustments of children at the school and on their return to their homelands were also of concern to some respondents.

Chapter 4

SUMMARY, FINDINGS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

This study was planned to investigate the types of curriculum modification used by schools for missionaries' children. Schools included in the study met all of the following criteria:

1. enrolled a majority of missionaries' children
2. enrolled at least 75% students from outside the country of location
3. used a curriculum not based on that of the country of location.

These schools were identified through contact with missionary-sending organizations, and through directories of schools overseas.

THE PROBLEM AND PROCEDURES

The problem was to determine what common curricular difficulties the missionary schools reported in preparing their students to fit into the school systems of their homelands, and in assisting new students to adjust to the missionary school, and to identify methods used by the missionary schools to minimize these difficulties.

A questionnaire was prepared by the investigator with supervision and assistance from the thesis committee. This questionnaire was sent to 140 schools in 61 countries. One hundred eighteen questionnaires (84.3%) were returned in time to be used in the study. Of these, 76 (64.5%) met the criteria for inclusion. Data was compiled for all schools as well as for four separate classifications of the schools. These classifications were made on the basis of location of the school, its size, variation of student nationality and type of curriculum used. Within each classification groups of schools were identified, and responses were compared between these groups.

SUMMARY OF FINDINGS

Answers to the questions projected on pages 3 and 4 were found to be as indicated below.

1. What countries' curricula are used by the missionary schools surveyed?

It was found that 73.7% of the schools surveyed used only an American style curriculum, that 17.1% used a combination of American and Canadian, or of American, Canadian and other Commonwealth curricula, and that 6.6% used other curricula, including British, and British-Canadian combinations.

2. For what home countries do these missionary schools prepare students?

It was found that 93.4% of the schools have a

majority of American and Canadian students, and that 6.6% have a majority of British, Australian and New Zealand students. Other countries mentioned as homelands included Germany, Holland, Switzerland, Scandinavia, India, Israel, Liberia, Nepal, Ceylon, and South Africa. Most of these were identified on only one or two of the questionnaires.

3. What is the basic academic orientation of these schools?

The study showed that 84.2% of the schools put their first priority on preparation of their students to fit into the educational systems of their homelands. Several principals' comments on this question follow.

We fail at times to take full advantage of the fact that our pupils should be learning a great deal about the foreign culture in which they now live. Perhaps we are overly concerned that they keep up to homeland standards.

Unfortunately, unnecessarily rigid standards regarding testing, placement and accepting course credits from foreign schools have caused many of our Commonwealth children difficulties. (I guess we're just too flexible and American!)

The difference in the levels of instruction between various places in Canada and the U.S. makes transferring students an individual matter. The problem is further compounded when children come from, or go to, a large, streamed school.

Our students who transfer back to North American schools encounter very little difficulty. Most have a slightly easier time back in the States because we try to keep our standards on a college-prep level.

Our school organization and curriculum is admittedly American in its scope. There is an attempt to correlate unique traditions from England and Canada, which not only assists the students from these countries but also broadens

the perspective of our American students. We do not feel that it is possible to prepare our students for any particular school system in the U.S. since there are so many variations even within a state. Rather we feel that our children will be unique in comparison with those who have not had the opportunity of living in another culture. Attempts are made to build bridges from our culture to the culture of the country in which we live, and progress has been realized in this.

We don't find that our students have any difficulty adjusting to college work in the U.S. or in another school they might attend in France, England and Australia. They tend to score quite high on college entrance tests and do quite well in college with not too many adjustment problems other than the normal ones faced by any group of private academy students in college for the first time.

4. What curriculum adjustment problems are common to the schools surveyed?

The study showed that most curriculum adjustment problems arose in the area of the language arts, and that other subject areas such as the social studies, mathematics, and science presented fewer problems. It was also found that schools considered staffing and resources as their main difficulties in curriculum adjustment. They ranked overlap of courses between the missionary school and the homeland, lack of course continuity between the two, and the meeting of homeland requirements much lower, indicating that these were not as serious. Comments from principals included the following:

After 1½ years here I have the seniority, and the principalship, so I would say that staffing and continuity would be the biggest problems.

We generally do not accept students until they are seven years of age since we are a boarding school. This has seemed a little difficult for

some British parents as they felt their children would be behind in England. However they had no difficulty while on furlough.

AGE is a real problem here. We require students to be 6 years old before they can be in boarding, but Great Britain, Australia and New Zealand start at 5. Also these countries give tests based on age and emphasize age instead of grade. One British student, very capable with high achievement, went home at age 12, and because he had not taken his age 11 exam was placed in a poor school. I don't understand why his homeland school could not have looked at our transcript, given him some tests, and put him in the school where he belonged.

It is not unusual for a student to return here after a year in the States and be out of phase with our program. His buddy, at home the same year in the same grade, but in a different state, returns and fits right in to our curriculum. We simply must arrange his schedule to pick up the missing course or courses.

Most of our students come from the U.S. and Canada and most of their curriculum adjustment problems are no more serious than moving from one school system to another in the home country, except that Canadian students lack Canadian orientation in the social studies program. We find that in the lower grades of elementary school, English pupils do not seem to have the same preparation, and a pupil who has completed an English 2d grade may fit best into our 1st grade. But the few English pupils who have gone from us back to England have had real difficulties since they have not had some of the required subjects, and our upper levels do not seem quite as advanced as their equivalent in English schools.

5. What types of solutions to these problems are common to the schools surveyed?

The study showed that missionary schools generally provide individual tutorial help for students who are having difficulties, as well as offering classes similar to those in the homeland of the majority of the

students. Several principals mentioned that it was difficult to generalize methods of solving the problem of staffing the missionary school since many permanent staff members were recruited individually by other staff members on leave in the homeland, while short-term staff (those staying 2 years or less) were recruited in various ways, and with various types of contracts. Comments on the problem on inadequate resources included these:

We find it very difficult to get the books we order from the States. For instance, we ordered in April and none arrived **till October 1, when** school opened September 1.

We are weak in some areas because of a lack of funds. For example, we still have no science lab, nor do we have an adequate commercial department--all of this for lack of equipment.

6. Do missionary schools in different parts of the world report similar or different problems in curriculum?

It was found that the location of the school makes very little difference in the type of problem reported. From 60% to 75% of the schools in each of the four regions reported enrolling students whose mother tongue was not the language of instruction at the school, with most of these stating that the language of instruction was restrictive in effect on the children's ability to study in their mother tongue on leaving the missionary school. Schools in each of the four regions also reported that they had **no noticeably** serious problems with students whose homeland was not the country from which the school's curriculum was drawn. The only regional difference was

found in the ranking of the main curriculum problems at the schools. While schools in Africa, South America and east Asia indicated that inadequate resources and staffing were their greatest difficulties, schools in west Asia indicated that staffing and meeting homeland matriculation requirements were their greatest difficulties.

7. Do missionary schools in different parts of the world report using similar or different ways of minimizing curriculum problems?

The study found that geography makes little difference to the ways schools try to solve the problems they meet. Schools in all four regions usually used individual tutorials to help students who had problems on entering, or on returning to, the school. Other methods were used in a similar sequence in each region: correlation with homeland courses; offering special classes for those below standard or missing required courses; accelerating those above standard; and orientation to the new school (consistently at the bottom of the lists). Schools in all four regions also used the same sequence of methods to help students transferring between missionary schools. Individual tutorials for new students, and the sending of detailed reports to the new school were reported as the most common techniques, with correlation of courses at the schools concerned, and provision of special classes for new students used much less often.

Schools in all four regions try to ease the transfer

to schools in the homeland by offering courses similar to those in the homeland of the majority of the students. Other methods used include offering courses similar to those in the homeland with the higher standards, employing teachers from different homelands, using texts and materials from countries other than that from which the curriculum is drawn, making provision for entrance examinations required by the homelands. In all four regions, the examinations most frequently available were the College Entrance Examination Board tests, and the combined Preliminary Scholastic Aptitude Test and National Merit Scholarship Qualifying Test, both of which are American. From the responses it appeared that schools in South America were more likely to offer these exams than schools in the other regions.

8. Do missionary schools of different size report similar or different curriculum problems?

It was found that the size of the school makes very little difference in the type of problem reported. Students whose mother tongue is not the language of instruction were enrolled in both large and small schools. Since large schools have more students they are more likely to have students of this type, and this was borne out by the study which showed that all of the large schools, and 55% of the small schools enrolled these students. Both large and small schools also enrolled students whose homeland was not the country from which the school's curriculum

was drawn, but 75% of the schools in each group indicated that this was not a serious problem. It was also found that size made no difference in the ranking of the main curriculum problems at the schools, with staffing and inadequate resources the most serious problems at both large and small schools.

9. Do missionary schools of different size report using similar or different ways of minimizing curriculum problems?

The study revealed that the size of the school does make some difference in the way the curriculum problems are handled. Both large and small schools provide help for students entering, or returning to, the school primarily in the form of tutorials. There is also some correlation of courses with those studied in other schools. Transfers between missionary schools are handled by a combination of tutorials for new students and the sending of detailed reports to the new school. Provision of special classes for specific situations was also mentioned, but very little orientation to the new school or faculty exchange.

Slight differences appeared in the way large and small schools deal with transfers to homeland schools. Both groups concentrate on offering courses similar to those in the homeland of the majority, but beyond that it appeared that large schools have a greater variety of approaches. With larger student bodies, it would be expected that large schools would need a more varied attack on this problem,

including employing teachers from different homelands, providing entrance examination preparation, offering courses similar to those in the homeland with the higher standards, and using texts and materials from various countries. In view of this finding, it is not surprising that the study showed that more large than small schools provide for entrance examinations, and that large schools provide for more of these exams. Both large and small schools provide for the CEEB papers and the PSAT/NMSQT, while large schools also provide for the American College Testing Program tests.

10. Do missionary schools using different curricula report similar or different curriculum problems?

It was found that differences in curricula used at missionary schools do not result in differences in curriculum adjustment problems at the schools. Over 55% of the schools in each of the three groups reported enrolling students whose mother tongue was not the language of instruction at the school attended, and over half of these reported that the language of instruction had a restricting effect on the students' studies in their mother tongue. Over 75% of the schools which had students whose homeland was not the country from which the school's curriculum was drawn indicated that this did not create a serious problem. Schools in each of the three groups also ranked their main curriculum problems in the same order, with staffing and inadequate resources ranked as more serious than overlap of course content, continuity of courses, and meeting

homeland matriculation requirements.

11. Do missionary schools using different curricula report using similar or different ways of minimizing curriculum problems?

It was found that differences in curricula used at missionary schools result in some differences in approach to some curriculum adjustment problems. The sequence of methods used to help students on first entry to the missionary school was the same for all three groups of schools. Individual tutorials were the most commonly used, followed by correlation of courses at the missionary school with those in the homeland, acceleration of students who were above the school's standards, provision of special classes for those who need them and orientation to the new school. Transfers between missionary schools are dealt with slightly differently by each of the groups. All three used tutorials and detailed reports as their main methods of easing the problems, but other methods were identified in different sequences. American-Canadian-Commonwealth curriculum schools reported special classes as needed, and acceleration as their next most used methods, but schools using American curricula only, and schools using other curricula, reported correlation of courses at the schools and special classes as needed as their next methods.

When dealing with the problems of students transferring to their homelands to continue their education,

American curriculum schools report much less use of texts and materials from other homelands, and less employment of teachers from other homelands than do the schools using a combination of curricula, or schools using other curricula. All three groups report their main method of helping students is to offer courses similar to those in the homeland of the majority of students. American curriculum schools reported their next methods as offering courses similar to those in the homeland with the higher standards, and making provision for entrance examinations, while the other two groups reported their next methods as employment of teachers from other homelands, and use of texts and materials from other homelands.

Provision for entrance examinations is another aspect of the difference varied curriculum makes. Of schools using a combination of American, Canadian, and other Commonwealth curricula, 61% offer entrance examinations, but of schools using only an American curriculum, 34% offer entrance examinations, and 57% have no need for them. Schools using other curricula were too few in number for a comparison to be made on this. The most commonly used examinations were the CEEB and the PSAT/NMSQT.

12. Do missionary schools with different proportions of different nationalities in their student bodies report similar or different curriculum problems?

The study revealed that variation of student nationality makes little difference in the type of

curriculum problems faced by the missionary school. Over 60% of the schools in each of the three groups reported enrolling students whose mother tongue was not the language of instruction at the school, and nearly half of these stated that the language of instruction had a restricting effect on the students' studies in their mother tongue. Over 75% of the schools which had students whose homeland was not the country from which the school's curriculum was drawn indicated that this was not a serious problem. There was a slight variation between the three groups in the ranking of their main curriculum problems. Schools with over 75% American and Canadian students, and schools with 50% to 75% American and Canadian students ranked staffing and inadequate resources as their main problems, while schools with 50% or more students from Britain, Australia, and New Zealand ranked inadequate resources and overlap of course content between the mission school and the homeland as their main problems.

13. Do missionary schools with different proportions of different nationalities in their student bodies report using similar or different ways of minimizing curriculum problems?

It was found that there are slight differences in the way schools with different types of students meet their curriculum problems. Problems on first entering, or on returning to, the school are met primarily by tutorial help in all three groups of schools, but there is

variation in other methods used for this situation. Schools with over 75% American and Canadian students correlate their courses with those in the homeland, accelerate students who are above the school's standards, and provide special classes as needed, while schools with 50% to 75% American and Canadian students make less use of acceleration, and more of special classes. Schools with 50% and more British, Australian and New Zealand students report using fewer methods. All three groups of schools respond similarly to problems of transfer between missionary schools, using a combination of tutorials for new students, and sending detailed reports to the new school as their main methods, followed by some correlation of courses at the schools concerned, and provision of special classes as needed.

There are also slight differences in the ways these groups of schools deal with problems growing out of transfers to the homeland. Schools with over 75% American students more often offer courses similar to those in the homeland with the higher standards than do schools in the other two groups, which are more likely to offer courses similar to those in the homeland of the majority. All three groups report employing teachers from different homelands, provision for entrance examinations, and use of texts and materials from different homelands. Provision for entrance examinations is another area of difference. Half of the schools with over 75% American and Canadian children indicated that there was no need for such

examinations, and 36% of these schools provided for them. On the other hand, 58% of the schools with 50% to 75% American and Canadian students provided for examinations of this type. Too few schools with a majority of British children responded to allow for an acceptable comparison. The tests most commonly available to students were the CEEB and the PSAT/NMSQT.

CONCLUSIONS

Information gathered in this study provides a basis for the following conclusions:

1. Schools for missionaries' children are found in Africa, Asia, and Central and South America, with more located in Asia than in either of the other regions.
2. Approximately three-fourths of the missionary schools surveyed had 100 students or fewer enrolled.
3. Approximately three-fourths of the missionary schools surveyed had over 75% American and Canadian children enrolled.
4. Over 70% of the missionary schools surveyed followed an American curriculum.
5. Over 85% of the missionary schools surveyed consider their first priority to be the preparation of their students to fit into the educational systems of their homelands.
6. Approximately half of the missionary schools surveyed offered less than a complete high school program,

because of small enrollment, the cost of the program, and the isolated location of the school.

7. Most missionary schools are confident that they are preparing their students adequately for the next stage of their education.

8. The curriculum problems common to most of the schools surveyed were those of obtaining qualified staff, providing adequate teaching and learning resources, and teaching in the field of the language arts.

9. Most missionary schools attempt to ease these problems in similar ways. They provide individual tutorial help for students, offer classes like those in the homeland of the majority of their students, provide special classes as they are needed, recruit staff from different countries, and provide detailed reports of progress and problems when students transfer to another school.

10. Missionary schools in different parts of the world face the same kinds of problems, and deal with them in the same ways.

11. Missionary schools with few or many students face the same kinds of problems, and deal with them in similar ways, although large schools have a greater variety of approaches.

12. Missionary schools using different curriculum patterns face the same kind of problems, and use the same general methods for dealing with them, although the relative importance of a method varies from one curriculum pattern to another.

13. Missionary schools with different proportions of different nationalities in their student bodies face the same kinds of problems, but handle them in slightly different ways.

14. There were indications by some missionary schools that social and emotional adjustment problems were of greater concern than academic adjustment problems.

RECOMMENDATIONS

On the basis of this study, the following recommendations are presented for consideration by the administrations of the missionary schools, and by the directors of the missionary-sending agencies ultimately responsible for the education of the children of the missionaries they send.

1. There is a need for more consultation between missionary schools in the same part of the world, especially when there is considerable transfer from one school to another. Small schools whose students transfer at the end of grade 6 or 8 to a larger school where they will take their secondary studies would be helped by knowing ahead of time what the students will face at the new school. The school to which they transfer would be better able to help them when they arrive if the school from which they came were better known.

From information sent with the questionnaire from school #38 it appears that missionary schools in South

America have begun to share information and to plan conferences where staff from various school locations are able to listen to guest specialists as well as learn more about other schools' problems and successes. An occasional newsletter has been planned as part of this consultation effort.

2. The investigator is aware that there are many problems in travel, accomodation, entry permits, and family separation involved, but recommends that missionary schools attempt to arrange for faculty exchanges for periods of 3 months to one school year. This would be especially helpful to schools involved in student transfer at the end of elementary school. If a staff member from the large school were to spend some time at a small school, he would see more clearly the problems and successes of the small school, and be able to give help on the basis of his experience at the large school. On his return to his own school, he would be more able to help in the orientation of students to the school, and would understand their backgrounds better. At the same time, the staff member from the small school would gain experience working with larger groups of students in the large school, and would return to his school with a better grasp of the requirements the large school will be making of the students who transfer. Similar advantages could be suggested for faculty exchange between two schools with approximately the same number of students.

3. In view of the difficulties met by students from American-curriculum schools who return to British-curriculum situations, there is a need for major adaptations in the offerings of the American curriculum schools, and for flexibility in staffing the school, so that British students are not penalized for the fact that the school they attended on the mission field did not offer a British curriculum. The investigator recommends that American curriculum schools with 5 or more teachers give consideration to employing at least one teacher from Britain, Australia, or New Zealand if 10% of the student body is from these countries, and to providing specific courses needed by these students. It is also recommended that when British and American standards differ, the school consider working toward meeting the higher standard if at all possible.

4. There appears to be a need for missionary schools to provide more instruction using the mother tongues of the students if these differ from the usual language of instruction at the school, so that these children who have the advantage of speaking two languages easily are able to continue their education in either or both of these languages. Again, this points to a need for adaptations in the curriculum of the schools, flexibility in staffing, and adjustments in the requirements for graduation to allow for courses studied in the mother tongue.

5. There appears to be a need for special effort in the field of the language arts so that these basic skills

will be a functional and functioning part of the missionary child's equipment for life and further education. It is recommended that missionary schools consider the following possibilities: a) employing a teacher who is a specialist in the language arts at the elementary level, b) providing opportunity for a current staff member to study at another school, or in the homeland, and then return to the school as the language arts supervisor, c) combining with other missionary schools within a region to employ a full-time itinerant language arts specialist, and d) providing better-equipped facilities for the elementary teachers so that the language arts program can be enriched and individualized according to student needs.

6. Missionary-sending agencies, and those responsible for staff recruitment should give higher priority to the matter of staff continuity at the missionary schools. As long as the majority of teachers at a school are on short-term contracts (up to 3 years) the school will not be in a position to offer a consistently adequate program to its students. Consideration could be given to making changes in the traditional missionary furlough pattern so that the missionary teacher is not away from the missionary school for a complete school year every four or five years. There should also be consideration of the possibility that staff members now employed at missionary schools need specific training in curriculum development while prospective staff members might be encouraged to obtain such training before beginning work at the missionary school.

7. It is recommended that those in charge of curriculum planning at missionary schools consider working together in the development of a general curriculum for use at missionary schools in all parts of the world. This curriculum would be planned to meet the requirements of many of the homelands, and would be adapted by individual schools as their enrollments and needs required.

8. Since it appears that homeland social and emotional adjustments are more difficult than academic adjustments for many students from missionary schools, it is recommended that these schools consider curriculum modifications designed to help students cope with the rapidly changing social structures of the homeland and with the social and emotional demands these changes make on young people.

9. There appears to be a need for cooperation by missionary schools to encourage flexibility in the homeland administrations' application of entrance standards to students who have studied abroad.

SUGGESTIONS FOR FURTHER RESEARCH

On the basis of this study, the following suggestions for further research are made:

1. There should be a study of the status of students from missionary schools, especially those using an American curriculum, in both secondary and post-secondary education in Britain, Australia and New Zealand. This study would

indicate what changes in missionary school curricula would make transfer to these countries easier for the missionaries' children.

2. There should be a study of all missionary schools which offer a high school program to determine which of them are presently candidates for accreditation by school authorities in the countries from which they draw their curricula and their students. This study might also indicate what changes should be made by other schools to qualify them for accreditation.

3. There should be a study of the language arts programs in missionary schools to determine how difficulties in this field can be lessened.

4. Studies in the fields of social studies, sciences and mathematics might also be of benefit to the missionary schools.

5. The social, emotional, vocational, psychological and economic adjustments of missionaries' children on their return to the homeland for further education should be the subject of further studies.

6. There appears to be a need for a study into the influence of the boarding school situation on missionaries' children, both academically and socially. This study might also consider the occurrence of inter-cultural conflicts within the school and between the school and the culture of the host country.

7. There is a need for a study leading to the development of a common basic curriculum for use by missionary schools, with adaptations as needed by individual schools. This study might provide a basis for accreditation standards for missionary schools.

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APPENDIX A

Survey Questionnaire and Cover Letter

Box 25, College of Education
University of Saskatchewan
Saskatoon, Sask., S7N 0W0
Canada

November 18, 1972

Dear Principal or Headmaster:

In your position you are well aware of the many aspects of the education of the children of missionaries. Perhaps you have had in your school missionary children from many different homelands, each with its own standard for education. If so, you will know from experience the challenge to the adaptability and creativity of both teacher and student which such a situation presents. It may be that your staff has been able to find some workable solutions for the problem of curriculum differences as it affects your student body.

I have spent nearly four years teaching in a school for missionary children, and am now working toward a Master of Education in curriculum studies before returning to the school. I am preparing a thesis dealing with the types of curriculum modification used at schools for missionary children. Naturally, this involves contacting many such schools in many countries. The enclosed questionnaire is the key to the collection of the needed data.

Please take a few minutes to complete the questionnaire, and return it to me by First Class Air Mail, using the pre-addressed envelope. I am also enclosing two International Reply Coupons to help reimburse your postage costs. It would be much appreciated if you would mail the questionnaire back to me within a few days of its arrival. I am hoping to complete the major tabulation of data early in the New Year.

Please be frank in your comments. Your school will be mentioned by name only in the list of schools surveyed. The school name will not be used in connection with any specific statement in the thesis. The study is not planned to make comparisons between

schools, or to evaluate the programs of the schools. It will be a survey of current curriculum adjustment difficulties, and of solutions which are being used.

I expect that the results of the study will be useful to mission organizations as well as to the schools themselves. If you wish to have your own copy of the study summary, be sure to indicate this on page 1 of the questionnaire. The summary will be sent by Air Mail as soon as possible after the study is completed.

Thank you in advance for your cooperation in completing the questionnaire and returning it to me as soon as possible.

Sincerely,

Ellen E. Brell

From:

To: Miss Ellen E. Brell
Box 25, College of Education
University of Saskatchewan
Saskatoon, Sask., S7N 0W0
Canada

Do you wish to have a summary of the findings of this study mailed to you?

_____ yes _____ no If yes, please check your address above, and make any needed corrections. Thank you.

SCHOOL DESCRIPTION

1. Please give your school's census figures for the current, or the most recent, school year. Count the nationals of the host country only in that category.

	teachers	students in grades			
		1-3	4-6	7-8	9-12 or 13
_____ nationals of host country					
_____ Canada					
_____ United States					
_____ Great Britain, Australia, and New Zealand					
_____ continental Europe					
_____ other					

2. Please give the number of students from missionary families.

3. Which of the following best represents the school's basic academic orientation? Please check one.

- _____ preparation of the students to fit into the homeland system of education at any level from elementary to post-secondary.
- _____ provision of the best possible preparation for living, without undue emphasis on fitting into the homeland system of education
- _____ other (please specify)

4. From which country's educational system has your school's curriculum been drawn?

 U S A only

 host country only

Canada only

_____ other (please name the country)

Great Britain only

• • • • •

— a combination (please name the countries, and give the percentage of influence for each)

5.a) Is provision made by your school for students to prepare for entrance examinations such as the following? Please check all applicable.

General Certificate of Education '00' Level (British)

College Entrance Examination Board (American)

 National Merit Scholarship Qualifying Test (American)

 Abitur (German)

Baccalaureate (French)

— other (please name the test and country)

Age Group	Percentage of Respondents
18-29	85%
30-39	82%
40-49	80%
50-59	78%
60-69	75%
70-79	72%
80-89	70%
90+	68%

b) Have your students been able to write any of these examinations under the supervision of the school? Please check all applicable.

 GCE 'O' Level

Abitur

CEEB

Baccalaureate

 NMSQT

other (please identify) . .

.....

c) Please give the number of such examinations written and passed by your students in each of the last four school years.

1969

written

 passed

1970

written

 passed

1971

written

passed

1972

written

passed

6.a) If your school does not provide education through the pre-college years, please rank the applicable reasons by number, beginning with the most important.

- ☐ the school is too small
- ☐ the school is too isolated
- ☐ there are too many nationalities enrolled
- ☐ the school is too new to have had time to develop the full program
- ☐ the program is too expensive
- ☐ staff turn-over rate is too high to provide continuity of courses
- ☐ other (please be specific)

6.b) If your school does not provide education through the pre-college years, how do your students complete this part of their education?

- ☐ transfer to other schools for missionary children (please name the schools)
 - 1.
 - 2.
 - 3.
 - 4.
- ☐ transfer to a school in the homeland (please name the homeland)
 - 1. 2.
 - 3. 4.
- ☐ other (please be specific)

CURRICULUM ADJUSTMENT PROBLEMS AND DIFFICULTIES

7. Considering your school in general terms, how serious is the matter of curriculum adjustment for students from countries other than the one(s) from which your curriculum is drawn?

- | | |
|---|---|
| <input type="checkbox"/> very serious | <input type="checkbox"/> not noticeably serious |
| <input type="checkbox"/> somewhat serious | <input type="checkbox"/> not at all serious |

8. How many of your students have as their mother tongue a language other than that used for instruction at the school? Please give the number of students.

9. How would you assess the effect of the language of instruction on the ability of these students to comprehend instruction in their mother tongue?

_____ strongly beneficial _____ somewhat restrictive

_____ somewhat beneficial _____ strongly restrictive

_____ neutral

10. Please identify the subjects and the grade levels at which your school has found that curriculum adjustment difficulties most often arise.

subject

grade levels

.
.
.
.
.
.
.
.

11. What are the main curriculum adjustment problems at your school? Please rank by number, beginning with the most serious.

_____ meeting matriculation requirements of the homelands

_____ overlap of course content between the homeland and the missionary school

_____ lack of continuity in courses between homeland and missionary school

_____ staffing the missionary school

_____ inadequate resources, materials and facilities

_____ other (please specify)

.

12. For each of these situations, please name the homelands of the students who most frequently face curriculum adjustment difficulties.

a) transferring from your school to the homeland for secondary, or for post-secondary, education

1. 2.
3. 4.

b) entering your school for the first time, or returning to your school, after studying in the homeland

1. 2.
3. 4.

DEALING WITH CURRICULUM ADJUSTMENT PROBLEMS AND DIFFICULTIES

13. When students enter your school for the first time, or return to your school after studying in the homeland, which of these methods does the school use to minimize the curriculum adjustment problem? Please check all applicable.

- ☐ orientation sessions
- ☐ individual tutorial help
- ☐ special classes for those below the school's standards
- ☐ special classes for those who have missed courses required by the school
- ☐ acceleration for those who are above the school's standards
- ☐ correlation of courses with those in the homeland
- ☐ other (please specify)

- ☐ no specific measures used

14. For those students who transfer from your school to a secondary school, or an institution of higher education in the homeland, how does the school seek to minimize the curriculum adjustment problems? Please check all applicable.

- ☐ offer courses similar to those in the homeland of the majority of students
- ☐ offer courses similar to those in the homeland which has the higher standards
- ☐ provide preparation for entrance examinations in the homeland
- ☐ provide specific classes not in the regular curriculum, but needed by students from certain homelands
- ☐ use texts and materials from countries other than the one(s) from which the school's curriculum is drawn
- ☐ employ teachers from many of the homelands of the students
- ☐ other (please specify)
- ☐ no specific measures used

15. For students who transfer to your school from another school for missionary children, which methods does the school use to minimize curriculum adjustment problems? Please check all applicable.

- ☐ orientation sessions
- ☐ individual tutorial help
- ☐ correlation of courses at the schools concerned
- ☐ special classes for those below the school's standards
- ☐ special classes for those who have missed courses required by the school
- ☐ acceleration of those who are above the school's standards
- ☐ other (please specify)
- ☐ no specific measures used

16. For students who transfer from your school to another school for missionary children, which methods does your school use to minimize the curriculum adjustment difficulties? Please check all applicable.

___ sending detailed reports of courses studied, texts used, progress made

___ correlation of courses at the schools concerned

___ exchange of faculty

___ other (please specify)
 : : : : :
 : : : : :

___ no specific measures used

17. Please use this space if you wish to comment on any question topic, or if you wish to discuss a topic not mentioned which you feel is of importance in the study.

Thank you for your cooperation.

APPENDIX B

Follow-Up Letters

Box 25, College of Education
University of Saskatchewan
Saskatoon, Sask., S7N 0W0
Canada

January 9, 1973

Dear Principal or Headmaster:

In late November 1972 I sent to you a questionnaire dealing with the curriculum at your school and asking for information about the adjustments you make in the basic curriculum as required in certain situations.

As of today's mail, I have not received your completed questionnaire. I realize that the Christmas holidays have intervened, and that there is an increase in the amount of mail handled in this country in December. So your response may be somewhere between you and me by this time. If so, I thank you for sending it, and I look forward to using it in my study.

However, if you have not yet sent the completed form back, would you please do so at your earliest convenience? I wish to have as many schools as possible represented in the data, and would appreciate your assistance in this.

Once again, thank you for your cooperation.

Yours truly,

(Miss) Ellen E. Brell

Box 25, College of Education
University of Saskatchewan
Saskatoon, Sask., S7N 0W0
Canada

January 29, 1973

Dear Principal or Headmaster:

In late 1972 I sent to you a questionnaire dealing with the curriculum at your school and asking for information about the adjustments you make in the basic curriculum as required in certain situations.

As of today's mail I have not received your completed questionnaire. I am now sending a duplicate questionnaire and would appreciate your provision of the requested information since every response will contribute much to the accuracy of the study. If you have already returned the original form, thank you very much. If not, would you please complete the enclosed copy and return it to me as soon as possible.

I am also sending a self-addressed envelope for your use and two International Reply Coupons to help pay the Air Mail postage. I am looking forward to the arrival of your response.

Yours truly,

(Miss) Ellen E. Brell

Enclosures:
questionnaire
envelope
Reply Coupons

APPENDIX C

List of Schools Surveyed

School name,
mailing address

Included in
study

Reason for
non-inclusion

SOUTH AMERICA, and CARRIBEAN

- | | | |
|--|-----|---------------------------------------|
| 1. Missionary Children's School
c/o Mr. B. Castro
Cerillos, Pcia de Salta
Argentina | Yes | |
| 2. Windemere High School
Box 63
Governor's Harbour
Eleuthera
Bahamas | No | Criteria
1,2,3. |
| 3. Carachipampa Christian School
Cajon 514
Cochabamba
Bolivia | Yes | |
| 4. Tumi-Chuca School
I.L.V., Casilla 64
Riberalta, Beni
Bolivia | Yes | |
| 5. New Tribes Mission School
Cajon 522
Cochabamba
Bolivia | Yes | |
| 6. Amazon Valley Academy
Caixa Postal 243
Belem (Para)
Brazil | Yes | |
| 7. American School of Brasilia
Caixa Postal 1393
Brasilia D.F.
Brazil | No | Returned too
late for
inclusion |
| 8. New Tribes Mission School
Caixa Postal 7
Vianopolis, Goias
Brazil | Yes | |
| 9. American School in Campinas
Caixa Postal 1183
Campinas
Sao Paulo State
Brazil | No | Criterion
1. |

School name, mailing address	Included in study	Reason for non-inclusion
10. School Administrator Summer Institute of Linguistics Caixa Postal 14-2221 Brasilia, D.F. Brazil 70,000	No	Returned too late for inclusion
11. School for Missionary Children Caixa Postal 111, Cang Ceres, (Goias) Brazil	Yes	
12. Fortaleza Academy Caixa Postal 873 Fortaleza, Ceara Brazil	Yes	
13. Puraque High School c/o New Tribes Mission Caixa Postal 221 69000 Manaus Amazonas Brazil	Yes	
14. Pan American Christian Academy Caixa Postal 30874 Sao Paulo Brazil	Yes	
15. King's College c/o Mr. G. Lee Box 290 Belize City British Honduras	No	Criteria 1,2.
16. Santiago Christian Academy Correo 38, Casilla 96 Los Guindos Santiago Chile 275906	Yes	
17. Lomalinda School Instituto Linguistico de Verano Apdo Nacional 5758 Bogota Columbia	No	No reply received

School name, mailing address	Included in study	Reason for non-inclusion
18. Carmel Colony School c/o Miss J. Saul Apdo A 786 Santa Marta Colombia	No	Returned too late for inclusion
19. Missionary Children's School c/o Miss Lillian Dyck Apdo Aereo 4342 Cali Colombia	No	Closed 1970
20. School for Missionary Children c/o Miss M. Modin Apdo Aereo 16569 Bogota 1. D.E. Colombia	Yes	
21. Collegio Monterrey Apartado 4606 San Jose Costa Rica	No	Criteria 1,2,3.
22. Alliance Academy Casilla 3207 Quito Ecuador	Yes	
23. Limoncocha English School Instituto Linguistico de Verano Casilla 1007 Quito Ecuador	Yes	
24. San Salvador Christian Academy San Salvador El Salvador Central America	No	Address incom- plete-- returned by Post Office
25. Huehue Academy Apartado 15 Huehuetenango Guatemala	Yes	
26. Inter-American School Apdo 24 Quezaltenango Guatemala	No	Criteria 1,2.

School name, mailing address	Included in study	Reason for non-inclusion
27. Church School c/o Mrs. E. Wood B.P. 1325 Port-au-Prince Haiti	Yes	
28. Las Americas Academy Apartado 5 Singuatopeque Honduras	Yes	
29. Mexico Christian School Presidente Carranza 61 Coyoacan 21, D.F. Mexico	Yes	
30. Missionary Children's School Instituto Linguistico de Verano Apartado 22067 Mexico 22, D.F. Mexico	Yes	
31. Puebla Christian School Apartado 511 Puebla, Pue Mexico	Yes	
32. Adventist Hospital Church School La Trinidad Esteli Nicaragua	No	Insufficient data
33. Missionary Children's School Bethel Bible Institute c/o Mr. C. Reimer Chame Panama	No	Closed 1971
34. Elim Academy La Chorrera Panama	Yes	
35. New Tribes Mission School Chepo Panama	No	No reply received

School name, mailing address	Included in study	Reason for non-inclusion
36. Ascuncion Christian Academy Casilla 1562 Ascuncion Paraguay	No	Criterion 1.
37. Emmanuel Baptist Academy Casilla 532 Iquitos Peru	Yes	
38. Yarinacocha School Instituto Linguistico de Verano Casilla 2492 Lima Peru	Yes	
39. S. A. M. Academy Apartado 22 Pucallpa Peru	Yes	
40. F. G. Penzotti School Apartado 3209 Lima Peru	No	Criteria 1,2.
41. Bella Vista Hospital Church School Apdo 1750 Mayaguez Puerto Rico 00708	No	No reply received
42. West Indies Mission School Postbus 1903 Parimaribo-Zuid Suriname, South America	Yes	
43. New Tribes Mission School Puerto Ayachucho T.F. Amazonas Venezuela	Yes	
44. Christiansen Academy Apartado 75 San Cristobal Tachira Venezuela	Yes	
45. Colegio Americano de Aragua c/o Apartado 4713 Maracay, Aragua Venezuela	No	Returned too late for inclusion

School name, mailing address	Included in study	Reason for non-inclusion
AFRICA		
46. Trinity School Missao do Dondi C.P. 18 Bela Vista Angola	No	Closed
47. Hope School B.P. 31 Ebolowa Cameroon	No	Closed, May, 1971
48. American School Garoua Boulai via Yaounda Cameroun West Africa	Yes	
49. Missionary Children's School c/o Miss S. Breckman B.P. 15 Mondou Chad	Yes	
50. Schutz American School P.O. Box 1000 Alexandria Egypt	No	Criterion 1.
51. Addis Ababa Church School c/o Ethiopian Union Mission P.O. Box 145 Addis Ababa Ethiopia	Yes	
52. Bingham Academy c/o S.I.M. Box 127 Addis Ababa Ethiopia	Yes	
53. Good Shepherd School Box #5542 Addis Ababa Ethiopia	No	Criterion 1.

School name, mailing address	Included in study	Reason for non-inclusion
54. Wollega Adventist Academy Wollega Province Ethiopia	No	Criterion 1.
55. School for Missionary Children c/o Bongolo B.P. 49 Lebamba Gabon, Equatorial Africa	Yes	
56. Missionary Children's School c/o Kwahu Hospital P.O. Box 27 Mpraeso Ghana, West Africa	Yes	
57. Tamcliffe School Institute of Linguistics P.O. Box 378 Tamale, Northern Region Ghana	Yes	
58. Ivory Coast Academy c/o Rev. R. Ragsdale B.P. 1171 Bouake Ivory Coast, West Africa	Yes	
59. Rift Valley Academy P.O. Box 80 Kijabe Kenya	Yes	
60. Roslyn Academy P.O. Box 14146 Nairobi Kenya	Yes	
61. Maxwell Preparatory School Box 46098 Nairobi Kenya	No	Criteria 1,2.
62. St. Andrew's School Turi Kenya	No	No reply received

School name mailing address	Included in study	Reason for non-inclusion
63. Since County Christian School Butaw District Liberia	No	Closed 1972
64. Cuttington Campus School P.O. Box 277 Monrovia Liberia	No	Returned too late for inclusion
65. ELWA Academy P.O. Box 192 Monrovia Liberia	Yes	
66. Missionary Children's School Fort Dauphin Madagascar	Yes	
67. Missionary Children's School c/o Adventist Hospital Private Bag 513 Ile-Ife, Western State Nigeria	No	No reply received
68. Hillcrest School P.O. Box 652 Jos, Benue-Plateau State Nigeria	Yes	
69. Kent Academy Miango, via Jos B.P. State Nigeria	Yes	
70. Newton Memorial School Oshogbo Nigeria	No	Closed 1969
71. School for Missionaries' Children Blantyre Nyasaland, South Africa	No	No reply received
72. Anderson School P.O. Box 833 Gwelo Rhodesia	No	Criteria 1,2.

School name, mailing address	Included in study	Reason for non-inclusion
73. Dakar Academy B.P. 3189 Dakar Senegal, West Africa	No	Criterion 1.
74. Rupp Memorial School Kabala Sierra Leone	No	No reply received
75. Mankaiana High School Box 17 Mankaiana Swaziland, South Africa	No	Criteria 1,2,3.
76. Augustana Upper Primary School P.O. Box 533 Kiomboi Tanzania	No	Closed July, 1971
77. Victoria Acadmey c/o A.I.M. Box 1414 Mwanza Tanzania	Yes	
78. School for Missionary Children Bugema Adventist College P.O. Box 6529 Kampala Uganda	No	Criteria 1,2.
79. Hannah Hunter Cole Memorial School B.P. 10 Rutshuru Republique du Zaire	Yes	
80. Rethy Academy c/o A.I.M. Rethy, P.O. Box 143 Bunia Rep. of Zaire	Yes	
81. Sakeji School P.O. Ikelenge via Kitwe Zambia	Yes	

School name, mailing address	Included in study	Reason for non-inclusion
ASIA -- India and west		
82. Hebron High School Coonoor Niligiris South India	No	Insufficient data
83. Mr. Hermon School P.O. North Point Darjeeling West Bengal India	No	Criteria 1,2.
84. Kodikanal School Kodikanal Madura District Tamil Nadu India	Yes	
85. Koehne Memorial Lutheran School Loch End Kodikanal Tamil Nadu India	No	Closed 1969
86. Poona School P.O. Box 15 Poona 1 India	No	Insufficient data
87. Woodstock School Mussoorie U.P. India	No	No reply received
88. Beirut Overseas School P.O. Box 7392 Beirut Lebanon	Yes	
89. School for Workers' Children Summer Institute of Linguistics Box 115 Kathmandu Nepal	Yes	

School name, mailing address	Included in study	Reason for non-inclusion
90. Karachi Church School 91 Depot Lines Post Box 7289 Karachi Pakistan	Yes	
91. Murree Christian School P.O. Jhika Gali Murree Hills Pakistan	Yes	
ASIA -- east of India		
92. St. Peter's Lutheran College Indooroopilly Brisbane Queensland Australia	No	Criteria 1,2.
93. Kingswood School Kalaw Burma	No	No reply received
94. Bethania Seminary Koro-Palau District Western Caroline Islands U.S. Trust Territory Pacific via Guam 96940	No	No reply received
95. Assemblies of God High School P.O. Box 3606, Samabula Suva Fiji Islands	No	Criteria 1,2,3.
96. Guam Mission Academy Windward Hills Guam	No	No reply received
97. School for Missionary Children c/o Hong Kong Adventist Hospital 40 Stubbs Road Hong Kong	No	No reply received
98. Bandung Supervised Study Group Djl. Gunung Agung 8 Bandung Java, Indonesia	Yes	

School name, mailing address	Included in study	Reason for non-inclusion
99. Missionary Children's School West Indonesia Union Mission P.O. Box 221 Djarkarta Indonesia	Yes	
100. Missionary Children's School Sentani Air Strip Djajapura West Irian Indonesia	Yes	
101. Bamboo River Academy c/o Rev. S. Hagberg Kotak Pos 20 Singkawang Kalimantan Barat Indonesia	Yes	
102. Osaka Christian School Tawaraguchi Ikoma Shi Nara Ken 630-02 Japan	Yes	
103. Missionary Children's School c/o Japan Union Mission P.O. Box 7 Yokahama Asahi 241 Japan	Yes	
104. Missionary Children's School c/o Japan Missionary College Sodegaura-Machi Chiba-Ken 299-02 Japan	Yes	
105. St. Michael's International School Kobe Japan	No	Criteria 1,2.
106. Canadian Academy in Japan 3-1 Nagaminedai 2-chome Nada-ku Kobe-shi 675 Japan	No	Criterion 1.

School name, mailing address	Included in study	Reason for non-inclusion
107. Karuizawa Christian Academy 2163 Karuizawa Machi Nagano Ken Japan 389-01	Yes	Criterion 1.
108. Nagoya International School 2686 Minamihara, Nakashidairi Moriyama-ku, Nagoya-shi Japan 463	No	Criterion 1.
109. Chefoo School 529 Aza Hon Cho Nanae Machi, Kamada Gun Nanae 041-11, Hokkaido Japan	Yes	Criterion 1.
110. Hokkaido International School 41-8, Fukucumi Sapporo Hokkaido Japan	Yes	Criterion 1.
111. School for Missionary Children 1-4, 2-chome, Showa cho Fukamatsu Japan 760	No	Criterion 1.
112. American School in Japan 1-1 Komizu, 1-chome Chofu Shi Tokyo 182 Japan	No	No reply received
113. Christian Academy in Japan 2-14, 1-chome Shinkawa cho Nigashi Kurume Shi Tokyo, Japan 188	Yes	Criterion 1.
114. Japan Sea View School c/o 565 Kujiranami Machi Aashiwazaki Shi Niigata Ken Japan	Yes	Criterion 1.
115. Okinawa Christian School Box 42 Urasoe Okinawa Japan	No	Criteria 1,2.

School name, mailing address	Included in study	Reason for non-inclusion
116. Seoul Foreign School c/o TEAM Mission I.P.O. Box 2673 Seoul Korea	No	No reply received
117. Seoul Sam Yuk Academy P.O. Box 110 Chung Yang R1 Seoul Korea	No	Criteria 1,2.
118. Korea Christian Academy c/o J.L. Wooton 210-3 O-Jung Dong Taejon Korea	Yes	
119. Missionary Children's School c/o Penang Adventist Hospital 465 Burmah Road Penang Malaysia	Yes	
120. Dalat School of the C & MA Sandycroft Penang Malaysia	Yes	
121. Chefoo School Brinchang Cameron Highlands West Malasia	Yes	
122. New Tribes Mission School Goroka Post Office Territory of New Guinea	Yes	
123. Aiyuna Primary School Ukarumpa High School Summer Institute of Linguistics P.O. Box 124 Ukarumpa E.H.D., via Lae Papua, New Guinea	Yes	
124. Katherine Lehman School P.O. Box 81 Wau Papua, New Guinea	No	Insufficient data

School name mailing address	Included in study	Reason for non-inclusion
125. Chefoo School 20P. Burgos St. Baguio City B-202 Luzon Philippines	Yes	
126. School for Missionary Children c/o Philippine Union College College Place Caloocan City Philippines	No	Insufficient data
127. Brent School Box 35 Baguio City Philippines	No	No reply received
128. Missionary Children's School c/o North Philippine Union Mission P.O. Box 401 Manila Philippines D-406	No	No reply received
129. Bethel Baptist Acadmey Malaybalay Bukidnon Philippines	No	Closed
130. Faith Academy P.O. Box 1893 Manila Philippines	Yes	
131. Nancy Knobloch Memorial School Summer Institute of Linguistics c/o Miss D. Moore Nasuli, Malaybalay Bukidnon Philippines	Yes	
132. Christian Academy of Manila P.O. Box 134 San Miguel Manila Philippines	No	Criteria 1,2.

School name, mailing address
Included in study
Reason for non-inclusion

133. School for Missionary Children

P.O. Box 127
Zamboanga City
Philippines N-329

Yes

134. Far Eastern Academy

Box 226
800 Thompson Road
Singapore

135. Missionary Children's School

South China Island Union Mission
424 Pa Te Road, Section 2
Taipei
Taiwan 105

Yes

136. Morrison Academy

P.O. Box 133
Tachung
Taiwan

137. Bethany School

Box 12027
Taipei
Taiwan

Criterion
1.

No

138. Adventist English School

57 Soi Charern Chai
Ekamai
Bangkok
Thailand

No reply
received

No

139. Chiang Mai Coeducational Center

P.O. Box 38
Chiang Mai
Thailand

Criterion
1.

No

140. Missionary Children's School

SIT/CORDS
A.P.O. San Francisco 96240
(school location: Viet Nam)

Yes

APPENDIX D

Sources of School Names and Addresses

1. Africa Inland Mission, Toronto, Ontario.
2. American Lutheran Church, Minneapolis, Minnesota.
3. Assemblies of God, Springfield, Missouri.
4. Central American Mission, Dallas, Texas.
5. Christian and Missionary Alliance, New York, New York.
6. Conservative Baptist Foreign Mission Society, Wheaton, Illinois.
7. Evangelical Foreign Missions Association, Washington, D.C.
8. Evangelical Union of South America, Toronto, Ontario.
9. Gospel Missionary Union, Saskatoon, Saskatchewan.
10. Interdenominational Foreign Mission Association, Ridgefield Park, New Jersey.
11. Japan Evangelical Mission, Three Hills, Alberta.
12. National Union of Christian Schools, Grand Rapids, Michigan.
13. Overseas Missionary Fellowship, Toronto, Ontario.
14. Seventh Day Adventist Church, Washington, D.C.
15. South American Mission, West Palm Beach, Florida.
16. Southern Baptist Convention Foreign Mission Board, Richmond, Virginia.
17. Sudan Interior Mission, Toronto, Ontario.
18. The Evangelical Alliance Mission, Regina, Saskatchewan.
19. United Church of Canada, Toronto, Ontario.
20. United Methodist Church, South Nashville, Tennessee.
21. United Presbyterian Church, New York, New York.
22. Wycliffe Bible Translators, Santa Ana, California.