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THE QUESTION OF ACCREDITATION OVERSEAS:

A COMPARATIVE STUDY OF ACCREDITED AND

NON-ACCREDITED SCHOOLS IN

LATIN AMERICA

by

BURTON BRUCE FOX

A DISSERTATION

Submitted in partial fulfillment of the Graduate School  
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B.B. FOX

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Edward Bradley, Mr. Gordon Cawelti, and Dr. William H. Etsweiler, Jr., for their generous assistance with background materials on certain regional accrediting associations.

Dr. Ernest N. Mannino, for his steadfast support of an idea and his indepth understanding of the complexities of overseas education which have contributed exceedingly to this study.

Mr. Vincent McGugan, for his continuous cooperation in the accumulation of data necessary to the comparative study.

Dr. Alex S. Pow, who caught the vision of international education and provided the author with insight of a new dimension.

A concept, the University of Alabama-Association of Colombian-American Bi-National Schools in-service program, initiated by Dr. Robert E. Bills, Dr. Merlin G. Duncan, and Dr. Paul G. Orr, and funded by the Office of Overseas Schools, without which this study and the related course work could not have been planned and completed by this date.

The administrative staffs and boards of control who have worked so closely with me these past seven years, without whose understanding this entire project would have been most difficult.

And finally, to my nephew, James, who, as a "son" has had to be the most tolerant of all.

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## CHAPTER I

### INTRODUCTION

Why accreditation? This question is asked frequently by administrators, teachers, parents, and students. The answers can be as varied as the reasons for the inquiry.

Irrespective of the answers given one fact is obvious, the increasing rate of growth of regional accrediting associations in American education. For example, the Southern Association of Colleges and Schools (SACS) listed a total secondary school membership of 1,577 in the year 1950 whereas in 1968 they recorded a secondary school membership of 3,134.<sup>1</sup>

The North Central Association of Colleges and Secondary Schools (NCA) reported 2,640 members in the secondary division in 1950 and 3,772 in 1968.<sup>2</sup> Another

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<sup>1</sup>Proceeding of the Southern Association of Colleges and Secondary Schools, 1950, and Proceedings of the Southern Association of Colleges and Schools, 1968.

<sup>2</sup>The North Central Association Quarterly, XLIII, No. 1 (Chicago, Summer, 1968), pp. 79-152.

such example of growth can be demonstrated by statistics formulated by the New England Association of Colleges and Secondary Schools (NEACSS). The 1950 membership of secondary schools (including independent schools) was 343, whereas, in 1968 the membership increased to 750.<sup>3</sup>

Not out of fear of numbers but because of them we should more than ever ask the question, "Why accreditation?"

Furthermore, the question does not find its limits within the boundaries of the United States although the accrediting agencies carry the geographical titles of Middle States, North Central, Southern, Northwest, New England, and Western.

The number of United States civilian personnel living outside the continental United States and its dependencies is continually on the rise. There are now more than 746,000 civilian employees and their dependents living in foreign lands who consider their home to be the United States

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<sup>3</sup> New England Association of Colleges and Secondary Schools, Inc., non-titled information pamphlet (Boston: New England Association of Colleges and Secondary Schools, Inc., 1969), pp. 14-35.

of America.<sup>4</sup> Forty-five per cent of these people stay overseas more than two years. If one includes the military personnel stationed by the United States around the globe in these figures it is estimated that over one per cent of the entire citizenry of the United States is living abroad.<sup>5</sup>

Primarily, children from families included in the above statistics attend either "American Sponsored" schools overseas or Department of Defense (DOD) schools. Most people have a general knowledge of what a DOD school is, having either seen one on some local air base or naval installation or possibly witnessed the "base schools" activities while personally being stationed abroad in one of the United States Armed Services. There are, however, many misconceptions about "American Sponsored" schools overseas. Therefore, it is appropriate to identify selected background data on them.

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<sup>4</sup> American Association of School Administrators, The Mission Called O/OS (Washington, D.C.: American Association of School Administrators, 1966), p. 2.

<sup>5</sup> U.S., Department of Commerce, Bureau of the Census, United States Census of Population: 1960. Selected Area Reports. Americans Overseas (Washington, D.C.: Government Printing Office, 1964).

referred to when introducing the International Education Act of 1966. He stated that these schools ". . . should be showcases for excellence in education. They should help make overseas service attractive to our citizens. They should provide close contact with students and teachers of the host country."

For the 1968-69 academic year these schools numbered 129 in 76 countries and enrolled 33,725 American children as well as 27,156 children from other countries. These same schools employed a total of 4,613 teachers and administrators, of whom 2,489 were Americans and 2,124 were foreign nationals.

The American-sponsored schools range in size from enrollments of 14 in Reykjavik, Iceland to approximately 3,500 in Bangkok, Thailand. They have many features in common which generally are reflected in their character. Among them are the following:

1. The schools are privately controlled, non-profit, non-sectarian, and are basically American or bi-national in enrollment and methodology.

2. The schools are controlled by local school boards which often include members of the local American business community, host country and third country citizens, and who are usually parents of youngsters in the given school.
3. Nearly all of the schools find their primary source of financing being that of tuition. Some, due to locale and/or industrial concentrations, find additional sources of revenue through donations from United States business firms with overseas subsidiaries, as well as foundations.
4. The language of instruction is English, supplemented, in most cases, with the language of the host country.
5. The curriculum and method of instruction is based upon United States patterns with special attention usually given to the language, social studies, and literature of the host country.
6. The administrators and teachers are primarily United States citizens or United States trained.

7. There is generally a large turnover of United States personnel. In many cases this is compounded by an equally large turnover of student personnel due to transfer of families.

The United States Government, particularly through the Department of State and related agencies, has long been concerned with assisting the American sponsored schools and for over twenty years has provided some type of financial support to them under various legislative authorities.

In 1964, the several programs then in existence to provide assistance to these schools were brought together into one coordinated program with the establishment of the Office of Overseas Schools of the Department of State.

Dr. Ernest N. Mannino was designated the Director of this newly established office in July, 1964, and he was a key figure in joining together the many faceted programs and legislative acts which had previously served the American Sponsored Schools Overseas. It was through his leadership that the role of the Southern Association of Colleges and Schools, already well established but somewhat stymied due to lack of funds, was expanded as mutually

beneficial visitations to many of the Latin American schools were financed, in part, by the Office of Overseas Schools of the Department of State.

While there is this ever growing United States student population studying at the primary and secondary levels outside their national boundaries, there is, conversely, a rapidly increasing number of foreign students attending colleges and university campuses in the United States. The foreign student enrollment in the United States in 1950-51 was listed at 30,000. By 1963-64 the figure had climbed to 75,000. Based upon these figures a projection was made that by 1970, 120,000 persons from other countries would be acquiring their higher education in the United States.<sup>6</sup> However, in reality the estimate was low for by 1967-68 the figure had already reached 110,315, an increase of over 10,000 students from the previous year.<sup>7</sup>

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<sup>6</sup>Education for One World: Annual Census of Foreign Students in the United States, March, 1952, and March, 1964 editions.

<sup>7</sup>National Association of Foreign Students Affairs and the Institute of International Education Bulletin.

During the past five years the number of graduate foreign students in attendance in the United States has increased 67 per cent and undergraduates 48 per cent. One hundred and seventy-two countries are represented in these figures.<sup>8</sup> Analyzed differently, 1.7 per cent of all of the students in United States colleges and universities are from foreign countries, nearly 25 per cent of all of the foreign students who study throughout the world.<sup>9</sup>

With such an international phenomenon under way in American life, both at home and abroad, it is easy to understand why more overseas institutions are either seeking or contemplating accreditation by one of the United States regional accrediting associations. This situation is evidenced by the membership of the Southern Association of Colleges and Schools. In 1950 there were fourteen overseas schools accredited by this organization. In 1968 there

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<sup>8</sup> Ibid.

<sup>9</sup> Harold Taylor, The World and the American Teacher (Washington, D.C.: The American Association of Colleges for Teacher Education, 1968).



were thirty-nine schools with this approval.<sup>10</sup>

Additional evidence can be found by comparing the number of Department of Defense Schools accredited by the North Central Association of Colleges and Secondary Schools. The number increased from twelve in 1950 to sixty in 1968.<sup>11</sup>

Thus, the question of accreditation, its values and meanings, is being increasingly examined and pursued all over the world by school boards, administrators, and others directly interested in the welfare of overseas schools.

#### Statement of the Problem

The purpose of this study is (1) to provide a historical survey of the function of the regional accrediting associations in the United States in relation to various overseas schools offering a United States type curriculum; (2) to determine selected differences between United States accredited and non-accredited overseas schools; (3) to determine what changes, if any, are evident in various

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<sup>10</sup>Proceedings of the Southern Association of Colleges and Secondary Schools, December, 1950 and December, 1968.

<sup>11</sup>The North Central Associations Quarterly, pp. 151-152.

overseas schools following accreditation; and (4) to provide a relevant conclusion concerning the value of United States accreditation for overseas schools.

#### Basic Questions

The study is organized to treat four basic questions. These are:

1. How and why did the various regional accrediting associations in the United States become involved with various overseas educational institutions as accrediting agents?
2. Is there a significant difference in selected factors such as pupil/teacher ratio; per pupil expenditure; physical facilities; and teacher qualifications between accredited and non-accredited overseas schools?
3. What significant changes have taken place in selected overseas schools that are attributable to accreditation?
4. Based on data about selected schools studied, what significant values may be accrued through

accreditation for overseas schools?

### Importance of Study

The study will be of value in the following ways:

1. It will provide a consolidated source of historical reference on the role of the regional accrediting association in overseas schools.
2. It will provide accrediting associations with further insight as to the value of this role in overseas education.
3. It will provide overseas administrators and school boards with an evaluative examination of the differences between accreditation and non-accreditation.

### Procedure

The study was conducted according to the following procedure:

1. Related literature and interviews:
  - a) During the Spring term of 1968-69 a review of all pertinent literature available among the files of the various regional accrediting

associations in the United States was accomplished, and

- b) personal interviews were conducted with key personnel involved in the accrediting process with the various regional accrediting associations in the United States.

2. Research methodology:

- a) Based upon files available within the United States Department of State, Washington, D.C., the following items were surveyed and logged pertaining to selected non-accredited overseas schools during the years 1964 through 1968.

- (1) Pupil/teacher ratio.

- (2) Per pupil expenditure.

- (3) Salaries:

- (a) Highest teacher

- (b) Lowest teacher

- (c) Average teacher

- (d) Chief administrative officer

- (4) Number of teachers with less than a Bachelor's degree.

- (5) Number of teachers with a Bachelor's degree.
  - (6) Number of teachers with a Master's degree or above.
  - (7) Number of teachers holding credentials issued in the United States.
  - (8) Guidance/Counseling facilities.
  - (9) Library expenditures.
- b) Based upon the files available within the Southern Association of Colleges and Schools the following items were surveyed and logged pertaining to selected overseas schools accredited by that organization during the years 1964 through 1968:
- (1) Pupil/teacher ratio.
  - (2) Per pupil expenditure.
  - (3) Salaries:
    - (a) Highest teacher
    - (b) Lowest teacher
    - (c) Average teacher
    - (d) Chief administrative officer
  - (4) Number of teachers with less than a Bachelor's degree.

- (5) Number of teachers with Bachelor's degree.
  - (6) Number of teachers with Master's degree or above.
  - (7) Number of teachers holding credentials issued in the United States.
  - (8) Guidance/Counseling facilities.
  - (9) Library expenditures.
- c) A questionnaire was forwarded to thirty-nine overseas administrators whose schools are accredited by the Southern Association of Colleges and Schools. The questionnaire and the responses received are examined in depth in Chapter IV of this dissertation.
- d) Personal interviews were conducted with twenty overseas administrators whose schools are accredited by the Southern Association of Colleges and Schools. These interviews were conducted following receipt of the completed questionnaires mentioned above under (c).

e) The data obtained under (a), (b), (c), and (d) above, were analyzed and implications and conclusions were extracted to provide findings concerning the overall value of accreditation for overseas schools.

#### Limitations of the Study

The study is limited to (1) a study of the literature available on the various United States regional accrediting associations and their activities as they relate to the various overseas schools; (2) the resource files available within the regional accrediting associations and the Department of State, Washington, D.C.; (3) the personal interviews, of those physically available within reason, of knowledgeable persons within the various regional accrediting associations; and (4) the responses received from the oral and written survey conducted among the 39 overseas schools accredited by the Southern Association of Colleges and Schools.

## CHAPTER II

### HISTORICAL SURVEY OF OVERSEAS ACCREDITATION

The origins and philosophies of the various regional accrediting associations in the United States are quite similar and in general quite broad in scope. The following excerpts are indicative of such general statements.

The object of the Association shall be the development and maintenance of high standards of excellence for universities, colleges, and secondary schools, the continued improvement of the educational program and the effectiveness of instruction on secondary and college levels through a scientific and professional approach to the solution of educational problems, the establishment of cooperative relationships between the secondary schools and colleges and universities within the territory of the Association, and the maintenance of effective working relationships with other educational organizations and accrediting agencies.<sup>1</sup>

The New England Association of Colleges and Secondary Schools, Inc. is a voluntary, self-governing organization of educational institutions,

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<sup>1</sup>Constitution of the North Central Association of Colleges and Secondary Schools, Article I.



the purpose of which is to develop and maintain sound educational standards.<sup>2</sup>

The Southern Association of Colleges and Schools is organized exclusively for educational purposes and its object is to improve education in the South through exercise of leadership and through the promotion of cooperative efforts between colleges, schools and related agencies. Without limiting the generality of the foregoing, the charter specifies that the Southern Association of Colleges and Schools shall have the following specific powers and purposes:

- (a) To identify for local, regional, national, and international purposes those schools and colleges of acceptable quality to be designated as accredited institutions.
- (b) To work with agencies concerned, with the improvement of education in other regions and other countries.<sup>3</sup>

Regional accrediting associations are a United States educational phenomena. Persons from most foreign countries find it difficult to understand a nation without a Minister of Education or a Federal Commissioner whose offices set national curriculum standards as well as usually establishing wage scales, tuition patterns (for

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<sup>2</sup> New England Association of Colleges and Secondary Schools, Inc., Structure and Functions--Historical Landmarks (Boston: New England Association of Colleges and Secondary Schools, Inc., 1967), p. 1.

<sup>3</sup> Southern Association of Colleges and Schools. Proceedings of Seventy-Third Annual Meeting (Atlanta, Ga., December, 1968), p. 2.

private schools) and disbursing of inspectors on a periodic basis to inspect schools.

As viewed by many foreign educators the regional accrediting association comes the closest to being the United States counterpart of the Ministry/Inspector system with which they are familiar. The significant factor involved, however, is that membership in all regional accrediting associations is voluntary and if a school chooses not to accept the standards set forth by a given association it may by its own decision drop its membership, if indeed the school is already a member, or refrain from joining the association at the outset.

The founding dates of many regional accrediting associations in the United States have a great deal in common. The New England Association of Colleges and Secondary Schools (NEACSS) Inc. was founded in 1885; the North Central Association of Colleges and Secondary Schools (NCA) in 1895; the Southern Association of Colleges and Secondary Schools (SACS) in 1895; and the Middle States Association of Colleges and Secondary Schools (MSACSS) in 1887. All of these associations were established during a

period of time when public education was being recognized as an accepted and expected right in American life.

The Western Association of Schools and Colleges (WASC) and the Northwest Association of Secondary and Higher Schools (NASHS) have later beginning dates which parallel the westward growth of the nation.

International accreditation first appeared as a possible reality in the proceedings of the SACS in 1928 and in the proceedings of the MSACSS the following year.

In Atlanta, in 1928, the proceedings include the following:

The next item of business was under the heading of Problems of the Commission. The first item was to do with the accreditation of schools in territories outside the Southern Association. The Secretary and Chairman of the Commission presented the correspondence which had been carried on during the year with the Secondary Schools of the Canal Zone. A letter was also read from a Secondary School in Cuba, asking for accreditation by the Association.

After considerable discussion, the whole matter of extra-territorial accreditation was referred to the Executive Committee by a motion from Mr. Spencer.

Mr. Highsmith, in this connection, moved that it be the consensus of opinion of this body that the Commission on Secondary Schools look with favor upon the matter of accrediting schools in

the territory in the insular possessions of the United States. The motion was passed.

The fact was brought out in this connection by the Secretary that the Secondary Schools in the Canal Zone had already received an official invitation from the Association of Colleges and Secondary Schools of the Middle States and Maryland to apply for membership in that organization. The Commission decided that this should dispose of the whole matter since it would be useless to have double accreditation in these schools.<sup>4</sup>

Included in the proceedings of the Forty-Third annual convention of the MSACSS in 1929 is the following item of consideration:

Requests have been received from three schools in foreign countries that they be allowed to apply for membership on the list. The Commission expressed a willingness to consider such applications as may be recommended by the Executive Committee of the Association. Two schools are located in France and one in Honduras.<sup>5</sup>

The first American school accredited in a foreign country was placed on the roles of the SACS in 1930. This school was the American School Foundation of Mexico City and accreditation covered grades seven through twelve and

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<sup>4</sup> Proceedings of the Association of Colleges and Secondary Schools of the Southern States, 1928, pp. 71-72.

<sup>5</sup> Proceedings of the Association of Colleges and Secondary Schools of the Middle States and Maryland, 1929, p. 50.

an enrollment of 315 students, with 13 teachers.<sup>6</sup>

(The accreditation of the schools in The Canal Zone in 1929 by the MSACSS was, of course, overseas but the schools were located on territory under the jurisdiction of the United States Government.)

It is worthy of note that the American School Foundation today has a total of 649 students in grades 7 through 12, with a faculty in that area numbering 27. The school is still accredited by the SACS.

The first period of non-activity in international accreditation by regional associations commenced after 1930. The author does not treat the period of 1885-1897 to 1928 as a period of draught as there had not been any initial interest from which to regress.

However, between 1930 and 1936 there apparently was no activity in the area of international accreditation, based upon the files and proceedings of the respective associations. The MSACSS accredited the International School of Geneva, Switzerland, in 1936.

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<sup>6</sup>Proceedings of the Association of Colleges and Secondary Schools of the Southern States, 1930, p. 156.

In 1938, the following statement gives indication that at least some of the American community schools in Latin America had been giving considerable thought to accreditation:

W. L. Spencer, Chairman of the Committee on Extra-Territorial Accreditation, reported that several extra-territorial applications had been received during the past session, and asked the wishes of the Commission regarding the accrediting of extra-territorial schools, suggesting that appropriation be made for visitation of applying schools. Dr. Highsmith made the following motion: That the Secretary of this Commission, with the help of the Executive Committee if necessary, be authorized to handle any and all questions for dealing with extra-territorial schools. Mr. Spencer indicated that this would involve rescinding action taken several years ago. After brief discussion the motion was carried.<sup>7</sup>

The SACS then proceeded to establish contact with the American High School, Buenos Aires, Argentina, and the Lago Community High School, Aruba, Netherlands, West Indies. Both of these schools were accredited by that association in the annual meeting of 1939.<sup>8</sup>

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<sup>7</sup>Proceedings of the Southern Association of Colleges and Secondary Schools, 1938, p. 219.

<sup>8</sup>Proceedings of the Southern Association of Colleges and Secondary Schools, 1939, p. 204.

Inactivity now set in completely regarding international accreditation, probably because of World War II.

One fact, which warrants attention and seemingly supports the premise that the War slowed the accreditation process, is clearly established upon observing the initial dates of accreditation for schools in the United States. The number of schools accredited for the first time during the years 1940 through 1945 is exceptionally small. With this fact in mind one could speculate what might have happened to the various accrediting associations had the War lasted ten years?

Beginning with 1948 the accreditation of American type schools around the world moved into its own. The SACS and the NCA began considerable expansion, the SACS in the area of Latin America, the territory which it had acquired through an informal agreement among the regional accrediting organizations, and the NCA, which began a "temporary" service of accrediting the various Department of Defense High Schools around the world. These international boundaries for accrediting purposes were later formalized at a meeting of association representatives in

Detroit in February 1961.<sup>9</sup>

From 1948 forward the growth, in terms of percentages has been exceptional. NAC's overall secondary school membership between 1950 and 1968 increased approximately 40 per cent. Its overseas accreditation between the same years was 400 per cent. SACS's overall secondary school membership between 1950 and 1968 doubled while its overseas accreditation increased nearly 300 per cent. MSACSS's total secondary school membership between these years showed nearly a 100 per cent increase and its overseas accreditation process grew more than 300 per cent.

Truly, the international scene was now involved in the United States regional accrediting function.

Indicative of this world wide approach in this period of growth, when the associations could have justifiably felt occupied and overworked with local accreditation problems, was the resolution passed by the Commission on Secondary Schools of the Southern Association of Colleges and Schools on November 30, 1960. The resolution

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<sup>9</sup> "A Proposal to Provide for the Accreditation of Foreign Schools," Summary report, February, 1961



in part states:

There is a need, more than ever before, for understanding and goodwill among the nations of the Western Hemisphere. The Association, as well as each member institution, has an obligation and responsibility to continue to develop cooperative services and programs which can strengthen inter-cultural relations. Such professional activities should be initiated and conducted in a manner which complements the inter-governmental relationships. The extension of services and programs must be based upon mutual understanding and the utilization of the resources of each nation's heritage, historical development and culture. Creative activities which bring educators, irrespective of nationalities, into close professional relationships will lead to an improvement of education and greater international understanding. Only the educated citizens of each nation can provide the mutual understanding that will bridge language and cultural barriers.

All members of the Southern Association are therefore urged to:

1. Plan programs to assist students from these countries who come to the United States in personal and educational adjustment.
2. Give attention in the curriculum to developing a knowledge and appreciation of Latin America and ability to speak its languages.
3. Make staff time available to aid in exchange of pupils, staff members or consultative services as specific plans may be developed.
4. Participate in joint meetings that may be arranged between educators from Latin America and the United States.
5. Develop a method of recognizing schools in Latin America that do not meet Southern

Association standards but wish to participate in activities involving educators of the United States and Latin America.<sup>10</sup>

North Central Association Association of Colleges and Secondary Schools insight in preparing to handle the accreditation of the Defense Department schools, out of which a "temporary" arrangement has grown into a twenty year relationship of educational understanding, is most clearly put by the former Association Executive Secretary, Gordon Cawelti. Mr. Cawelti comments:

At the outset the Commission decided that there were certain unique characteristics about these schools that should properly be considered as accreditation was granted or withheld. Certainly one of the more important considerations always given to these schools is that existing facilities often must be used rather than constructing new buildings. In many countries, as seen as the military personnel depart, the facility that has been used for schools becomes the property of the local government. It was also decided that special consideration should be given with respect to a school's failure to meet a specific criterion. No new school in the stateside region is admitted that has even one deficiency, but a dependent school is permitted to be accredited if one criterion

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<sup>10</sup> Report of the Committee on Latin American Relations, Memphis, Tennessee, 1960.

is not met so long as it's total pattern, purpose, and facility appears to be effective.<sup>11</sup>

Middle States Association of Colleges and Secondary Schools went on record as early as 1957 with its philosophy with regard to overseas accreditation. Dr. William H. Etsweiler, Jr., Executive Secretary for the Secondary Commission of that association, states:

The Commission at the 1957 meeting adopted the policy that when a school abroad was serving children of citizens of the United States, was willing to carry out a self-evaluation using the Evaluative Criteria, and where there was a likelihood that Americans acquainted with the evaluation procedures could visit the school and check the self-evaluation without too great an expense to the school, then a request to accept an application would be approved by the Commission on Secondary School, Middle States Association.<sup>12</sup>

Obviously some have concurred with the idea of accreditation of the overseas schools serving Americans much more readily than others. The NCA and the SACS have stressed flexibility, though not at the expense of quality, and have established separate committees within their

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<sup>11</sup>Gordon Cawelti, personal interview, Chicago, Illinois, March, 1969.

<sup>12</sup>William H. Etsweiler, Jr., personal interview, Philadelphia, Pennsylvania, May, 1969.

respective organizations to treat applications for accreditation by overseas schools.

The Latin American Relations Committee, operating within the Commission on Secondary Schools of the SACS, is composed of several influential educators from within the region that organization serves in the United States as well as one member from an accredited school in Latin America. The Executive Secretary of the Secondary Commission serves as an ex-officio member of the Latin American Relations Committee. (See Appendix A for 1968 membership.)

The American Dependents Schools Committee of NCA includes an Associate Superintendent for DOD dependents Schools, Pacific, and the Deputy Director DOD dependents Schools, Atlantic in 1968. The Committee was chaired by the Executive Secretary of the Association. (See Appendix B for 1968 committee memberships.)

One outgrowth of the increased memberships of the regional accrediting associations was the necessity for more closer communications between the various associations. Indirectly, this need for communication was intensified

by the growth of international accreditation.

In 1961 the Council of Secondary School Accrediting Commissions was formed and included in its membership representatives from each of the six regional associations. The general purpose of the Council is stated as follows: "To provide an organization through which the Regional Commissions for Secondary Schools can unite and communicate effectively to advance the cause of voluntary Institution-based evaluation and accreditation."<sup>13</sup>

In February, 1962, the Council met in St. Louis, Missouri. During this meeting it was recommended:

. . . that the following paragraph appear in an appropriate place on the List of Accredited Schools of each Association: The accreditation of schools serving American children abroad is provided for through a cooperative agreement of the regional associations. Schools for American Dependents Abroad and supported by the Defense Department are accredited by the North Central Association. American type schools in Latin America are accredited by the Southern Association, and schools for American children in other countries are accredited by the Middle States Association.<sup>14</sup>

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<sup>13</sup> New England Association of Colleges and Secondary Schools, Inc., Memorandum, no date.

<sup>14</sup> Council of Secondary School Accrediting Commissions, Summary Report of Meeting, St. Louis, Missouri, February, 1962, pp. 1-2.

The aforementioned paragraph was approved by the association representatives present at the meeting. These included persons from the NCA, SACS, NACS and NEACSS associations. It should be noted that the Western Association of Schools and Colleges did not have a representative present at the St. Louis meeting.

When the Council met in February, 1967, the minutes indicate a new interest was being voiced with regard to accreditation in the Pacific and Far East areas.

It was reported that the Western Association, which now serves California, Hawaii, and Guam, has received inquiries from some schools in the Far East asking about the accreditation services of WASC. Far East schools are presently served by the Middle States Association. The suggestion was made that territorial assignments be reviewed. Because of shortage of time, further consideration of this topic was deferred to the meeting in July.<sup>15</sup>

When the Council met again in August of the same year a motion was approved:

. . . that the Western Association of Schools and Colleges be authorized to accredit American Schools in the Pacific Area; that the portions of the Far East included be further delineated and the schools in that area currently accredited by the Middle

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<sup>15</sup> Council of Secondary School Accrediting Commissions, Minutes of Meeting, February, 1967, p. 5.

States Association could continue their affiliation with that Association until, by mutual agreement, they chose to change.<sup>16</sup>

Mr. Berry of the WASC and Dr. Oliver of the MSACSS were designated to work out the territorial map.<sup>17</sup>

In reality this matter, however, was not settled by the aforementioned motion. The dispute over what some call "the off shore islands" still remained unresolved between the WASC and the MSACSS as late as July, 1969.

The matter has been on the agenda of the Council at their August, 1968 and March, 1969, meetings and listed for what many believed to be final discussion at the Council meeting in Atlanta in July, 1969.

Additionally, in August, 1968, the following report was made to the Council:

Mr. West reported on their (New England Association) evaluation activity with an Institution in Rome, Italy. He stated that they had agreed to this request after consultation with the Middle States Association, which normally has the responsibility for Independent

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<sup>16</sup> Council of Secondary School Accrediting Com-missions, Minutes of Meeting, August, 1967, p. 7.

<sup>17</sup> Ibid.

schools in Europe. The request was made because the school was chartered in a New England state.<sup>18</sup>

In the same meeting, and obviously as the result of this new approach to overseas accreditation as well as the still unsettled Pacific-Far East question, additional thought was given to the entire matter of international accreditation.

Further discussion indicated a need to define the territorial boundaries and previous agreements regarding the evaluation and accreditation of overseas schools. The matter will be discussed by the Executive Secretaries at the New Orleans meeting in October, and a proposal will be prepared for presentation before the Council at the March meeting in San Francisco.<sup>19</sup>

By March, 1969 the matter of territorial jurisdiction had become of such concern to many of the members of the Council that its position on the agenda in San Francisco was second in reports and discussions. It was voted at this meeting as follows:

To authorize the Chairman (Mr. Richard Bradely, New England Association) to appoint a small committee to study past action and develop a written

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<sup>18</sup> Council of Secondary School Accrediting Commissions, Minutes of Meeting, August, 1968, p. 4.

<sup>19</sup>  
Ibid.



statement of regional responsibilities in the area of evaluation and accreditation of American schools abroad.<sup>20</sup>

Dr. W. R. Goodson, Associate Executive Secretary for the Secondary Commission, SACS was appointed as Chairman of the committee by Mr. Bradley, and Dr. J. Wade Bingeman of MSCASS and Dr. J. Wesley Berry of WASC were designated as members.

Unfortunately, Dr. Bingeman passed away in April of 1969. However, under the able leadership of Dr. Goodson the work of the committee proceeded and its findings and recommendations were presented in the Atlanta meeting in July, 1969.

The Council agreed to accept the first two sections of the proposal submitted which in effect reaffirmed the functions of the NCA and the SACS with regard to overseas accreditation; to wit: NCA would accredit all DOD schools, regardless of location, and SACS would accredit all schools in Mexico, Central America, South America, and the Caribbean area.

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<sup>20</sup> Council of Secondary School Accrediting Com-missions, Minutes of Meeting, March, 1969, p. 1.

Their action concerning other overseas accreditation stated ". . . that jurisdictional arrangements are to be made by an agreement between or among the regional associations involved."<sup>21</sup>

Based on this resolution and its inherent vagueness it is doubtful if the matter of territorial jurisdiction is indeed permanently resolved.

As the regional accrediting agencies became internationally involved so did many of the individual United States members of the associations. Additionally, state and federal agencies acquired new and substantive interests in the field of international education in part due to the leadership provided through the accrediting organizations, and in particular, their Secondary Commissions.

The Regional Educational Agencies Project-International Education is an example of this type of development. The State Department of Education in the states of Texas, Louisiana, Alabama, and Tennessee joined together in 1966 in this international education project. Dr. W. R. Goodson, the original Project Director, defined the

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<sup>21</sup>Council of Secondary School Accrediting Commissions, Minutes of Meeting, July, 1969, p. 1.

objectives as follows:

To strengthen the departments of education in the four states by introducing the international dimension into their work and planning.

To develop the potential interest in educational exchange for increasing international understanding.

To promote study and action programs to improve the instruction of non-English-speaking children.

To relate educational planning within each state to various international activities.

To coordinate within each state educational activities developed by the Peace Corps, the United States Department of State, Department of Defense, and other groups charged with the responsibility for developing international programs.

To utilize American-type schools located throughout the world as an avenue for exchanging information, programs, and plans that will promote international understanding. This will be done in cooperation with the overseas schools section of the Department of State.

To encourage other state departments of education to develop programs of various kinds for the production of materials and activities to promote peace and international goodwill.<sup>22</sup>

In an internal memorandum issued by the Texas Education Agency, additional concepts were explored with regard to the REAP program:

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<sup>22</sup>NASSP Bulletin, January, 1967, p. 36.

The benefits to the schools of Texas of this project are innumerable. Of major importance, however, are (1) the exchange of techniques and methods for teaching English as a second language. Many of the American schools in this group (those accredited by the Southern Association of Colleges and Schools overseas) have had as much as twenty-five years experience in bilingual instruction in which classes are totally in English or totally in Spanish, or Portuguese. About half of the classes are in English and half in the native language. Other contributions from these schools are (2) their methods of techniques in teaching Spanish to English speaking students. Of significant benefit to the agency is the development of (3) an understanding among the educators of Latin America and the United States, and (4) the evolution of interstate cooperative participation.<sup>23</sup>

In another area of the United States, within which schools are accredited by the SACS, additional developments of the REAP program were underway.

In early 1967 a twelve grade school located in Goshen, Alabama was selected as a pilot project school in connection with an experimental program in international education.

The local county superintendent's interest in curriculum improvement plus a high level of teacher interest and cooperation were the basis for the selection of this

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<sup>23</sup> Texas Education Agency Memorandum.

particular school. The fact that the school was located in a rural area where no previous international exposure had been present also strengthened the case for selection.

Students at all grade levels became involved in exchanges with the Karl C. Parrish School of Barranquilla, Colombia. Elementary youngsters scrapbooks depicting home and community activities within their area of Alabama and the United States were sent overseas. Counterparts in Colombia reciprocated with similar materials. High school students exchanged essays and made tape recordings describing their customs, daily activities, and school functions. Recipes were studied by the girls in home economic classes and a variety of dishes based upon Latin American cooking were served to parents in the Goshen Community at the annual FHA and FFA Parents Night.

Dr. Leslie L. Lee, in describing this experiment in international understanding in the September, 1968, issue of the Alabama School Journal mentions that personnel from the Alabama State Department of Education, the Pike County (Alabama) school system, selected doctoral students from the University of Alabama under the direction of the

associate dean of the College of Education, and bi-national teachers in Colombia, South America, were all involved in the operation of the project.

The project was funded under Title V of the Elementary and Secondary Education Act and is an excellent example of a cooperative venture between REAP and a State Department of Education.

Finally, a State-National Ministry partnership was developed through the program.

In what is believed to be the first cooperative arrangement between a state department of education and a ministry of education in another country, Texas has been exchanging science teaching know-how for help from Guatemala on social sciences and the teaching of English as a second language.

The idea of an educational relationship abroad by the Texas Education Agency developed from its Four-State Project on International Education with Alabama, Louisiana, and Tennessee. The general objective of this project was to interject international education into the public schools of the four states.

The activities which have been undertaken and are planned between TEA and the Guatemalan Ministry of Education and the enthusiasm produced suggest the desirability of more educational exchange and interchange among the states of the United States and other countries in this hemisphere. The association between the Texan and the Guatemalan teachers engendered the understanding so vital to international

education, the medium by which there can be understanding among all the people of the world.<sup>24</sup>

The regional accrediting associations are founded upon similar philosophies with membership being voluntary. Their growth over the years has been parallel with the development of public education in the United States.

During the past forty years international accreditation by these associations has steadily increased. In the late 1920's, a few schools outside the United States solicited accreditation from more than one of the United States regional agencies. At that time the Middle States Association of Colleges and Secondary Schools (MSACSS) accredited the schools in the Canal Zone, and the Southern Association of Colleges and Schools (SACS) accredited the American School Foundation of Mexico in 1930.

There were few overseas schools accredited during the economic depression; only three between 1930 and 1939; and in fact accreditation overseas remained at a low level of activity through World War II.

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<sup>24</sup>Severo Gomez, "Texas Science Education," The Science Teacher, XXXV, No. 3 (March, 1968).

The accreditation of overseas schools began to move rapidly after 1948. At this time the SACS and the North Central Association of Colleges and Secondary Schools (NCA) began accrediting schools in defined territories. By informal agreement, SACS served the Latin American area, and NCA the schools operated by the United States Department of Defense (DOD).

International boundaries were formalized in 1961 for the purposes of accreditation; however, the problem of territorial jurisdiction has been a continuing one.

Each regional accrediting association has made certain internal accommodations which have enabled them to function in the accrediting of overseas schools.

Two of the most persistent problems concerning the accreditation of schools overseas by the United States regional accrediting associations are:

1. The need to define territorial boundaries so that (a) any possibility of conflict is resolved, and (b) all schools throughout the world have an accessible and equal opportunity to receive consideration for accreditation by



a United States agency.

2. The need for financial resources necessary to provide accreditation services and procedures at a level not lower than that provided to schools located within the United States.

## CHAPTER III

### COMPARATIVE ANALYSIS OF SELECTED ACCREDITED AND NON-ACCREDITED SCHOOLS IN LATIN AMERICA

In developing questions about accreditation, its values, strengths, and weaknesses, and their ramifications in the overseas school, it was necessary to find a set of accredited and non-accredited schools which had significant commonalities.

As the member schools accredited in Europe and Asia by the Middle States Association of Colleges and Secondary Schools (MSACSS) total only eleven in number, it was felt that this would not be a sufficient sample of accredited schools to be weighed against the obviously large number of non-accredited schools with an "American program" in these same parts of the world.

Conversely, it was determined that the Department of Defense Schools, accredited throughout the world by the North Central Association of Colleges and Schools (NCA) had no true commonality with any other schools overseas. Their basic funding is governmental, their reason for being is military oriented, and their staffs and faculties are in effect government employees.

Selected schools, accredited and non-accredited, in the Latin American area serviced by the Southern Association of Colleges and Schools (SACS), however, do have certain substantial common denominators.

A group of 43 schools, 23 accredited and 20 non-accredited, located in the Western Hemisphere, in the region generally referred to as Latin America (Mexico, Central America, and South America) plus the islands of Hispaniola and Jamaica, are all catagorized by the United States Department of State, Office of Overseas Schools, as American Sponsored Schools Overseas.<sup>1</sup>

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<sup>1</sup>U.S., Department of State, Uniform State/AID Regulations, Section 600, "Overseas Schools Program," May, 1968 and January, 1969.

As noted in Appendix D, the SACS accredits 39 in this geographic region, however, only 23 of these meet the criteria set forth by the United States Department of State. There are, of course, many more than 20 non-accredited schools in this area of the world but only those 20 selected for the study meet this common criteria.

Inasmuch as the schools selected to have this collective philosophy, with the very fact of being non-profit in nature being a substantially unique bond between groups or individuals in any enterprise, it is believed that a comparison, in certain selected items, between these 43 schools will provide a valid sampling of the effects versus the non-effects of accreditation in the American type school overseas.

The items selected for study were:

1. Pupil/teacher ratio.
2. Per pupil expenditure.
3. Salary structures:
  - a) Highest teacher.
  - b) Lowest teacher.
  - c) Average teacher.
  - d) Chief administrative officer.

4. Level of educational attainment within faculties:
  - a) Master's degree or above.
  - b) Bachelor's degree.
  - c) Less than Bachelor's degree.
  - d) Credential issued in the United States.
5. Counseling/guidance facilities.
6. Annual library expenditure.

Presented in this chapter are the statistical findings accrued from a study of twenty-three accredited and twenty non-accredited schools located in the geographical area served by the SACS and recognized by the United States Department of State, Office of Overseas Schools, as American Sponsored Schools Overseas.

Consistent with the purposes and basic questions of this study, data are organized and presented within a format that readily compares the accredited and non-accredited schools which were included in the study. Furthermore, the presentations of data follow a statement of the Principles and Standards of the SACS which govern the particular data reported.

Pupil/Teacher Ratio

"PRINCIPLE E: Personnel should be provided in the amount and quality needed to provide the administrative, instructional materials, supervisory, guidance, clinical, health, lunchroom, custodial, and other services required for effective operation of the school system."<sup>2</sup>

"STANDARD: 2.(a) Sufficient professional staff shall be assigned to a school to provide a maximum pupil-professional staff ratio for the school years 1968-69 and 1969-70 of 24:1."<sup>3</sup>

As determined from Table III-1 below, of those schools surveyed, both the accredited and non-accredited schools more than adequately meet the Principle and Standard set forth by the accrediting association.

Figure 1 shows graphically the relationships between pupil/teacher ratios in accredited and non-accredited schools surveyed in this study and the norm established as a maximum pupil/teacher ratio for 1968-69-70 by the SACS.

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<sup>2</sup> Southern Association of Colleges and Schools. Proceedings of Seventy-Third Annual Meeting (Atlanta, Ga., 1968), p. 236.

<sup>3</sup> Ibid.

TABLE III-1  
PUPIL/TEACHER RATIO IN ACCREDITED AND  
NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Pupil/Teacher Ratio
Accredited	23	18.61:1
Non-Accredited	20	13.45:1

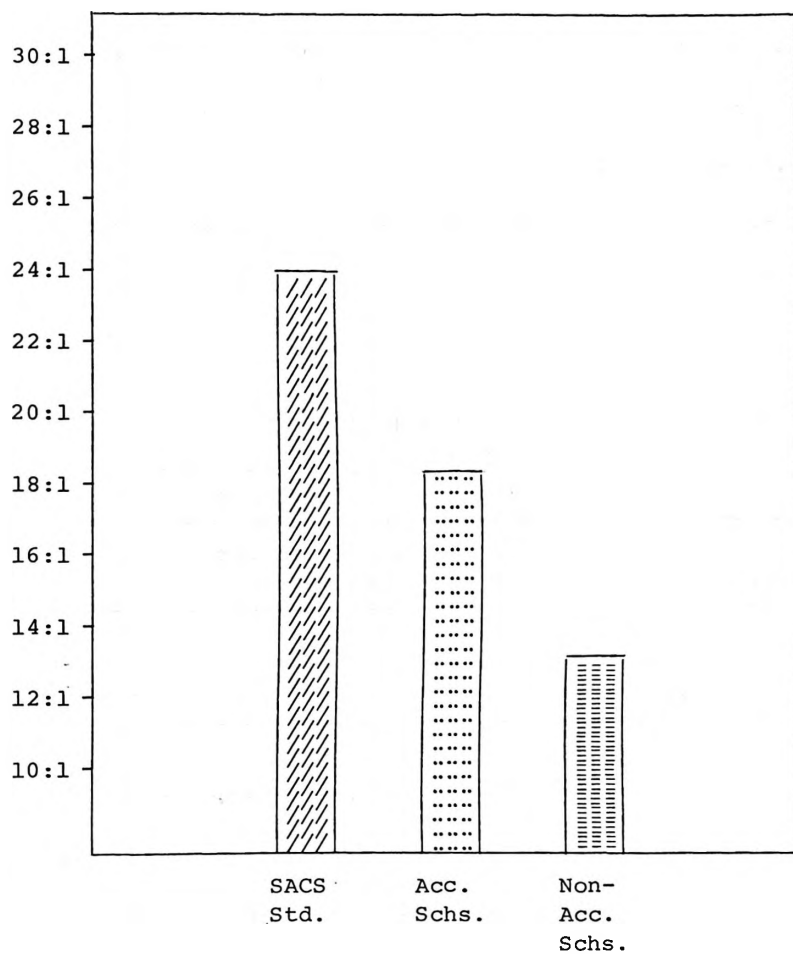


Fig. 1.--Pupil/Teacher Ratios



Per Pupil Expenditure

The 1967-1968 national average in the United States for expenditure per pupil in average daily attendance in accredited and non-accredited schools combined was \$619.00.<sup>4</sup>

Table III-2 depicts the average per pupil expenditure in the accredited and non-accredited schools surveyed in this study.

TABLE III-2  
PER PUPIL EXPENDITURE IN ACCREDITED AND  
NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Average Per Pupil Expenditure
Accredited	22	\$532.18
Non-Accredited	20	\$535.40

Of significant importance, as demonstrated in Table III-3, is that sixteen states in the United States have per pupil expenditure averages which are lower than the forty-two overseas schools surveyed. While one would

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<sup>4</sup> National Teachers Association, Committee on Educational Finance, Financial Status of the Public Schools (Washington, D.C.: National Teachers Association, 1968), p. 45.

TABLE III-3  
CURRENT EXPENDITURE PER PUPIL BY AVERAGE DAILY ATTENDANCE, BY STATE

State	Expenditure per pupil in 1967-68	Percent of U.S. average
United States	\$619	100.0
New York	982	158.6
Alaska	972 <sup>a/</sup>	157.0
New Jersey	807	130.4
Connecticut	715	115.5
Maryland	702	113.4
Wisconsin	691 <sup>b/</sup>	111.6
Montana	689	111.3
California	685	110.7
Delaware	676	109.2
Wyoming	670	108.2
Oregon	664	107.3
Pennsylvania	657	106.1
Minnesota	656	106.0
Arizona	640	103.4
Vermont	638	103.1
Nevada	635	102.6
Michigan	628	101.5
Rhode Island	623	100.6
Hawaii	622	100.5
Illinois	621	100.3
Louisiana	618	99.8
Washington	613	99.0
Massachusetts	606	97.9
Indiana	605	97.7
Ohio	591	95.5
Kansas	582	94.0
Iowa	580	93.7
Colorado	575	92.9
New Hampshire	571	92.2
Florida	554	89.5
North Dakota	554	89.5
Virginia	554	89.5
South Dakota	541	87.4
New Mexico	536	86.6
Non-Accredited Overseas	535	86.4
Accredited Overseas	532	85.9
Missouri	532	85.9
Idaho	517	83.5
Utah	512	82.7
Georgia	498	80.5
Nebraska	492	79.5
Texas	492	79.5
Maine	490	79.2
West Virginia	484	78.2
Oklahoma	477	77.1
North Carolina	461	74.5
Kentucky	456	73.7
Tennessee	450	72.7
Arkansas	441	71.2
South Carolina	418	67.5
Alabama	403	65.1
Mississippi	346	55.9

Source of State Statistics:

National Education Association, Research Division. Estimates of School Statistics, 1967-68. Research Report 1967-R19. Washington, D.C.: the Association, 1967, p. 32.

a/ All dollar amounts for Alaska should be reduced about one-fourth to make the purchasing power of Alaska figures comparable to figures reported for other areas of the United States.

b/ Figure has been revised since publication of Estimates of School Statistics, 1967-68.

not attempt to claim that averages of \$532.18 and \$535.40 respectively are adequate to furnish the high quality of education desired of any and all institutions, the fact that schools in sixteen states operate at even a lower level of per pupil expenditure, even with the state, federal, and municipal funding that said systems have access to, demonstrates that the non-profit, non-sectarian, overseas schools in Latin America are making a concerted effort in the area of expenditures per pupil.

#### Salary Structures

"PRINCIPLE F: The environment provided school personnel, including such factors as the nature and amount of work, opportunities for study and recreation, remuneration, living conditions, and status in the community should be such as to contribute to the welfare, happiness, and growth of the staff members."<sup>5</sup>

"STANDARDS: 2...A minimum annual salary of \$4,500 for teachers and a minimum average salary of \$5,500 is

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<sup>5</sup>Proceedings of Seventy-Third Annual Meeting, p. 232.

required for the beginning of the school year 1968-69."<sup>6</sup>

The Latin American Relations Committee of the Southern Association of Colleges and Schools has been fully cognizant of the differences between the Standard on salary requirements and those in practice in some of the schools accredited by that organization overseas. Table III-4 below indicates the average cash salaries paid in the schools studied.

TABLE III-4  
TEACHERS SALARIES IN ACCREDITED AND  
NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Averages		
		High Teacher	Low Teacher	Average Teacher
Accredited	23	\$6494.04	\$2941.57	\$4270.17
Non-Accredited	20	\$4975.70	\$1163.50	\$2907.40

Certain factors such as costs of living, currency exchange, and fringe benefits (housing allowances, etc.) must be taken into consideration in some of the school organizations reporting. This is true in both the

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<sup>6</sup> Ibid., p. 238.

accredited and non-accredited schools. Therefore, the data reported in Table III-4, while not appropriately weighed against the accrediting Standard, can be measured against each other.

Figure 2 indicates that when one does compare the salary data of the accredited and non-accredited schools against the Standard of the accrediting association there is an apparent readiness on the part of the accredited schools to pay higher salaries. Such a conclusion, however, may not be valid, for as presented in the following data on the level of educational attainment within faculties a much higher percentage of teachers employed in the accredited schools are holders of Master's and Bachelor's degrees, and of credentials issued in the United States, than is true in the non-accredited schools studied. Therefore, they are in a position to solicit and obtain higher salaries.

The difference in the category of administrative salaries is noteworthy. Table III-5 indicates that the average salary for an administrator in an accredited school is nearly 50 per cent higher than the average administrator's salary in a non-accredited school.

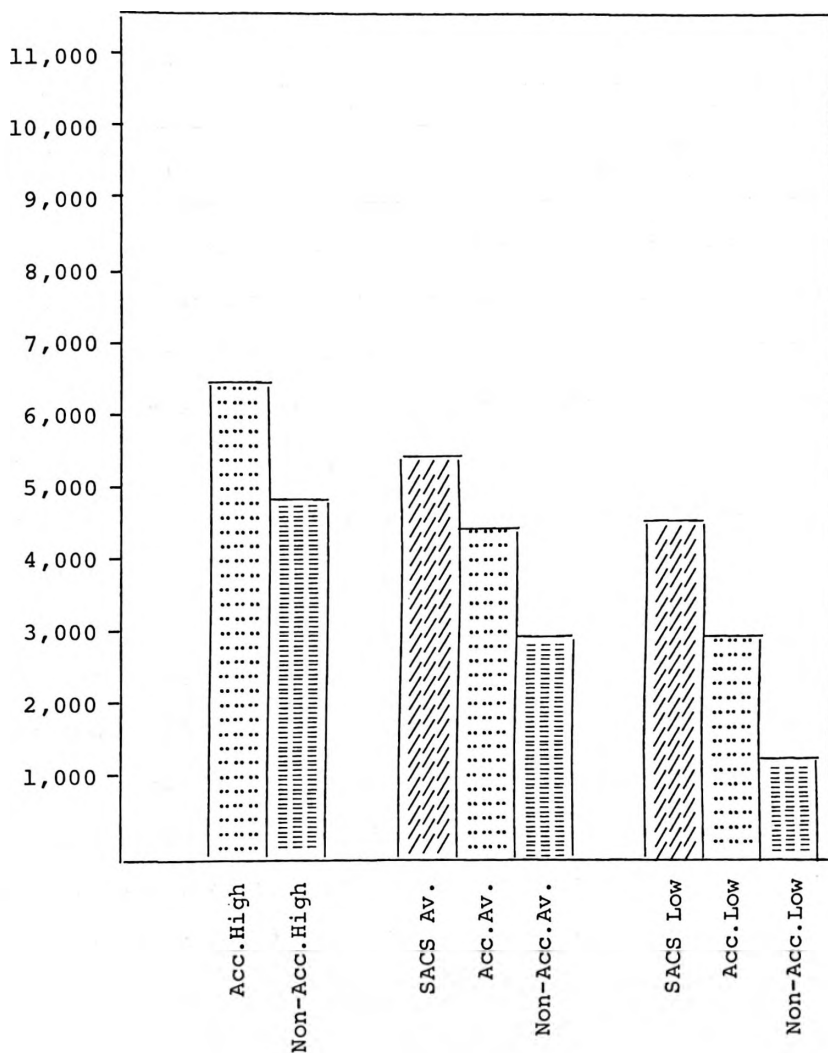


Fig. 2.--Teacher Salary Scales: Averages of Lowest-Highest-Average.

TABLE III-5

ADMINISTRATORS SALARIES IN ACCREDITED AND  
NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Average Administrators Salary
Accredited	23	\$13,994.78
Non-Accredited	20	\$9,560.30

A conclusion can be reached that the accredited school is prepared to spend more funds for an administrator. Another factor may well be that the average administrator interested in an overseas assignment is attracted more readily to accredited schools, thus, the more qualified apply and make higher salary demands upon the board of control.

Level of Educational Attainment  
Within Faculties

"PRINCIPLE E: Personnel should be provided in the amount and quality needed to provide the administrative, instructional materials, supervisory, guidance, clinical, health, lunchroom, custodial and other services required for effective operation of the school system."<sup>7</sup>

"STANDARDS: 2.(b) All members of the instructional staff shall have received a bachelor's degree from an institution approved by the Association or other regional accrediting agencies . . ."<sup>8</sup>

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<sup>7</sup>Ibid., p. 236.

<sup>8</sup>Ibid.

A study of educational attainment level within faculties of the various accredited and non-accredited schools surveyed overseas provided some thought provoking data when measured against the Principle and Standard of the accrediting association as well as comparisons internally.

Nearly one-third of the teachers employed in accredited schools fail to meet the Standard of a Bachelor's degree. More than two-thirds of the teachers in non-accredited schools would fail to meet this Standard. On the plus side approximately 18 per cent of the teachers in accredited schools hold Master's degrees.

Table III-6 shows the educational levels of teachers employed in accredited and non-accredited schools canvassed.

TABLE III-6

LEVEL OF EDUCATIONAL ATTAINMENT WITHIN FACULTIES  
IN ACCREDITED AND NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Master's Degree or Above	Bachelor's Degree	Less Than Bachelor's Degree
Accredited	18	115	317	199
Non-Accredited	20	35	137	389

As graphically shown in Figure 3, the percentages and differences in faculty educational attainment become more accentuated. While neither type school is to be commended for the large number of teachers with less than Bachelor's degrees, noticeable leadership of accredited over non-accredited in areas of teachers with a Bachelor's degree or a



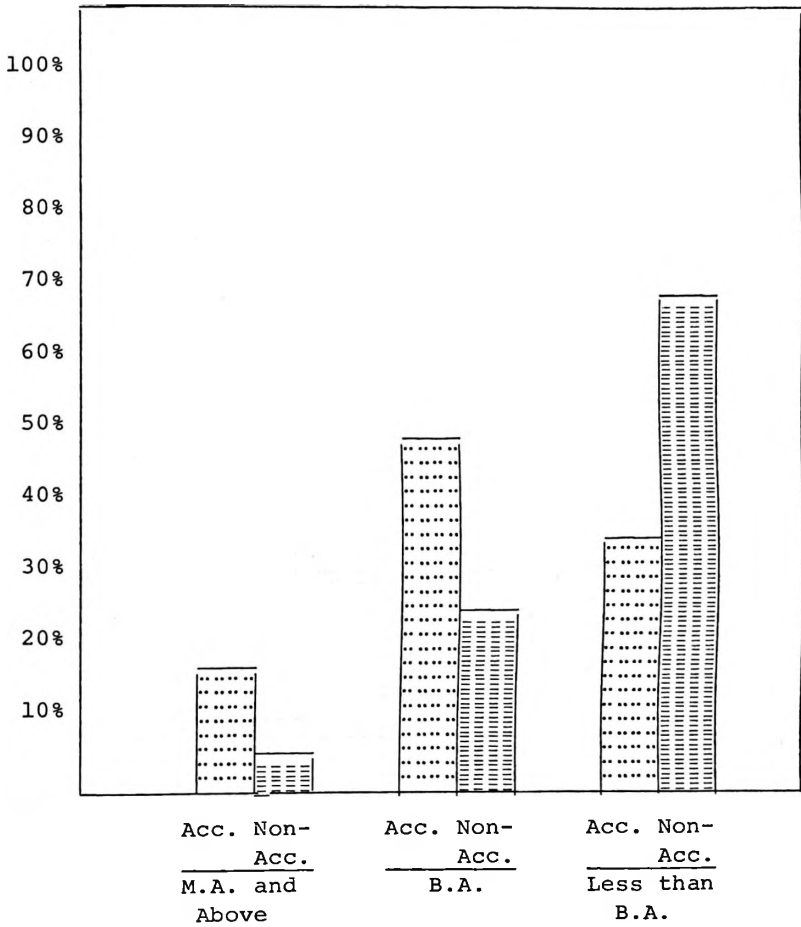


Fig. 3.--Levels of Educational Attainment Within Faculties

Master's degree (or above) is clearly a mark of progress.

In examining the area of teachers holding credentials issued in the United States there was a much higher percentage of teachers in accredited schools with such credentials than in non-accredited schools.

Table III-7 provides a statistical study on credentials and indicates that while nearly 61 per cent of the teachers employed in accredited schools have been awarded credentials in one of the fifty states only 22 per cent of the faculties in non-accredited schools have such credentials.

TABLE III-7  
TEACHERS WITH CREDENTIALS ISSUED IN THE  
UNITED STATES IN ACCREDITED AND  
NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Teachers with Credentials Issued in the United States	Total Number of Faculty Members
Accredited	18	386	631
Non-Accredited	20	124	561

#### Counseling and Guidance Facilities

"PRINCIPLE E: Personnel should be provided in the amount and quality needed to provide the administrative, instructional materials, supervisory, guidance, clinical, health, lunchroom, custodial and other services required for effective operation of the school system."<sup>9</sup>

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<sup>9</sup>Ibid.

"STANDARDS: 5(a) Each member school must provide at least one half-time professionally trained counselor."<sup>10</sup>

As shown in Table III-8 neither accredited or non-accredited fully meet this Standard, however accredited schools substantially surpass non-accredited ones in this area.

TABLE III-8  
COUNSELING FACILITIES IN ACCREDITED AND  
NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Have Counseling Facilities	Do Not Have Counseling Facilities
Accredited	23	13	10
Non-Accredited	20	2	18

While Table III-8 indicates that the ratio of counseled to non-counseled schools is commendable, Figure 4 clearly points up the fact that nearly 44 per cent of accredited schools still fail to meet the minimum standard established by the accrediting agency.

#### Annual Library Expenditure

"PRINCIPLE H: There shall be evidence of financial support by the Board of Control sufficient in amount to promote achievement of the school's purpose. Approved budgetary procedures shall be followed in the administration of the school funds."<sup>11</sup>

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<sup>10</sup>Ibid., p. 237.

<sup>11</sup>Ibid., p. 238.

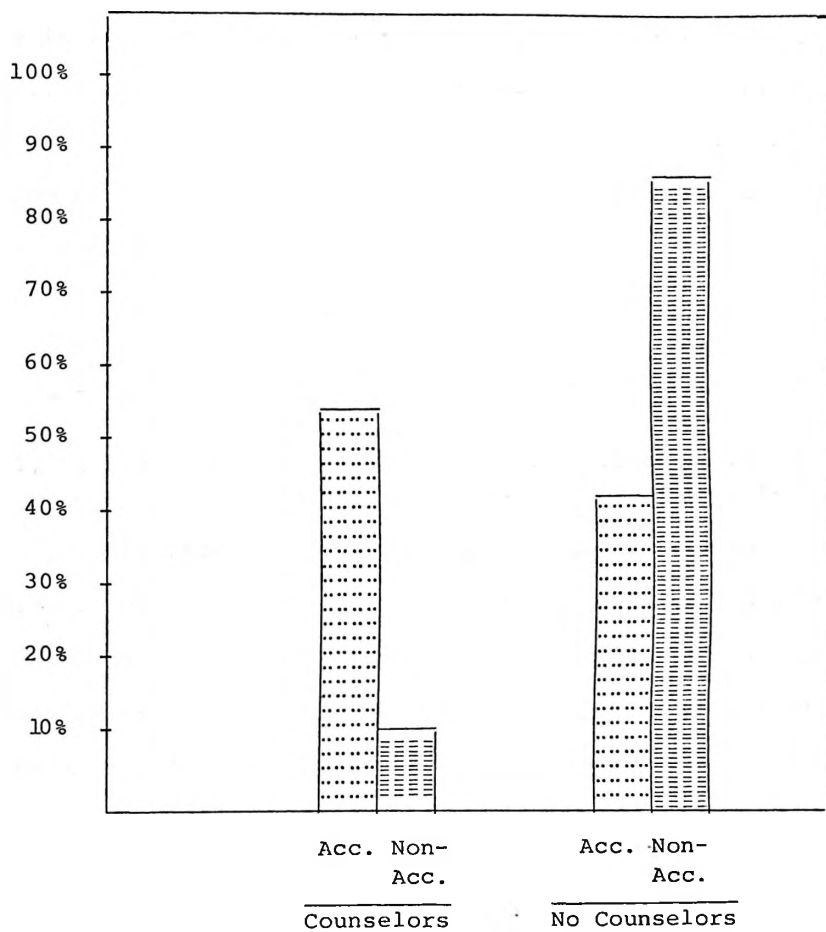


Fig. 4.--Counseling Facilities

"STANDARDS: 6 The school's budget shall include funds in adequate amount for the purchase of library books, periodicals, supplies, and audio-visual materials (exclusive of equipment). The minimum annual expenditure . . . for any school shall be \$250.00 . . ."<sup>12</sup> The following schedule is required as a minimum.

<u>Enrollment</u>	<u>Expenditure per Pupil</u>
Up to 500	\$2.50
501 - 1,000	\$1,250 for the first 500 pupils and \$2.00 per pupil above that number.
1,001 and over	\$2,250 for the first 1,000 pupils and \$1.00 per pupil above that number. <sup>13</sup>

Table III-9 indicates the average per school expenditure for library purposes among the accredited and non-accredited schools surveyed. The evidence presented in this table shows that the average accredited school is expending approximately 42 per cent more funds in library materials and supplies than is the average non-accredited school.

TABLE III-9  
ANNUAL LIBRARY EXPENDITURES IN ACCREDITED  
AND NON-ACCREDITED SCHOOLS

Category	No. of Schools Reporting	Average Per School Expenditure
Accredited	19	\$2,775.63
Non-Accredited	18	\$1,946.06

<sup>12</sup> Ibid., p. 239.

<sup>13</sup> Ibid.

A study of the individual school expenditures reveals certain important findings with regard to the annual expenditures for library usage among the accredited and non-accredited schools. These include the following:

1. None of the 19 accredited schools reporting failed to meet the minimum standard of a \$350.00 per annum expenditure.
2. Only one of the non-accredited schools, of the 18 reporting, failed to meet this minimum standard.
3. Four of the nineteen accredited schools failed to meet the per pupil expenditure standard based on total enrollment.
4. Two of the eighteen non-accredited schools failed to meet the per pupil standard as it related to enrollment.

The net findings of this study of twenty-three accredited and twenty non-accredited overseas schools can be summarized as follows:

1. Pupil teacher ratios in both the accredited and non-accredited overseas schools are well below

the national average in the United States.

They additionally compare most favorably when measured against the standards set forth by the accrediting associations.

2. Per pupil expenditures, while below the national average in the United States, rate at a higher level than those of sixteen states. This is true in both the accredited and non-accredited overseas schools studied.
3. Salary structures have a wide range and in both accredited and non-accredited schools were below the standards set by the accrediting association for average teacher salaries and minimum teacher salaries. In all categories relating to salaries, including lowest, average, highest, and administrative, the combined effort of the accredited overseas schools was measureably better than the combined effort of the non-accredited overseas schools surveyed.
4. In the area of levels of educational attainment within facilities there was a decided failure

on the part of both the accredited and non-accredited schools to equal the standards established by the accrediting association. Again, however, there was a significantly favorable difference on the part of the accredited schools when compared with the non-accredited schools studied.

5. Counseling and guidance facilities are noticeably lacking in both types of overseas schools with only 13 counselors in the 43 schools included in this study. Accredited schools had a much larger percentage than non-accredited schools but still only slightly more than 50 per cent.
6. Finally, the annual library expenditures on the part of both the accredited and non-accredited schools was generally favorable when measured against the accrediting associations standards. Few of the total number of schools failed to meet the minimum requirements set forth by the association.



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5. Counseling and guidance facilities are noticeably lacking in both types of overseas schools with only 13 counselors in the 43 schools included in this study. Accredited schools had a much larger percentage than non-accredited schools but still only slightly more than 50 per cent.
6. Finally, the annual library expenditures on the part of both the accredited and non-accredited schools was generally favorable when measured against the accrediting associations standards. Few of the total number of schools failed to meet the minimum requirements set forth by the association.

Tables III-10 and III-11 provide a complete statistical presentation of the individual accredited and non-accredited schools surveyed for this study. A review of this data allows the reader to observe the wide variances among schools on such items as: per pupil expenditure (accredited \$200 to \$935--non-accredited \$98 to \$1,089); highest teacher salary (accredited \$3,316 to \$11,232--non-accredited \$910 to \$9,458); lowest teachers salary (accredited \$900 to \$5,000--non-accredited \$600 to \$2,447); and administrative salaries (accredited \$8,400 to \$23,000--non-accredited \$3,000 to \$18,000).

TABLE III-10  
ACCREDITED SCHOOLS

School	Pupil Teacher Ratio	Per Pupil Expend.	Teacher Salaries			Admin. Salaries	Counseling Facilities	Library Expend.
			High	Low	Average			
A	32/670	336.00	4,200.00	2,000.00	3,500.00	14,200.00	Yes	1,500.00
B	68/1201	552.00	9,700.00	3,375.00	4,440.00	15,800.00	Yes	750.00
C	22/843	871.00	8,500.00	1,612.00	3,500.00	16,000.00	Yes	5,737.00
D	49/730	325.00	5,300.00	2,663.00	3,600.00	16,000.00	No	3,000.00
E	14/312	317.00	3,656.00	2,240.00	3,080.00	8,500.00	No	500.00
F	14/172	691.00	8,300.00	5,000.00	5,991.00	15,000.00	Yes	1,600.00
G	37/724	345.00	3,316.00	1,632.00	2,940.00	13,000.00	No	4,100.00
H	66/1124	407.00	4,800.00	1,600.00	3,193.00	10,000.00	Yes	6,900.00
I	15/264	355.00	6,110.00	1,980.00	4,045.00	10,000.00	No	1,700.00
J	24/461	560.00	8,400.00	3,344.00	5,180.00	12,00.00	Yes	3,100.00
K	32/540	333.00	7,957.00	2,059.00	4,000.00	19,300.00	Yes	5,200.00
L	13/237	515.00	6,600.00	5,000.00	5,366.00	9,000.00	No	350.00
M	30/562	304.00	4,447.00	900.00	3,647.00	10,200.00	No	1,400.00
N	47/649	543.00	6,440.00	4,500.00	5,100.00	20,700.00	Yes	No report
O	19/236	506.00	5,960.00	2,895.00	4,580.00	13,000.00	Yes	3,100.00

TABLE III-10--Continued

School	Teacher Ratio	Pupil Expend.	Per Pupil	Teacher Salaries			Admin. Salaries	Counseling Facilities	Library Expend.
				High	Low	Average			
P	18/200	935.00	7,013.00	3,100.00	4,790.00	14,000.00	Yes	3,000.00	
Q	40/985	864.00	8,920.00	3,550.00	5,446.00	23,000.00	Yes	2,600.00	
R	14/210	No report	4,312.00	2,538.00	3,266.00	9,780.00	No	2,300.00	
S	22/525	800.00	6,000.00	3,500.00	4,500.00	11,000.00	No	No report	
T	42/808	600.00	8,000.00	4,500.00	6,000.00	20,000.00	No	600.00	
U	68/966	864.00	11,232.00	3,128.00	4,000.00	20,500.00	Yes	No report	
V	40/589	458.00	5,400.00	4,300.00	4,900.00	12,500.00	No	No report	
W	31/560	200.00	4,800.00	2,240.00	3,149.00	8,400.00	No	900.00	

TABLE III-11  
NON-ACCREDITED SCHOOLS

School	Pupil Teacher Ratio	Per Pupil Expend.	Teacher Salaries		Admin. Salaries	Counseling Facilities	Library Expend.	
			High	Low				
A	27/281	707.00	6,500.00	1,000.00	3,889.00	11,000.00	No	2,000.00
B	22/143	959.00	6,400.00	1,170.00	4,073.00	18,000.00	No	1,000.00
C	9/90	575.00	3,300.00	1,850.00	2,873.00	6,000.00	No	No report
D	11/134	593.00	5,000.00	1,503.00	3,412.00	11,000.00	No	3,000.00
E	20/225	507.00	4,112.00	1,487.00	2,250.00	10,000.00	No	1,800.00
F	21/174	863.00	9,458.00	2,447.00	5,641.00	13,483.00	No	1,500.00
G	21/140	955.00	6,800.00	1,020.00	2,434.00	10,000.00	No	1,000.00
H	8/66	552.00	4,000.00	1,000.00	3,088.00	8,883.00	No	2,000.00
I	19/388	253.00	4,000.00	1,117.00	2,000.00	6,000.00	No	500.00
J	38/332	419.00	2,905.00	660.00	2,000.00	5,000.00	No	1,500.00
K	90/1103	290.00	6,600.00	660.00	2,333.00	12,000.00	Yes	3,500.00
L	33/435	496.00	3,993.00	1,000.00	2,000.00	3,000.00	No	No report
M	40/201	555.00	6,000.00	600.00	3,421.00	11,000.00	No	500.00
N	41/637	98.00	5,000.00	725.00	2,030.00	9,000.00	No	500.00
O	9/200	125.00	910.00	814.00	875.00	6,380.00	No	1,134.00

TABLE III-11  
NON-ACCREDITED SCHOOLS

School	Pupil Teacher Ratio	Per Pupil Expend.	Teacher Salaries			Admin. Salaries	Counseling Facilities	Library Expend.
			High	Low	Average			
A	27/281	707.00	6,500.00	1,000.00	3,889.00	11,000.00	No	2,000.00
B	22/143	959.00	6,400.00	1,170.00	4,073.00	18,000.00	No	1,000.00
C	9/90	575.00	3,300.00	1,850.00	2,873.00	6,000.00	No	No report
D	11/134	593.00	5,000.00	1,503.00	3,412.00	11,000.00	No	3,000.00
E	20/225	507.00	4,112.00	1,487.00	2,250.00	10,000.00	No	1,800.00
F	21/174	863.00	9,458.00	2,447.00	5,641.00	13,483.00	No	1,500.00
G	21/140	955.00	6,800.00	1,020.00	2,434.00	10,000.00	No	1,000.00
H	8/66	552.00	4,000.00	1,000.00	3,088.00	8,883.00	No	2,000.00
I	19/388	253.00	4,000.00	1,117.00	2,000.00	6,000.00	No	500.00
J	38/332	419.00	2,905.00	660.00	2,000.00	5,000.00	No	1,500.00
K	90/1103	290.00	6,600.00	660.00	2,333.00	12,000.00	Yes	3,500.00
L	33/435	496.00	3,993.00	1,000.00	2,000.00	3,000.00	No	No report
M	40/201	555.00	6,000.00	600.00	3,421.00	11,000.00	No	500.00
N	41/637	98.00	5,000.00	725.00	2,030.00	9,000.00	No	500.00
O	9/200	125.00	910.00	814.00	875.00	6,380.00	No	1,134.00

TABLE III-11--Continued

School	Pupil Teacher Ratio	Per Pupil Expend.	Teacher Salaries			Admin. Salaries	Counseling Facilities	Library Expend.
			High	Low	Average			
P	7/37	1,089.00	6,000.00	900.00	4,285.00	6,000.00	No	340.00
Q	92/1551	210.00	5,000.00	1,200.00	1,900.00	11,000.00	No	8,100.00
R	24/380	392.00	5,575.00	2,300.00	3,700.00	13,500.00	No	4,050.00
S	16/159	671.00	6,250.00	1,300.00	4,159.00	8,780.00	No	500.00
T	13/111	399.00	1,711.00	517.00	1,685.00	11,180.00	No	2,105.00

CHAPTER IV

ANALYSIS OF RESPONSES BY SELECTED  
ACCREDITED OVERSEAS SCHOOLS  
CONCERNING THE VALUE  
OF ACCREDITATION

Chapter III statistically compares accredited and non-accredited American Sponsored Schools Overseas located in the region accredited by the Southern Association of Colleges and Schools (SACS). This chapter is concerned with the entire group of accredited schools under the auspices of the SACS regardless of whether or not they are part of the American Sponsored Schools Overseas complex.

A questionnaire was forwarded in December, 1968, to each of the schools accredited by the SACS. Seventy per cent of the schools responded with completed questionnaires. Various findings and judgments can be derived from the results of this questionnaire, some supporting the cause of accreditation, others pointing out shortcomings in the



process as it is now practiced, and still others which question how much value certain administrators may place on accreditation.

This chapter presents responses to the questionnaire by percentage and an analysis of certain questions.

One substantial point demonstrated in this part of the study is that many of the schools do not have available the historical record of their accreditation. As recorded in Table IV-1, approximately one-fourth of the schools did not have information available concerning preparations and visitations by the accrediting agency prior to accreditation. Perhaps of greater importance, nearly 20 per cent of the schools had no available information concerning the visits of accrediting teams after accreditation.

Thus, the data in Table IV-1 demonstrate that historical information prior to and after accreditation was not available, in many cases, to the respondents, who were the chief administrative officials of the schools studied.

Annual meetings of accrediting associations are important to the member schools in that their applications for accreditation or re-accreditation are processed finally

TABLE IV-1  
 PERCENTAGES OF SCHOOLS NOT RESPONDING TO  
 QUESTIONS NECESSITATING HISTORICAL  
 RECORDS

No.	Question	Percentage not Responding
2	How many requests were made of the United States accrediting association before the school was granted accreditation?	28
3	How many accrediting teams visited the school prior to accreditation?	24
4	How many accrediting teams have visited the school since accreditation?	16

and decisively at that time. Furthermore, changes in procedures, Principles and Standards are decided by vote of the membership with each accredited school having equal representation. Additionally, the meetings are organized to enhance and foster professional development of the membership.

In consideration of these purposes of annual meetings, the attendance and value of attendance to member schools is an important factor. As reported in Table IV-2, approximately one-half of the accredited schools included

in the study are represented at annual meetings.

TABLE IV-2  
ATTENDANCE AT ANNUAL MEETINGS OF  
ACCREDITING ASSOCIATION AND  
ITS WORTH

No.	Question	Response by Percentages		No Response
		Yes	No	
5	Does some member of the schools administrative organization attend each annual meeting of the accrediting association?	52	48	--
21	Is the attendance of a member of the schools administrative organization to the annual meeting of the United States accrediting association worth the expense involved for transportation and living costs?	52	32	16

Of importance in comparing the answers to these two questions is the noticeable differences in response when the questionnaires are individually analysed.

Of the 52 per cent that responded positively when asked if they now send a delegate to the annual meeting, 84 per cent answered affirmatively when asked if it was worth the expense, 8 per cent answered negatively, and 8

per cent did not respond.

Of the 48 per cent that responded negatively when asked if they now send a delegate to the annual meeting 42 per cent stated it was not worth the expense, 25 per cent answered it would be worth the expense, and 33 per cent gave no response.

Thus, it would appear that a large majority of the schools who are now sending delegates to the annual meetings are satisfied with their position on the matter. On the other hand, 25 per cent who are not currently sending delegates believe it would be worth the expense involved to do so and another 32 per cent who are not now sending delegates must be quite undecided not to have made some positive response to a relatively simple question or were reluctant to respond for unknown reasons.

It is commonly believed that the public relations value of accreditation has an effect upon parents in the United States.

However, many of the schools in Latin America that are accredited by the SACS have student populations which are 70 to 80 per cent host country nationals. The schools

in many cases could not exist without this host country support in tuition, fees, and donations for capital expenditures.

Inasmuch as accreditation, in the context used in the United States, is unknown generally in these Latin American countries, it is significant to learn, as demonstrated in Table IV-3, that in the opinion of the administrators in the accredited overseas schools surveyed at least 60 per cent of the host country parents maintain a definite interest in their school being accredited in the United States.

TABLE IV-3  
HOST COUNTRY PARENTS INTEREST IN  
ACCREDITATION

No.	Question	Response by Percentages		No Response
		Yes	No	
6	Do the parents of host country students show a definite interest in United States accreditation?	60	32	8

Teacher turnover is a continuous problem within the respective overseas schools.

As many states will not give credit for time in service, or on salary scales related to experience, for any years a teacher might spend teaching in a non-accredited school it was thought that possibly an overseas school would experience less teacher turnover if it were accredited.

Additionally, as teacher morale is thought to be a factor in whether or not there is a high rate of teacher turnover the question of teacher morale in connection with possible loss of accreditation was posed.

Table IV-4 provides some surprising responses, responses which in some ways are apparently contradictory.

TABLE IV-4  
TEACHER TURNOVER AND MORALE AS THEY  
RELATE TO ACCREDITATION

No.	Question	Response by Percentages		No Response
		Yes	No	
8	Percentage wise, has the school evidenced less teacher/administrator turnover since the date of accreditation?	40	56	4
18	If the school were not accredited next year would it cause any significant morale problem among teachers?	68	32	--

Over 54 per cent of those responding negatively to question 8 responded affirmatively to question 18.

Thus, while the respondents apparently feel that accreditation has not assisted in reducing the turnover process, they do believe that morale would suffer significantly if accreditation were lost. Therefore, teachers must be concerned about whether or not a school is accredited, but, if one follows this to its conclusion, they do not remain at a school any greater length of time because it is accredited.

It is generally assumed that accreditation is desired by parents, and in particular by parents with youngsters studying at the secondary level.

Table IV-5 demonstrates that based upon the responses received in this study this assumption is correct.

Many overseas schools suffer from financial difficulties not imaginable in the United States. As a result any attrition of pupil personnel, particularly at the secondary level where fees are generally higher, can mean the difference between a balanced budget and one of deficit spending. Additionally, it can cause a community morale

factor which is difficult to overcome. When the "no one goes to that school after the 8th grade" syndrome begins in parental thinking it takes many years of concerted effort to be halted.

TABLE IV-5  
STUDENT RETENTION AND PARENT MORALE AS  
THEY RELATE TO ACCREDITATION

No.	Question	Response by Percentages		No Response
		Yes	No	
9	Has the school evidenced a greater ability to retain students, who may otherwise plan to go to the United States to complete their secondary education, since the date of accreditation?	76	12	12
19	If the school were not accredited next year would it cause any significant morale problem among parents?	92	8	--

Inasmuch as the schools involved generally function with a board of directors, drawn from the parents, and the financial base of a majority of the schools is grounded upon tuition, fees, and donations, from parents and firms within



which the parents are employed, then this almost unanimous support of accreditation by parents would seemingly make it mandatory that the school retain its accreditation.

Guided by the findings of questions 9 and 19 it is surprising to learn, from an analysis of Table IV-6, that a plurality of administrators responding did not believe that their school would suffer any significant financial loss if the school were not to continue accreditation.

TABLE IV-6  
EFFECT OF LOSS OF ACCREDITATION ON  
PER PUPIL EXPENDITURES

No.	Question	Response by Percentages		No Response
		Yes	No	
20	If the school were not accredited next year, would it cause any significant financial loss to the school which in turn would effect the per pupil expenditure for instruction and materials?	40	48	12

One of the cardinal standards of the SACS is found under Principle A, Standards 1: "The governing board shall develop and keep current a written statement of

policy which shall be readily available to staff and public."<sup>1</sup>

One of the recurring questions on the annual form submitted to the accrediting association by schools when they are requesting re-accreditation is "Does the school have a written set of policies?"

Table IV-7 provides a statistical overview on the question of maintaining a written policy manual.

TABLE IV-7  
MAINTENANCE OF WRITTEN POLICIES BY  
ACCREDITED SCHOOLS

No.	Question	Response by Percentages		No Response
		Yes	No	
11	Did the school have a written set of policies, governing administrative practices, prior to the date of accreditation?	56	36	8
12	Does the school now have a written set of policies governing administrative policies?	84	16	--

<sup>1</sup> Proceedings of The Southern Association of Colleges and Schools, Atlanta, Ga., 1968, p. 233.

There has been an obvious improvement among the schools with regard to this Standard on maintaining a written set of policies since they have become accredited. However, a significant percentage of schools, some having been accredited as early as 1939, are still lax in this area.

In the opinion of many educators every secondary school should have a counseling facility to provide the often needed bridge between consultation and discipline, to give guidance to students through a professionally trained counselor, and to provide career information to both academic and vocational fields.

The SACS supports this belief through its Principle E, Standard 5(a) "Each member school must provide at least a half-time professionally trained counselor."<sup>2</sup>

The responses received from the accredited schools in Latin America to questions in this area of counseling indicated an approving attitude to the Standard as demonstrated in Table IV-8.

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<sup>2</sup> Ibid., p. 237.

TABLE IV-8  
MAINTAINENCE OF COUNSELING FACILITIES  
BEFORE AND AFTER ACCREDITATION

No.	Question	Response by Percentages		No Response
		Yes	No	
13	Did the school have counseling services for its students prior to accreditation?	40	60	--
14	Does the school now provide counseling services for its students?	76	24	--

There are, as indicated by Table IV-8, still 24 per cent of the accredited schools who are not meeting this Standard of the accrediting association. Some of these have been accredited for ten years.

It is generally believed that accreditation, in the United States, has certain public relations value within the community as well as with individuals, organizations, and firms that the accredited school might come in contact with.

An indication that this assumption is also true among the accredited overseas schools is demonstrated by

the data presented in Table IV-9. A vast majority of the schools reported that they publicized their accreditation in various printed materials. A far lesser number responded affirmatively with regard to any inscription on the school stationary pertaining to school accreditation.

TABLE IV-9  
INDICATIONS OF PUBLIC NOTICE BY ACCREDITED  
SCHOOLS OF THEIR ACCREDITED STATUS

No.	Question	Response by Percentages		No Response
		Yes	No	
17	Do any of the following materials that are distributed by your school give evidence that the school is accredited by a United States accrediting association?			
	School stationary:	56	44	--
	Recruiting brochures:	96	4	--
	Student/Parent handbooks:	96	4	--

One of the primary purposes of accreditation is to provide certain principles and standards which, in effect, create a minimum base upon which a school might aspire to build. Financing is a significant factor in attempting to operate a minimum program.

Often, in overseas schools, funding is of a very limited nature as tuitions, being the main source of income, are governed by the local economies. As a result it is quite expedient in many cases to reduce the quality of the school program in order to live within a current budget.

Another aim of the accrediting agent is the desire that the accreditation of a school will afford an administrator with a tool through which he may interpret to the board of control, faculty, and public in general, the genesis of quality education.

With these two thoughts in mind the responses presented in Table IV-10 are of considerable relevance. They show that almost unanimously the administrators responding to the survey agree that the minimum standards established by the accrediting agency do indeed have a direct effect on the individual school program. Also, the process of accreditation and the subsequent effect thereof does assist administrators in illustrating the basis of a quality program to his constituents and staff.

All members of a given accrediting association pay dues to the organization to help sustain the functioning of

TABLE IV-10  
ASSISTANCE AFFORDED THROUGH ACCREDITATION  
IN ESTABLISHING MINIMUM STANDARDS AND  
INTERPRETING QUALITY PROGRAM

No.	Question	Response by Percentages		No Response
		Yes	No	
23	Do you believe that accreditation has assisted your school in establishing certain minimum standards that would not have been established if it was not accredited?	96	4	--
24	Do you believe that accreditation and the subsequent standards involved help you to interpret the genesis of quality education to the:			
	Board?	96	4	--
	Parents?	100	--	--
	Teachers	100	--	--

the association and for the various services rendered by the central office and/or state committee.

The question is often raised, as in any other dues paying organization, "What do we get for our dues?"

The overseas administrators accredited by the SACS were queried in this study with regard to what additional

assistance the United States accrediting agent might provide.

Bearing in mind the basic purposes of the accrediting association and the limited resources that would be available for any undertaking above and beyond the normal procedures of the group, the administrators were asked to provide suggestions as to functions the accrediting agent might perform which would be of specific value to the overseas schools.

Three particular areas were identified from the responses received.

1. Assistance in recruiting.

This is a continuing problem with the overseas schools and is becoming more acute as salary scales in the United States are increasing at a more rapid rate than a majority of the overseas schools can hope to match percentage wise.

2. Assistance with consultants and workshops with a major emphasis shown in curriculum.

Due to the remote areas in which some of the schools are located, plus the extensive distances involved in traveling to and from the United States, overseas schools suffer, in general, from a lack of outside resources for in-service training.



3. Establishment of special criteria for overseas schools including exemptions in certain standards (i.e., salaries versus cost of living indexes in various countries).

Many overseas salaries are low by United States standards but do have an adjusting feature of a substantially lower cost of living. Additionally, many schools provide housing and hardship allowances which are not recorded in annual salary figures.

Related to special criteria is the consideration of equivalents with regard to degrees received in countries other than the United States. Many degrees offered in foreign countries are truly equivalent to the standard Bachelor's degree offered in the United States while others are quite inferior.

This third area of concern was re-emphasized by the respondents when they replied to the question as to what difficulties, past or present, had confronted them in obtaining or maintaining accreditation.

Twenty-eight per cent of the administrators stated that they felt the inability to meet salary standards set forth by the accrediting association had either hindered their acquisition of accreditation or stood as a possible barrier to retention of accreditation in the future.

Finally, of considerable importance to this study and to the numerous officials within the accrediting associations involved in the international accrediting process, comes the inevitable question, "What advantages have accrued to your school since accreditation?"

Four distinct areas were catalogued from the responses received.

- A. The advantage of having minimum standards established. Sixty-eight per cent of the respondents listed this advantage as their primary benefit from accreditation.

It is notable that the former Executive Secretary of the North Central Association of Colleges and Secondary Schools, Mr. Gordon Cawleti, states that he believes this is one of the key functions the NCA has played in accrediting the overseas schools sponsored by the United States Department of Defense.

- B. Forty-four of the administrators believed that the image and prestige of the school have been substantially enhanced due to accreditation by a United States accrediting association.

In the overseas community, particularly in the schools surveyed where often three-fourths of the students are host country nationals, this finding is highly significant.

- C. Thirty-six per cent of the responses listed the ability to attract and recruit more qualified teachers and administrative personnel as a result of the school being accredited.

As previously mentioned recruiting is a substantial problem in overseas education. Therefore, it is important when any process or function can aid the schools in this area of activity.

- D. The final area listed as being a substantial advantage accrued through accreditation is in the combined student services of (1) providing assistance in the transferring of students from one secondary school to another and (2) aiding in the admission of students to colleges and universities.

These benefits are obviously of value not only to the student whose home is in the United States but also to the large number of foreign youngsters who pursue their higher education in the United States.

Many other questions were posed to the combined group of administrators whose schools are accredited by the SACS overseas.

Table IV-11 provides a total overview by percentage of the several questions which could be answered affirmatively or negatively on the questionnaire.

TABLE IV-11  
PERCENTAGE ANALYSIS OF QUESTIONS 5 - 24  
OF QUESTIONNAIRE

No.	Question	Response by Percentages		No Response
		Yes	No	
5	Does some member of the schools administrative organization attend each annual meeting of the accrediting association?	52	48	--
6	Do the parents of the host country national students show a definite interest in U.S. accreditation?	60	32	8
7	Has the school evidenced greater success in recruiting credentialed teachers since the date of accreditation?	40	52	8
8	Percentage wise, has the school evidenced less teacher/administrator turn-over since the date of accreditation?	40	56	4
9	Has the school evidenced a greater ability to retain students, who may otherwise plan to go to the United States to complete their secondary education, since the date of accreditation?	76	12	12
10	Has there been any noticeable increase in out-side sources contributing to a school in-service program since the date of accreditation?	40	48	12

TABLE IV-11--Continued

No.	Question	Response by Percentages		No Response
		Yes	No	
11	Did the school have a written set of policies, governing administrative practices, prior to the date of accreditation?	56	36	8
12	Does the school now have a written set of policies governing administrative practices?	84	16	--
13	Did the school have counseling services for its students prior to accreditation?	40	60	--
14	Does the school now provide counseling services for its students?	76	24	--
15	Is the school approved, with its graduates being eligible for admission to host country Universities, by the local Ministry of Education?	48	44	8
16	Do local Ministry "Inspectors" visit the school periodically?	44	56	--

TABLE IV-11--Continued

No.	Question	Response by Percentages		No Response
		Yes	No	
17	Do any of the following printed materials that are distributed by your school give evidence that the school is accredited by a United States accrediting association?			
	School stationary:	56	44	--
	Recruiting brochures:	96	4	--
	Student/parent handbooks:	96	4	--
18	If the school were not accredited next year, would it cause any significant morale problem among teachers?	68	32	--
19	If the school were not accredited next year, would it cause any significant morale problem among parents?	92	8	--
20	If the school were not accredited next year, would it cause any significant financial loss to the school which in turn would effect the per pupil expenditure for instruction and materials?	40	48	12
21	Is the attendance of a member of the school administrative organization to the annual meeting of the United States accrediting association worth the expense involved for transportation and living costs?	52	32	16

TABLE IV-11--Continued

No.	Question	Response by Percentages		No Response
		Yes	No	
22	Have the central offices of the United States accrediting association ever assisted the school in obtaining:			
	Administrative personnel?	24	64	12
	Consultants?	36	52	12
	Teachers?	24	64	12
23	Do you believe that accreditation has assisted your school in establishing certain minimum standards that would not have been established if it was not accredited?	96	4	--
24	Do you believe that accreditation and the subsequent standards involved help you to interpret the genesis of quality education to the:			
	Board?	96	4	--
	Parents?	100	--	--
	Teachers?	100	--	--

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

With the widely accepted use of public education in the United States came the development of the regional accrediting associations for education. These associations, located in various sectors of the nation with titles designating their general geographical locale (New England, Middle States, Southern, North Central, Western, and Northwest), are voluntary organizations. Member schools are subject to rules, Principles, and Standards, set out by the respective association but membership is not mandatory.

Since 1950 these associations have experienced a rapid rate of growth, some as great as 300 to 400 per cent.

During these same years large numbers of United States citizens have transferred their residence, on a



semi-permanent to permanent basis, to foreign countries around the world. Many of these people are connected with the United States Armed Forces, others are employed by the United States Government in some civilian capacity, while still others are engaged in the far reaching international business community that United States firms have established. The net result is that more than one per cent of the United States citizenry is living abroad.

With this large number of United States citizens residing in other countries it was inevitable that schools would be created for the purpose of serving the youngsters connected with the movement. In some cases schools were already in operation but in turn experienced enrollment growth commensurate with the influx of United States students.

Additionally, in the period following World War II, many United States colleges and universities had a substantially increased enrollment from foreign lands. Estimates run as high as 1.7 per cent of the total college and university enrollment in the United States being of foreign origin.

Thus, with accrediting associations increasing in size and stature nationally, and the phenomenal increase in both United States students studying abroad and foreign students studying in the United States, the question of international accreditation came under extensive examination.

Regional accrediting agencies in the United States have been interested, at some level, in accreditation outside the boundaries of that nation, since 1928. In that year the Southern Association of Colleges and Schools (SACS) discussed at its annual meeting the possibility of accrediting certain overseas schools. In 1930, that organization did accredit the first overseas school not located on territory under the jurisdiction of the United States Government. The school was located in Mexico City, Mexico. During the next six years no additional accreditations took place overseas. Three other schools were then accredited between 1936 and 1939. No further activity in overseas accreditation was then recorded until after World War II.

With the cessation of hostilities, plus the development of several schools sponsored by the United States Department of Defense (DOD), the involvement of the

accrediting agencies at the international level became pronounced. The North Central Association of Colleges and Secondary Schools (NCA) was selected as the agency to accredit these DOD schools and over the years the number has grown to a total of sixty in 1968. (Appendix C.)

The SACS meanwhile increased its activities in the Latin American area, the territory which it, first informally and later formally, acquired for overseas accreditation purposes. The total number of overseas schools accredited by this organization in 1968 was thirty-nine. (Appendix D.)

A third accrediting association, the Middle States Association of Colleges and Secondary Schools (MSACSS) took on the responsibility of accrediting schools elsewhere in the world which were not connected with the Department of Defense. The total number of schools they accredited overseas as of 1968 was eleven. (Appendix E.)

As the accrediting associations grew in size they found a greater need for inter-communication and the Council of Secondary School Accrediting Commissions was formed to assist in this need. One of the problems that the Council has faced since its formation in 1961 was to clarify the

geographical divisions which the various regional organizations would service overseas.

After several years of tabling and/or studying the motions at the meetings of the Council, a decision was reached in Atlanta, Georgia, in July, 1969, which, in theory, laid out the territorial jurisdiction overseas of each association. However, many parties believe that in reality the matter is still most vague with regard to the accreditation of schools in the Far East and Pacific areas.

Related interests in overseas accreditation and cultures have developed as a result of the growth of the regional agencies world-wide approach. The Regional Educational Agencies Project-International Education is but one example of this, its emphasis being on international involvements within state departments of education, local school systems, and overseas ministries of education.

In this study the overseas accrediting process, its values, weaknesses, and potentials were evaluated and analyzed.

Twenty-three accredited schools and twenty non-accredited schools, all located in the geographic region

commonly referred to as Latin America and all in the territory serviced by the SACS, were compared. These groups of forty-three schools are worthy of comparison as they are not only located in a similar geographic area but they are also qualified under the programs of the Office of Overseas Schools, United States Department of State, as American Sponsored Schools Overseas.

Six major areas were compared, with selected sub areas also catalogued:

1. Pupil/teacher ratio.
2. Per pupil expenditure.
3. Salary structures, with sub areas of highest teacher, lowest teacher, average teacher, and chief administrative officer.
4. Level of educational attainment within faculties, with sub areas of teachers with Master's degrees or above, teachers with Bachelor's degrees, teachers with less than Bachelor's degrees, and number of teachers with teaching credentials issued in the United States.

5. Counseling and guidance facilities.

6. Annual library expenditures.

Besides comparing with certain criteria accredited and non-accredited overseas schools in a selected area a study was made of responses received from a group of accredited overseas schools.

In December, 1968, a questionnaire was sent to all of the accredited overseas schools affiliated with the SACS. Seventy per cent of the recipients responded with completed questionnaires. An analysis of the data contained in these documents provides considerable insight into the attitudes of United States administrators overseas with regard to accreditation. Additionally, it points up many of the strengths and weaknesses of the accrediting process as it is now functioning.

### Conclusions

Answers to the basic questions asked in Chapter I of this study can be more clearly determined at this time:

- A. How and why did the various regional accrediting associations in the United States become involved with various overseas educational institutions as accrediting agents?

Accreditation throughout the United States is an accepted facet of educational life, particularly in the secondary and higher educational levels. With 33,725 students, who are citizens of the United States, attending American Sponsored Schools Overseas and another 23,935 youngsters, whose native country is the United States, attending schools overseas sponsored by the United States Department of Defense, the demand for these schools to be accredited by a United States regional accrediting association has been clearly made by the parents involved.

This external desire for accreditation brought the regional associations into the field of international accreditation.

The various regionals are to be commended for this continued interest in American schools overseas. The insight shown by some as early as four decades ago, at a time when isolationism was at its highwater mark in the United States, should not pass unnoticed.

Flexibility is an absolute when dealing with schools overseas which hope to provide an "American program."

The Southern Association of Colleges and Schools and the North Central Association of Colleges and Secondary Schools have provided a type of leadership, tempered with flexibility, which has enabled a large number of these overseas schools to become accredited in the United States.

- B. Is there a significant difference in selected factors such as pupil/teacher ratio; per pupil expenditure; physical facilities; and teacher qualifications between accredited and non-accredited overseas schools?

The statistical presentation of data in Chapter III demonstrates that in certain areas there are decided differences between the accredited and non-accredited overseas schools while in other areas there is a great deal of similarity.

Within the selected categories used in the study the specific differences noted were:

1. Salary structures: The difference between the average teachers salary in the accredited schools and that of the average teachers salary in the non-accredited schools is substantial. The average teacher in the accredited school receives nearly 50 per cent more in salary.



While a large number of the accredited schools are failing to meet the Standards of the accrediting agent with regard to the minimum salary they are still paying, in general, considerably better salaries than the non-accredited schools.

This is also true with regard to administrators. The accredited schools are again paying nearly 50 per cent more, on the average, for their chief administrative officers than are the non-accredited schools.

2. Level of educational attainment within faculties: The accredited schools employ faculties more highly trained, academically, than the faculties in non-accredited schools. In comparing 631 faculty members in accredited overseas schools with 561 faculty members in non-accredited overseas schools the results were conclusive. Over 65 per cent of the teachers employed in the accredited schools were holders of either Bachelor's or Master's

degrees. Conversely, over 65 per cent of the teachers in the non-accredited schools failed to hold at least a Bachelor's degree.

An examination of those who held credentials issued in the United States indicated that over 60 per cent of the teachers employed in the accredited schools held certificates issued in the United States whereas only slightly more than 20 per cent of the teachers in the non-accredited schools held said certificates.

3. Counseling and guidance facilities: While both the accredited and non-accredited schools failed to have any substantial number of counselors employed the accredited schools did, however, have a significant advantage in this area. Over 50 per cent of the accredited schools surveyed had counseling facilities while only 10 per cent of the non-accredited schools provided this service for their students.
4. Annual library expenditures: The accredited schools spent, on the average, approximately

42 per cent more in their annual 1968-69 budgets for library purposes than the non-accredited schools.

The categories that provided similarities between the accredited and non-accredited overseas schools covered in this study were:

1. Pupil/teacher ratio: Both groups of schools are doing substantially better in this area than a vast majority of schools in the United States. Their ratios of 18.61:1 for accredited and 13.45:1 for non-accredited measured very favorably against the accrediting agencies' Standard of 24:1.
2. Per pupil expenditure: Both groups of schools fell below the United States national average in per pupil expenditure in the public schools. However, both the accredited and the non-accredited overseas schools canvassed rated better in per pupil expenditure than sixteen of the fifty United States. The difference between the accredited and non-accredited overseas schools was only \$3.22 per student per annum.

- C. What significant changes have taken place in selected overseas schools that are attributable to accreditation?

In reviewing the responses to the questionnaire forwarded to the thirty-nine overseas schools accredited by the SACS certain changes can be noted as having taken place following the accreditation of a given school. Additionally, personal interviews and informal discussions provided considerable insight into the changes which are attributed to accreditation overseas.

There is little doubt that administrators find, as a result of having minimum standards established by an impartial group, that boards of control do increase salaries, expend larger sums on library facilities, and in some cases provide support for other requirements such as counseling and guidance facilities.

The salary structures previously cited in Chapter III and again in this chapter are markedly higher than in non-accredited schools. The fact that the faculties are generally better trained would, of course, place them in a stronger position to solicit and obtain higher salaries. However, it would seem fair to conclude that the better

trained teacher is generally attracted to the accredited school because of the intention of returning, at some time, to a stateside system which, normally, would not give credit for service rendered in a non-accredited school.

With 68 per cent of the respondents stating that the major advantage of accreditation was the establishment of minimum standards this pointedly indicates the professional persuasion that can be brought on the board of control by the administrator citing these standards in his budgetary requests.

Thus, library expenditures, counseling facilities (where they have been implemented) and items of this nature are a direct result of the use of the minimum standards.

There are, however, as indicated in the record established in Chapter III and Chapter IV, some decided shortcomings.

The dearth of information concerning visits after accreditation is critical because teams make recommendations for improvement and in many cases conditions for accreditation. The high turnover of leadership personnel and board members overseas compounds the problem.

The fact that many schools are still paying below the minimum standard, some as much as \$3,600 per year below, indicates that there is much to be done before several of the schools can truly qualify in this category.

More noticeable is the fact that there is a large percentage of teachers, who are employed in the accredited schools, who do not hold a Bachelor's degree.

Two areas which are in need of much further study by the accrediting agency are that of counseling and guidance facilities and written policy manuals.

With nearly 24 per cent of the accrediting schools still failing to meet the standard on counseling and guidance facilities, some changes in expectations, or decided rule enforcements, are obviously needed.

The written policy requirements of the accrediting agency are considered by many to be paramount in the operation of a well organized educational institution. Yet, 16 per cent of the accredited schools do not have written policies and some of the schools have failed to meet the Standard for nearly thirty years.

It is in these areas, in particular, that re-thinking is in order. By failing to enforce standards, at some given point in time, the accrediting agent reduces its total effectiveness to the entire program.

- D. Based on data about the selected schools studied, what significant values may be accrued through accreditation for the overseas schools?

The evidence received through the questionnaire submitted to the thirty-nine SACS overseas schools and from personal conversations with Latin American administrators provides the following areas of significant value:

1. Establishment of minimum standards.

Even if, at times, these are not followed through to the letter of the Principle and Standard involved, the overall effect on the schools has been substantially valuable.

2. Parent morale.

This in turn provides a much needed continuity in student body.

3. Ability to employ better trained personnel.

4. Assistance in transferring students to other high schools and in the admission of graduates

to colleges and universities in the United States.

5. A community prestige factor which, while not tangible, is of considerable value. Most of the schools involved rely heavily on local donations for capital investments in plant and equipment. Prestige is a significant commodity when making such solicitations.

#### Recommendations

Recommendations are divided into six general areas. Each of these areas lends itself to treatment from the findings of the study.

#### Evaluative Criteria

Efforts should be made through the respective Secondary Commissions and their sub-committees working with overseas schools to develop, as soon as possible, a set of evaluative criteria for use in these overseas schools.

Included should be an annual questionnaire which contains inquiries pertinent to this type of institution. Items related to academic background of faculty, salaries,



and physical facilities should be designed to provide adequate opportunity for development of the responses to truly reflect the situation in these unique settings.

The result of these changes will be to eliminate the disparity that now exists in some cases between the Principles and Standards required and the actual practices. Such areas as written policies and counseling and guidance facilities should either be re-written for overseas schools or enforced as they now stand.

The Council of Secondary School Accrediting Com-missions should be urged to assist in the development of these evaluative criteria and questionnaire which could then be used in all of the overseas schools requesting accreditation.

#### Permanent Records

The accrediting associations should keep cumulative records covering a substantial length of time, and make duplicates of these records available to the overseas administrator and board of control periodically.

In conjunction with this, and due to the obvious space shortage in most of the headquarters of the accrediting agencies, it is further recommended that consideration be given to the refinement and development of the Pilot Project established by Dr. Guy D. Cutting in this area. Dr. Cutting experimented with computerization of certain materials as they related to the overseas schools accredited by the SACS. The compiled data gave a substantial cumulative log of materials with regard to deficiencies, commendations, and progress in the individual schools. A discussion of this project is related in Dr. Cutting's unpublished dissertation, "A Study to Develop a Pilot Project for Automating the Reporting Process of the Commission on Secondary Schools of the Southern Association of Colleges and Schools." The study was completed at the University of Alabama in May, 1969.

Additionally, the accrediting associations should urge the various boards of control in the respective overseas schools to develop a system of maintaining permanent records pertaining to accreditation within individual schools.

Territorial Jurisdiction

While apparently many believe that the geographical distribution among accredited schools with regard to overseas accreditation was resolved at the Council of Secondary School Accrediting Commissions meeting in Atlanta, Georgia, in July, 1969, there is room for some doubt as to whether or not the resolution adopted clarified the situation.

It is imperative that the matter of territorial jurisdiction be resolved. At the present time, schools in the Pacific area and in the Far East, who desire to apply for accreditation, are faced with the indecision of not knowing whether to apply to the Western Association of Schools and Colleges (WASC) or to the Middle States Association of Colleges and Secondary Schools (MSACSS). It is just this type of problem that the United States Department of Defense (DOD) was concerned with when it initially sought to have the various schools under its sponsorship accredited. Therefore, they requested that one agency handle all of their accreditation and the various associations agreed that the North Central Association of Colleges and Secondary Schools (NCA) would be the agent.

Now, with the indecision which has prevailed since 1967 even some of the DOD schools in the Pacific area are questioning to which association they should turn.

If the decision adopted by the Council does not serve to bring about the immediate establishment of definite lines of authority with regard to territorial jurisdiction overseas, additional and more serious consequences can be expected which can do nothing to enhance the image of overseas accreditation. It is recommended that:

1. All Department of Defense Schools overseas should be accredited by the NCA regardless of where they are located.
2. Students who are military dependents overseas but who do not attend DOD schools will fall within the accrediting jurisdiction of the agency accrediting schools in the territory where attending school. In other words, accreditation should not follow the child.
3. All schools located in the western hemisphere and outside of the fifty United States, excluding DOD, that desire accreditation should

apply to the SACS. This includes schools in the Canal Zone, Puerto Rico, and the Virgin Islands.

4. All schools located within the boundaries of Europe, Africa, the Near East and the sub-continent of India, excluding DOD, that desire accreditation should apply to the MSACSS.
5. All schools located within the boundaries of Asia, including all territories east of the Indian sub-continent, plus all island nations of the Pacific, excluding DOD, that desire accreditation should apply to the WASC.

### Visitations

Visitations by teams from accrediting associations are an absolute necessity if overseas accreditation is to be meaningful. This is particularly true when one considers that the visitors on the team may be the only United States professionals, other than current faculty and administrators, to visit the specific school in an academic year. The visits can be quite meaningful and long range

benefits can accrue to the school if they are properly prepared for by the team and the school.

More specifically:

1. Visitations should be increased wherever and whenever feasible.
2. The costs of such visits are, of course, the major barrier.
3. It is not clear whether the individual schools, their Regional Associations (i.e., Colombian-American Association of Bi-National Schools, Association of American Schools in Central America, etc.), or the United States Government (through the Department of Defense and the Department of State) should assume the primary responsibility for financing the accrediting process for overseas schools; however, it is evident that all parties should be philosophically and financially committed if accreditation of these schools is indeed to be effective.

### Overseas Committees of Secondary Commissions

The SACS and the NCA are to be commended for their foresight in establishing such committees. Much thought and effort have been given in the past to these groups, their composition, and duties. As the number of accredited schools overseas increases and international accreditation takes on greater dimension it is recommended that:

1. The respective associations and their Secondary Commissions continue to support the committees directly responsible for the overseas accrediting function.
2. Budgets within the associations should be adequate to permit their overseas committee to function at a high level, so that they might continue to assist the overseas schools to provide quality educational programs.
3. Meetings of the respective overseas committees be held at least twice a year. The current practice, in most associations, is for the committee to meet only at the annual regional

meeting. However, it is felt that the unusual setting in which some of the schools find themselves operating requires that the overseas committee of the United States accrediting agent to meet often enough that it might assist with individual needs or problems presented.

4. Inasmuch as the overseas schools do not have the equivalent of a State Committee the overseas committee in effect serves this function. Administrators in overseas schools should be urged to look to their respective committee as if it were a State Committee, thus, establishing a much closer working relationship on day to day activities.
5. Overseas committee personnel should be so located and employed that they might be available for reasonably quick trips to given overseas schools without interference with their normal work functions or personal financial hardship due to loss of work time.
6. At least one overseas administrator should be



on each overseas committee. Where the geography is extended, as it actually is in most cases, two overseas representatives are recommended so that they might serve frequently on visiting teams.

### General Recommendations

The need for assistance in consultation, workshops, and recruiting is apparent worldwide. The accrediting agencies can play a key role in these areas without great additional expense.

Assistance in recruiting can be handled jointly with the various Regional Associations or through such activities as the newly formed Inter-Regional Center for Curriculum and Materials Development in Barranquilla, Colombia. Possibly limited office and secretarial facilities could be made available by the accrediting associations for overseas administrators recruiting in the United States.

Consultants and workshop demonstrations could readily be handled by personnel on visiting teams overseas. While this function might best be omitted in the schools receiving an actual official visit, they could be scheduled

in other schools located in the travel pattern of the trip.

Closer ties should be maintained with the Office of Overseas Schools by the accrediting associations serving the American Sponsored Schools Overseas program. This Office has shown considerable imagination and understanding in working with these various schools throughout the world and is maintaining an excellent relationship with the SACS. This relationship can and should be extended among the other accrediting agents serving the territories in which the American Sponsored Schools Overseas are operating.

In this connection, as United States accreditation expands internationally through the American Sponsored Schools Overseas, consideration should be given to the employment of a liason functionary to coordinate activities between the various accrediting agencies and the Office of Overseas Schools. The prime purpose should be in developing and implementing new patterns and procedures to assure the relevance and continuing improvement of the accrediting function for overseas schools.

It has not been the intention of the author to cast aspersions or chastize any individual or organization with some of the conclusions and recommendations in this study.

Rather, as one who has worked as a teacher, director and regional superintendent overseas and feels strong ties with the American type schools abroad, the desire has been to examine data and suggest certain ways in which all concerned might strengthen these potential lighthouses of international understanding.

It is the belief of the author that a vast majority of the men who have labored on behalf of the accreditation process overseas have done so with a purposeful mind and a true desire to aid the schools toward improvement. That personalities have at times conflicted and expediency on occasion proved the comfortable thing to do does not override the fact that much has been accomplished through the many visits made by experienced educators to these outposts of cross-culturalism.

If one school or group of students, much less one overseas committee within an accrediting association, can

benefit in any manner from the data contained in this study then its purpose will have been served.

APPENDIX A

ORGANIZATION OF COMMISSION ON

SECONDARY SCHOOLS

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

ORGANIZATION OF COMMISSION ON  
SECONDARY SCHOOLS

The Commission on Secondary Schools was created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911. It was organized at Nashville, Tennessee, April, 1912, with Joseph Stewart, Chairman, and Bert E. Young, Secretary. Its first annual meeting was held at Spartanburg, South Carolina, November, 1912. A complete list of the officers and meeting places through 1936 appeared on pages 66 ff. of the annual Proceedings for that year. The Commission consists of 104 persons.

Members of the Commission 1968-1969

Extra-Territorial

High Schools: Burton Fox, Director, Colegio  
Karl C. Parrish, Barranquilla, Colombia (1970).

Committees of the CommissionCommittee on Latin American  
Relations

Shelby Counce, Coordinator  
Department of Instruction  
Memphis City Schools  
Memphis, Tennessee (1970) (Chairman)

Burton Fox, Director  
Colegio Karl C. Parrish  
Barranquilla, Colombia (1972)

Joseph M. Johnston, Director of Federal State  
Relations  
Department of Public Instruction  
Raleigh, North Carolina (1973)

James B. Massey, Jr., Headmaster  
Norfolk Academy  
Norfolk, Virginia (1971)

Vincent McGuire, Professor  
College of Education  
University of Florida  
Gainesville, Florida (1972)

Paul Orr, Associate Dean  
College of Education  
University of Alabama  
University, Alabama (1969)

William L. Pressly, President  
The Westminster Schools  
Atlanta, Georgia (1970)

A. J. St. Dizier, Assistant Superintendent  
Calcasieu Parish Schools  
Lake Charles, Louisiana (1969)

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Source: Proceedings of the Seventy-Third Annual Meeting  
Southern Association of Colleges and Schools, Atlanta, Ga.,  
December. 1968. pp. 100, 103, 104.

APPENDIX B

AMERICAN DEPENDENTS' SCHOOLS COMMITTEE

NORTH CENTRAL ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS



AMERICAN DEPENDENTS' SCHOOLS COMMITTEE

Gordon Cawelti  
5454 South Shore Drive  
Chicago, Illinois  
(Chairman)

Allen Krumm, Principal  
Highland High School  
Albuquerque, New Mexico

Neil C. Aslin  
University of Missouri  
Columbia, Missouri (1969)

Elias Lane  
Solomon Juneau High School  
Milwaukee, Wisconsin (1970)

Richard Meyering, Associate Superintendent  
DOD Dependents' Schools-Pacific  
APO San Francisco, California 96553 (1970)

Ernest England, Deputy Director  
DOD Dependents' Schools-Atlantic  
Navy Yard Annex, Washington, D.C. (1970)

Fern Wanek  
State Department of Education  
Pierre, South Dakota (1971)

Joseph Mason, Directorate  
USDESEA  
APO New York, N. Y. 09164 (1971)

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Source: Policies and Criteria for the Approval of Secondary Schools. North Central Association of Colleges and Secondary Schools. Founded 1895, p. 72.

APPENDIX C

DEPENDENTS' SCHOOLS

Accredited by:

NORTH CENTRAL ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS

## DEPENDENTS' SCHOOLS

Location and Name	Type of School	Teachers	Pupils	Accredited Since
Ankara, Turkey				
George Marshall	4 yr.	24.6	491	1958
Argentia, Newfoundland				
Arthur Bristol	4 yr.	7	56	1958
Asmara, Ethiopia				
Asmara American	4 yr.	7.3	83	1959
Augsburg, Germany				
Augsburg, American	4 yr.	15.4	307	1956
Bad Kreuznach, Germany				
Bad Kreuznach American	4 yr.	9.3	129	1960
Baumholder, Germany				
Baumholder American	4 yr.	13.8	306	1956
Berlin, Germany				
Berlin American	4 yr.	14.6	301	1947
Bitburg, Germany				
Bitburg American	4 yr.	23.6	549	1956
Bremerhaven, Germany				
Bremerhaven American	4 yr.	7.6	104	1948
Brunssum, Holland				
Brunssum American	4 yr.	6.8	88	1968
Brussels, Belgium				
Brussels American	4 yr.	9.9	129	1968

## DEPENDENTS' SCHOOLS

Location and Name	Type of School	Teachers	Pupils	Accredited Since
Ankara, Turkey				
George Marshall	4 yr.	24.6	491	1958
Argentia, Newfoundland				
Arthur Bristol	4 yr.	7	56	1958
Asmara, Ethiopia				
Asmara American	4 yr.	7.3	83	1959
Augsburg, Germany				
Augsburg, American	4 yr.	15.4	307	1956
Bad Kreuznach, Germany				
Bad Kreuznach American	4 yr.	9.3	129	1960
Baumholder, Germany				
Baumholder American	4 yr.	13.8	306	1956
Berlin, Germany				
Berlin American	4 yr.	14.6	301	1947
Bitburg, Germany				
Bitburg American	4 yr.	23.6	549	1956
Bremerhaven, Germany				
Bremerhaven American	4 yr.	7.6	104	1948
Brunssum, Holland				
Brunssum American	4 yr.	6.8	88	1968
Brussels, Belgium				
Brussels American	4 yr.	9.9	129	1968

Location and Name	Type of School	Teachers	Pupils	Accredited Since
Casteau, Belgium, SHAPE Casteau American	4 yr.	8.6	147	1968
Clark A/B Philippines, Wagner	4 yr.	39	967	1949
Frankfurt, Germany Frankfurt American	3 yr.	57	1,305	1947
Goose A/B, Labrador Goose A/B Dependents	6 yr.	18.5	351	1958
Guantanamo Bay, Cuba William T. Sampson	4 yr.	8.3	172	1962
Heidelberg, Germany Heidelberg American	4 yr.	31.6	722	1946
Itazuke A/B, Japan Itazuke Dependents	4 yr.	7	129	1950
Izmir, Turkey Izmir Dependents	4 yr.	14.2	224	1951
Johnson AFB, Japan Johnson Dependents	4 yr.	23.3	450	1959
Kaiserslautern, Germany Kaiserslautern American	4 yr.	50.8	1,298	1952
Kanto Mura, Japan Chofu	4 yr.	24	545	1964
Karlsruhe, Germany Karlsruhe American	4 yr.	12	207	1958
Keflavik, Iceland Alfred T. Mahan	4 yr.	7.6	70	1960
Kenitra, Morocco Kenitra American	4 yr.	6.2	99	1956

Location and Name	Type of School	Teachers	Pupils	Accredited Since
Kindley AFB, Bermuda				
Kindley Dependents	4 yr.	9.7	202	1962
Kwajalein, Marshall Islands				
George Seitz Junior-Senior	6 yr.	15.8	243	1963
Lajes, Azores				
Lajes Dependents Junior-Senior	6 yr.	17.3	353	1957
RAF Lakenheath, England				
Lakenheath Senior	3 yr.	26	507	1961
Livorno, Italy				
Livorno American	4 yr.	9.6	122	1956
London, England				
Central	4 yr.	24.8	592	1952
Ludwigsburg, Germany				
Ludwigsburg American	4 yr.	35.8	732	1954
Madrid, Spain				
Madrid American	4 yr.	34	735	1955
Mannheim, Germany				
Mannheim American	4 yr.	20.4	455	1957
Midway Island				
George Cannon	6 yr.	6.6	99	1968
Misawa A/B, Japan				
Misawa Dependents	4 yr.	11.2	226	1950
Munich, Germany				
Munich American	4 yr.	29.2	668	1947
Naples, Italy				
Forrest Sherman	4 yr.	18.6	382	1953
Nurnberg, Germany				
Nurnberg American	4 yr.	25.6	600	1947

Location and Name	Type of School	Teachers	Pupils	Accredited Since
Okinawa, Ryukyu Island Kubasaki	3 yr.	56.5	1,530	1948
Pusan, Korea Pusan American	4 yr.	6.2	74	1968
Ramey AFB, Puerto Rico Ramey	4 yr.	25	449	1952
Roosevent Roads, Puerto Rico Roosevelt Roads Junior-Senior	6 yr.	19.6	273	1959
Rota, Spain David G. Farragut	4 yr.	12.2	243	1959
Sangley Point, Philippines John Paul Jones	6 yr.	9.2	164	1968
San Juan, Puerto Rico Antilles	5 yr.	32	665	1955
Sasebo, Japan Ernest J. King	6 yr.	9	131	1955
Seoul, Korea Seoul American	4 yr.	14.7	249	1960
Seville, Spain Seville Junior-Senior	4 yr.	9.8	215	1958
Subic Bay, Philippines George Dewey Junior-Senior	6 yr.	19	405	1961
Tainan A/B, Taiwan, Jonathan M. Wainwright	4 yr.	7.5	101	1968
Tokio, Japan Narimasu	4 yr.	17	333	1950

Location and Name	Type of School	Teachers	Pupils	Accredited Since
Tripoli, Libya				
Wheelus American	4 yr.	14.2	263	1954
Upper Heyford, England				
Upper Heyford	4 yr.	12.2	253	1968
Vicenza, Italy				
Vicenza American	6 yr.	20	387	1957
Wiesbaden, Germany				
Gen. H.H. Arnold	4 yr.	56	1,209	1948
Wuerzburg, Germany				
Wuerzburg American	4 yr.	16.8	368	1955
Yamato, Japan				
Yamato	4 yr.	22.5	393	1960
Yokohama, Japan				
Nile C. Kinnick	4 yr.	23.7	600	1951
Camp Zama, Japan				
Zama American	4 yr.	19.6	485	1960

Source: The North Central Association Quarterly, Vol. XLIII, No. 1 (Summer, 1968), pp. 151-152.



APPENDIX D

LIST OF EXTRA-TERRITORIAL LATIN AMERICAN  
SECONDARY SCHOOLS OF THE SOUTHERN  
ASSOCIATION, 1968-69

LIST OF EXTRA-TERRITORIAL LATIN AMERICAN  
SECONDARY SCHOOLS OF THE SOUTHERN  
ASSOCIATION, 1968-69

The accreditation of schools serving American children abroad is provided for through a cooperative agreement of the regional associations. Schools for American dependents abroad supported by the Defense Department are accredited by the North Central Association. American schools in Mexico, Central and South America are accredited by the Southern Association and schools for American children in other countries are accredited by the Middle States Association. Those wishing information about the status of these schools should consult the appropriate list. It is recommended that credentials from all schools on any list be considered in the same way as those from schools on the list of the Southern Association.

Location and Name of School	Pupils	Accredited
<u>Argentina</u>		
Buenos Aires		
American Community School	843	1939
<u>Bolivia</u>		
La Paz		
American Cooperative School	390	1967
<u>Brazil</u>		
Botafogo, Rio de Janeiro		
Our Lady of Mercy Elementary and High School	70	1964
Recife		
Escola Americana de Recife	200	1966
Rio de Janeiro		
Escola Americana do Rio de Janeiro	450	1949
San Paulo		
Associacao Escola Graduada de San Paulo	966	1949
School of Mary Immaculate	387	1966
<u>Chile</u>		
Santiago		
International School Nido de Aguilas	175	1967
Santiago College	531	1949
Villa Maria Academy	371	1949
<u>Colombia</u>		
Barranquilla		
Colegio Karl C. Parrish	670	1966

Location and Name of School	Pupils	Accredited
<u>Bogotá</u>		
Colegio Nueva Granada	494	1960
<u>Cali</u>		
Colegio Bolivar	730	1961
<u>Cartagena</u>		
Colegio Jorge Washington	266	1967
<u>Medellín</u>		
The Columbus School	156	1963
<u>Costa Rica</u>		
<u>San Jose</u>		
Lincoln School	210	1948
<u>Ecuador</u>		
<u>Quito</u>		
The Alliance Academy	274	1965
American School of Quito	1,591	1949
<u>El Salvador</u>		
<u>San Salvador</u>		
Escuela Americana	1,081	1961
<u>Guatemala</u>		
<u>Guatemala City</u>		
American School of Guatemala	1,124	1951
<u>Haiti</u>		
<u>Port-Au-Prince</u>		
Union School	245	1962
<u>Honduras</u>		
<u>Tegucigalpa</u>		
The American School	859	1962

Location and Name of School	Pupils	Accredited
<u>Mexico</u>		
Guadalajara, Jalisco		
American School of Guadalajara	724	1965
Mexico City, D.F.		
The American School Foundation	649	1930
Monterrey, N.L.		
The American School Foundation of Monterrey	236	1948
Torreón		
Colegio Americano de Torreón	560	1953
<u>Netherlands Antilles</u>		
Aruba		
Seroe Colorado Schools	128	1939
<u>Nicaragua</u>		
Managua		
American-Nicaraguan School	237	1967
<u>Peru</u>		
Lima		
Colegio Villa María	413	1949
Miraflores, Lima		
The American School of Lima	540	1955
Tacna		
Ilo-Toquepala Junior High School	206	1958
<u>Republicia Dominicana</u>		
Santo Domingo		
Carol Morgan School	808	1967
<u>Venezuela</u>		
Anace		
Escuela Anace	149	1966

Location and Name of School	Pupils	Accredited
<u>Venezuela (cont'd)</u>		
Barcelona		
San Tome Staff School	46	1966
Caracas		
Academy La Castellana	196	1959
Colegio Americano	270	1951
Escuela Campo Alegre	760	1966
Maracaibo		
Escuela Bella Vista	245	1960
Valencia		
Colegio Internacional de Carabebe	258	1949
TOTALS (Number of Schools, 39)	18,508	
Average per School	475	

Source: Proceedings of the Seventy-Third Annual Meeting  
Southern Association of Colleges and Schools, Atlanta,  
Georgia, December, 1968, pp. 227-229.

APPENDIX E

MEMBER INSTITUTIONS - SECONDARY EDUCATION

FOREIGN

MIDDLE STATES ASSOCIATION OF COLLEGES AND  
SECONDARY SCHOOLS

# MEMBER INSTITUTIONS - SECONDARY EDUCATION

## FOREIGN

Location and Name of School	Date Accredited
Athens, Greece American Community Schools of Athens	1966
Tokyo, Japan The American School in Japan	1963
Paris, France American School of Paris	1958
Taipei, Taiwan American School in Taipei	1966
Bankok, Thailand International School	1963
Geneva, Switzerland International School of Geneva	1936
Karachi, Pakistan Karachi American School	1968
Madras State, India Kodaikanal School	1968
Kijabe, Kenya Rift Valley Academy	1968
Tehran, Iran The Tehran American School	1968



Location and Name of School	Date Accredited
Mussoorie, India Woodstock School	1960

Source: Middle States Association of Colleges and  
Secondary Schools, The Accredited Membership and Associated  
Institutions, January, 1969, p. 72.

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- Bogat, Marie (Mrs.), Director, Union School, Port-au-Prince, Hati. Private interview held in Barranquilla, Colombia, May, 1969.
- Bradley, Richard, Executive Secretary, New England Association of Colleges and Secondary Schools. Private interview held in Boston, Mass., March, 1969 and Atlanta, Ga., July, 1969.
- Brown, Gilbert, Superintendent, Escola Americana do Rio de Janeiro, Rio de Janeiro, Brazil. Private interview held in Sao Paulo, Brazil, March, 1969.
- Cawelti, Gordon, Former Executive Secretary, North Central Association of Colleges and Secondary Schools. Private interview held in Chicago, Ill., February, 1969.
- Chapa, Richard, Former Director, Escuela Internacional Sanpedrana, San Pedro Sula, Honduras. Private interview held in Tegucigulpa, Honduras, March, 1969.
- Counce, Shelby, Chairman, Committee on Latin American Relations, Southern Association of Colleges and Schools. Private interview held in Sao Paulo, Brazil, March, 1969.

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- Cutting, Guy D., Assistant Professor, University of Houston. Private interview held in Atlanta, Ga., November, 1968 and Tuscaloosa, Ala., June, 1969.
- Dale, George, Director, Escola Americana do Recife, Recife, Brazil. Private interview held in Sao Paulo, Brazil, March, 1969.
- Etsweiler, William H., Executive Secretary, Secondary Commission, Middle States Association of Colleges and Secondary Schools. Private interview held in Philadelphia, Pa., May, 1969.
- Gomez, Severo, Assistant Commissioner for Bi-Linqual and International Programs, Texas State Education Agency. Private interview held in Barranquilla, Colombia, June, 1969.
- Goodson, W. R., Associate Executive Secretary, Secondary Commission, Southern Association of Colleges and Schools. Private interviews held in Atlanta, Ga., November, 1968; Atlanta, Ga., January, 1969; Atlantic City, N.J., February, 1969; Atlanta, Ga., March, 1969; and Cincinnati, Ohio, May, 1969.
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