CHAPTER III

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3.0 OVERVIEW OF INTERNATIONAL SCHOOLS ABROAD.

The types of international schools can be classified in the following seven general categories:

1. Missionary Schools,
2. Proprietary Schools,
3. Company Schools,
4. Overseas Schools,
5. Government Operated Schools for an International Clientele,
6. Inter-Governmental Schools,
7. International Independent Schools.¹

There are schools in these seven categories which range all of the way from overseas national schools to true international schools. These categories help to show the breadth of the overall growth of the movement. Also the International Baccalaureate has been adopted by schools in six of these categories and is seriously

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¹These general categories are based on the types of international schools developed in Ronsheim's doctoral dissertation and her journal article, both previously cited.
considered by those in the remaining one (Company Schools.)\textsuperscript{1}

The International Schools Association estimated in early 1976 that there were a total of 526 international type schools located throughout the world, while an American source a year earlier had estimated that there were about seven hundred of these schools located abroad.\textsuperscript{2} However, the ISA estimation does not include most overseas schools because of their national organization and orientation, and the American source primarily lists only schools which enroll Americans. For instance another American source estimated in 1976 that Americans were enrolled in approximately six hundred schools abroad.\textsuperscript{3} Nine years earlier it was estimated that there were at least six hundred schools abroad which were officially supported by the French

\textsuperscript{1}International Schools Services, the main organizer and contractor of company schools abroad (in the United States), supports the IB and has made financial contributions to the organization in recent years.

\textsuperscript{2}International Schools Association, Addresses of Schools- Break Down of Numbers and Locations. International Type Schools, February 17th, 1976 and Anne Maher, ed., Schools Abroad Of Interest to Americans (Boston: P. Sargent, 1975), p. 13. This second list is primarily limited to schools which enroll Americans.

government. Unfortunately there seems to be no overall estimation of international type schools which includes the many nationally oriented varieties.

These admittedly incomplete totals would include schools in all of the seven general categories listed, above, with the possibility that many of the schools could fit into more than one of these categories. Being relatively young institutions, international type schools are constantly changing. For example a nationally oriented overseas school may become an international independent school or vice versa; or a missionary school may become a national school.

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1 Mayer, Diploma, p. 133.

2 This researcher has not been able to find any overall estimation of the number international type schools.

3 Sally B. Ronsheim in her doctoral dissertation (previously cited) discusses these changes and cites examples of both types. See pages 71-76.
3.1 MISSIONARY SCHOOLS.

Though most international type schools have emerged since 1945 there have, of course, been many missionary schools which were founded well over a century ago. For instance between 1842 and 1872, American, French and Irish missionaries spread throughout Southern Nigeria; with such varied groups as the Wesleyan Methodist, the American Southern Baptist Convention and the Sisters of France opening schools in order to educate native Nigerians for what they considered to be a better life than slavery.\(^1\) One of the most famous schools in West Africa, St. Gregory's (now an important Nigerian school), was opened in Lagos by the Irish Fathers just over one hundred ago.\(^2\)

Quite naturally, as colonies in Africa and Asia such as Nigeria gained their independence in the third quarter of the twentieth century, their independent governments merged the missionary schools with their own school systems, preferring to minimize foreign

\(^1\)James D. Wagner, "Nigerian Education And Its Administration," (Unpublished paper), University of Connecticut, Political Science Department, December 16, 1974, pp. 8-9.

\(^2\)Ibid., p. 9
influence in their educational system as much as possible. In Tanzania, for instance, it is felt that continued foreign control and influence of missionary schools is counterproductive to the ground roots socialist system the government is trying to introduce.¹

Missionary schools were also formed to provide education for the children of the missionaries themselves. The American Southern Baptist Convention set up and staffed so many churches, schools, clinics and hospitals in Nigeria that by the 1960's they were operating two completely equipped elementary and secondary boarding schools in that country for the children of their staff. Due to their almost exclusively American clientele, these schools have been primarily transplanted national systems abroad with little appeal to Nigerians or expatriates other than Americans and Canadians living and working in parts of West Africa where schools are inadequate or nonexistent. Today, only one of these schools remains, Hillcrest School at Jos in Northern Nigeria. The other was a victim of a combination of problems which beset

Changing local needs in the twentieth century has caused the role of missionary schools to change also. Leaders of these schools have realized that they must adopt a more international outlook in order to survive. Because of their isolated location, a number of these schools now enroll children of all nationalities and denominations (even agnostics) and are characterized by their boarding facilities as well as their broad religious purpose. Thus, some of the missionary schools demonstrates at least a few of the criteria of international schools by having a somewhat multinational student body and staff. Also, some of these schools make every effort to encourage respect for every variety of culture; particularly a number of schools in Holland and other parts of the world which

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1 These problems included the difficulty of getting visas for American missionary personnel (including teachers) during the Nigerian Rebellion (1966-1970) and afterwards, Nigerianization of expatriate businesses and organizations (including missionary activities), and the rising cost of continuing a school with such a limited clientele—particularly when an adequate international boarding school was located within forty miles.

2 Ronsheim, "Are International Schools Really International?" p. 43.

3 This has been true in West Africa, particularly in Nigeria.
are managed by Quakers, who are very strongly dedicated to international education in the cause of peace.1

3.2 PROPRIETARY SCHOOLS.

Some proprietary schools in Europe date back to the late nineteenth century. There are three varieties of these individually owned enterprises:

a) those that seek to make a planned profit;

b) those which are created to develop or test an educational ideal or principle; and

c) those which arise from a community need.

The most numerous group are the profit seeking institutions, which numbered more than 300 in Switzerland alone by 1970.2 “Often they are owned by the headmaster or headmistress. Sometimes academic standards are questionable...the more successful among them are associated with snob values and status symbols,...”3


2Ronsheim, "Are International Schools Really International?" p. 44.

Specializing in language instruction and cultural achievement they are usually either finishing schools or college preparatory institutions (for the "ivy league" American colleges as well as the best universities of Europe); and they charge high fees, which makes them available only to the financial elite.¹

Because the founding and operation of a school is such an expensive proposition in respect to both time and money, relatively few proprietary schools dedicated to developing or testing an educational principle have been established, or once established, have continued to exist for long. A notable exception is the Mayflower School in Ikenne, Nigeria, dedicated to "humanity", "mental freedom" and the right to worship as freely as the Pilgrim fathers did on the original Mayflower.² The Nigerian educator Tai Solarin and his wife founded this school after he was forced to resign as headmaster of a school because of his refusal to usurp the freedom and liberty of choice of his students by forcing church attendance on them.

¹Ronsheim, "A Study of Two International Intercultural Schools in Western Europe," p. 61.

With very limited funds and in spite of initial lack of cooperation from the Government, the Solarin, aided by a few acquaintances, built themselves the rudiments of a boarding school. This work went on side by side with the normal scholastic programme. In this way, as well as creating the necessary facilities for the work of the school, there was a strong association between manual and intellectual work. A farm was started so that the school could produce its own food. Today the school educates 200 primary and secondary age children. Pupils cultivate most of their own food and cook it aided only by a small kitchen staff. Rice, corn, vegetables and fruit are cultivated, and pigs and rabbits provide most of the meat needed by the whole community. Agricultural or construction work are an obligatory part of each school day, and pupils must return to the school for some part of the school holidays to see to the crops and livestock. Scholastic work must also be on par with the performance of pupils in other schools in Nigeria.¹

The third proprietary type of schools arise as a result of a community need which is filled by individuals (often educationally-qualified parents) because existing facilities are inadequate or completely unavailable for their own children. A good example would be the Baleares International School begun in Palma, Mallorca by Saralane Rittenhouse Wise of Philadelphia, Pennsylvania when she could not find adequate schools for her own children.1

The three types of proprietary schools vary widely as international schools, even within each type. Most of the profit making schools are either American, British or European oriented in educational policy, with a limited number of nationalities represented on their staffs and student bodies. Through much of their history they have depended on the least expensive staff they could hire - usually newly graduated university students from the United States, Great Britain, the Commonwealth or France, who desire an inexpensive one or two year sojourn abroad, particularly in

1Saralane Rittenhouse Wise, Headmistress, Baleares International School, Brief note and school brochure, no date, 1968.
Switzerland, France and Italy, where most of these schools are located, and, of course, as already pointed out, they cater to the financial elite of Europe and America for their students.

In many cases the proprietary schools which owe their existence to developing or testing an educational principle can make a much stronger claim as international schools. Quite often the founder is an international figure in education circles, as was the case with the German educator and theologian Paul Geheeb who founded Ecole d'Humanite in Goldern, Switzerland. Geheeb was a close friend of Rabindranath Tagore who influenced the ideals on which Ecole d'Humanite was founded: "...the importance of the individual and his social responsibility through communal living and learning."^2

^1 Perhaps the worst profit making school are those owned and run by a native of that country who is not qualified as an educator. These schools advertised regularly in the *Herald Tribune* and the *Times Educational Supplement*, seeking to attract young college graduates in Europe on vacation who are enamored enough by their European trip to want to stay, or who have stayed on hoping to find a job. In almost all cases these advertisements have not specified any prior teaching experience or any teacher training as prerequisites for the jobs offered.

^2 Ronsheim, "A Study of Two International Intercultural Schools in Western Europe," p. 62.
Tai Solarin, the founder of the Mayflower School, has also been strongly influenced by the history and education of other countries. Solarin has traveled extensively in Europe, the United States and Canada where he has visited numerous schools and institutions of education, and he has been a prolific writer in the local Nigerian press telling about these experiences and how they shaped the ideals on which Mayflower was founded, as well as publishing several books on the topic.¹

Both Geheeb and Solarin have teachers of several nationalities on their staffs and close cooperative relations with schools and other educational organizations abroad; and both Ecole d'Humanite and Mayflower take students from all religious, social, economic, racial and national backgrounds, though at Mayflower School almost all of the students are Nigerian.²

The proprietary schools serving special community needs have in some cases served international communities such as the International School of Milan


²Ronsheim, "A Study of Two International Intercultural Schools in Western Europe," pp. 120-125.
which was "...founded by the Oxford Language Institutes Italia, to serve the children of the directors and engineers of twelve nationalities employed by such companies as North American Aviation, Goodyear, Coca Cola, Olivetti, Shell, Motta, and others."¹ However, others like the Baleares International School and the American School of Luxembourg are strictly national in orientation.²

3.3 COMPANY SCHOOLS.

Company schools are established by businesses or industries, many of them multinational, in those areas where appropriate facilities for children of their personnel are inadequate or non-existent. It has been necessary for these companies to establish schools in


¹Both of these schools are primarily American in regard to administration, staff, student body, curriculum etc. The International School of Luxembourg was set up by several American administrators and teachers in an old hotel (another typical physical plant for private schools) in a suburb of Luxembourg. They perceived a need for a private American school in that area (as a previous American school had closed several years earlier) while they were members of the staff of the Stavanger American School in Norway; and they proceeded to set up a small joint-stock company to found the school in Luxembourg in the late 1960's.
order to induce employees with children to go abroad. Also companies "...are often forced by local government to provide schools because of segregation and color problems caused by the influx of foreign labor into an area."¹ Most of these schools are located in the Near East, Southern Asia, the Far East, Africa and South America with schools operated by oil companies being the largest group.² By 1970 Standard Oil Company of New Jersey alone had more than two thousand personnel abroad and was providing education for about three thousand children.³ A number of the primarily American companies have contracted with international education agencies in the United States (the primary such organization being the International Schools Services in New Jersey) to provide the necessary staff and curricula needs to set up and operate these schools.⁴


²Ibid., pp. 67-68.

³Ronsheim."Are International Schools Really International?" p. 44.

⁴For example see: "Two New Company Schools," ISS News Links Overseas Schools (November 1965): 1, 2. By the end of the 1976-77 school year ISS had set up, staffed, supplied, and administered more than thirty schools around the world,...with current operations in Algeria, Brazil, Dubai, Guatemala, Indonesia, Iran, Iraq, Jamaica, Pakistan, Singapore, and Trinidad..." "Educational Consultants: How They Can Help." Business International (October 7, 1977): 318-320.
If the company is primarily national in make-up, the resulting school system is usually also national. For example, the large American Arabian Oil Company Staff Schools in Saudi Arabia have primarily been American over the years as most of their senior staff have been Americans. However, many company operated schools have developed into binational schools, particularly in Latin America, Indonesia, and Africa because they have begun to enroll substantial numbers of native children of their local personnel.

Probably this trend will accelerate as developing countries begin to exercise controlling interest in the subsidiaries of these companies in their midst. And there would seem to be a chance of some of these company schools becoming international as a result of the multinational trend in the composition of these companies and industries.

1 American Arabian Oil Company, Senior Staff Schools Brochure (New York, 1972).

3.4 OVERSEAS SCHOOLS.

By far the largest category of international schools are the overseas schools. The first American school was started in 1800 by U.S. parents living in Mexico City; this school having grown by the last decade into the American School Foundation of Mexico City with staff and facilities for the education of about 2,000 U.S. Citizens, 500 Mexican citizens and 200 children of other nationalities.¹ By the 1974-75 school year there were 139 sponsored overseas schools located in eighty-three countries; with an enrollment ranging from eight students in Peiking to thirty-seven hundred students in Tehran, and a total enrollment of thirty-five thousand American students and thirty-nine thousand students from ninety-one other countries.²

It is estimated that in the last decade the number of Americans residing overseas had climbed to a total of nearly 2 million, with approximately 300,000 of


these school-age children enrolled in approximately six hundred schools.\textsuperscript{1} At least two third of these children are in 266 schools run by the Department of Defense.\textsuperscript{2} It is clear that many of the remaining schools of the estimated six hundred would fit into several categories other than overseas schools, such as missionary, proprietary and company schools. Yet, one must not lose sight of the fact that this phenomenal growth of American school-age children abroad has made it a topic of research (with ten doctoral dissertations at Michigan State University alone), and a subject of new educational terminology: third-culture kids (TCKs).\textsuperscript{3}

So far this is only an estimation of American overseas schools and overseas schools which enroll Americans. One must also include a very large group of overseas schools in which Americans are usually not enrolled. These would include official overseas schools for the dependents of armed services of many other countries as well as many official and unofficial

\textsuperscript{1}Useem and Downie, "Third-Culture Kids," pp. 103, 104.

\textsuperscript{2}Bentz and Huntley, "Foreign Stamps Don't Mean Foreign Students," p. 23.

\textsuperscript{3}Useem and Downie, "Third-Culture Kids," pp. 103-105. It is interesting to note that one researcher at Michigan State University found that 92 percent of the TCK's she studied are bilingual or even trilingual.
schools for the dependents of foreign civilians, host country nationals and third country nationals.

For instance, in 1967 it was estimated that there were some 35,000 French teachers on the payroll of the French government working in some six hundred schools outside of what was left of the French Empire:

...Most of them are mataining the French presence in former French colonies, in Africa and Indo-China and Quebec, but several thousand are working in schools - French-owned and Foreign-owned,...-in countries where the official language is not French. The budget for this effort- not much short of $200 million a year; most of it in teachers salaries- is greater than all the rest of the expenses of the Ministry of Foreign Affairs put together.

Nothing in education is more spectacular or more admirable than the brilliance and flexibility of the French lycees d'outremer. In at least thirty significant cities around the world, the best school in town is the French lycee; and the political, social and intellectual leaders of the place are convinced that the highest of world's
cultures is that of the France. ¹

Also, the British Council helps support British overseas schools with the aim of "...promotion of wider knowledge of the United Kingdom and the English language abroad,...and...the development of closer cultural relations between the United Kingdom and other countries."² If one adds the overseas schools operated or sanctioned by other countries in the many "significant" cities located around the world the total number of overseas schools would most likely be staggering.

These numerous overseas schools may be broken down into roughly three basic groups:

a) Overseas Cooperative Schools;

b) Overseas Dependents' Schools; and

c) Overseas Binational Schools.

Most of the Cooperative Schools were organized in the last two or three decades. They are usually founded by a group of parents who, concerned by the lack of

¹Mayer, Diploma, p. 133.

adequate facilities for their children's education in a particular location, arrange a tutoring system and/or a correspondence school. As the group and enrollment grows these parents set up a makeshift school in their neighborhood using a combination of local qualified and unqualified staff. Eventually they bring pressure to bear on their official representatives to at least support the school in a more permanent physical plant and provide the cooperation needed to hire a few professional administrators (principal, assistance principal, guidance counselor, etc.) from abroad to "institutionalize" the school and make it as permanent as possible.¹

This has been the pattern of growth for many cooperative overseas schools. Most American international and community schools fall into this category and are usually under the aegis of a local embassy or consulate, or like the large American School of New Delhi, are housed in an ultra-modern complex right on the grounds of the American Embassy itself.

Thus, these overseas cooperative schools are usually nationally, oriented. American overseas schools

which accept all nationalities and are non-profit and non-religious affiliated are eligible for assistance in the form of grants-in-aid from the U.S. Department of State.¹

It is interesting to note that the French government, in granting aid to the overseas schools they support, makes only two requirements:

1) the language of instruction must be French, and

2) the school must be willing to accept inspection from metropolitan France at intervals of three to five years.²

Some overseas cooperative schools have become more international by enrolling greater number of host nationals and other nationalities in their student bodies and on their staffs, by revising their curricula somewhat to reflect this, and by participating actively in international organizations such as the International Schools Association and the International Baccalaureate. Two examples of these

¹Bentz and Huntley, “Foreign Stamps Don’t Mean Foreign Students,” p. 21.

²Mayer, Diploma, p. 134.
schools would be the Copenhagen International School
and the Frankfurt International School.¹

The group of overseas schools, dependents' schools, are transplanted national schools which are
"...managed and financed by a particular government for
children of their own civilian and military personnel.
They are in no way 'international schools'."² A good
eexample would be the U.S. Department of Defense
Schools, which are exclusively for dependents of U.S.
military personnel abroad. Examples of civilian schools
of this type would be many of the French lycees located abroad.

The last group of overseas schools are the
binational schools. These schools are sponsored by one
or more nationalities and serve two, sometimes more,
language groups. "In many cases, the host country or
the sponsoring nation, or both, contribute to their
support which usually includes teacher recruitment,
salaries, books and equipment, and scholarships for
local children."³ In some cases sections are added to
existing schools and through the cooperation of both

¹International Schools Association, ISA Directory

²Ronsheim, "Are International Schools Really
International?" p. 44.

³Ibid.
nations students are prepared for university entrance in both. Some of these schools are located in France and Germany.

Another large group of binational schools are those which have evolved in Latin America since the 1940's on the basis of the availability of financial aid from the United States. Serving American and local native and expatriate populations, these schools utilize the organization of the International Schools Services and other agencies for the manpower and materials they need from the United States. They are primarily supported by tuition with limited grant-in-aid from the United States Government, as well as some donations from business and industry. Yet, some of these schools have the dubious distinction of offering the lowest salaries among overseas American schools.

The British, French and German governments, among others, also sponsor binational schools in Latin America. Binational schools are also managed by these and other governmental and non-governmental agencies in

1International Schools Services, Sourcebook for Overseas Schools, p. 10.
2Ibid.
other areas of the world. A good example of one of these schools is the John F. Kennedy School in Berlin.

The John F. Kennedy School, founded in 1960, is part of the Berlin public school system. It is a tuition free, bilingual, bicultural comprehensive school housed in spacious, modern facilities in suburban West Berlin. The thirteen hundred students, who come from varied economic and occupational backgrounds, receive instruction in both English and German from Kindergarten through thirteenth grade. Of these students:

...50% are Germans, 45% are Americans and 5% of other nationalities...

...The school has a staff of 91 full-time and 14 part-time faculty members, including 44 U.S. citizens, 59 Germans and 2 persons of other nationalities. Over half of the staff hold Master degrees or the equivalent and their average teaching experience is 8 years.

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The Kennedy School program aims to create a fusion between the German and American educational systems. Capitalizing upon the strengths of both, and coordination methods and curricula from both, the program is appropriate to the needs of the diverse student body while allowing it to conform to the basic established standards of the two systems.¹

Thus, the John F. Kennedy School is a good example of an overseas binational international type school, as are other binational and cooperative overseas schools. These schools can be considered to be fairly international because: they are bilingual and bicultural, somewhat multinational in staff and student body, and aim to create a fusion between two national educational systems. However, it is interesting to note that the board of governors of the John F. Kennedy School consider it to be a German-American community school and not an international school.²

¹Ibid.

3.5 GOVERNMENT OPERATED SCHOOLS FOR AN INTERNATIONAL CLIENTELE.

To a certain degree this type of school resembles the cooperative overseas kind. However, government-operated schools for an international clientele were planned and organized to accommodate a multinational population, usually for children of military and civilian personnel of large international organizations such as the North Atlantic Treaty Organization (NATO), Supreme Headquarters Allied Powers Europe (SHAPE), the Western Community (Western Europe and North America) and the United Nations, particularly such organs of the UN as UNESCO and UNWRA. Their purpose is to provide an education for children of employees of these organizations, particularly where large numbers of these children cannot be absorbed in to the already crowded local schools.¹

In the early 1950’s the first schools of this type the SHAPE and NATO schools, opened in the suburbs of Paris. In 1960 International Sections of Lycee of

¹Ronsheim, "A Study of Two International Intercultural Schools in Western Europe," pp. 82-83.
Severes (another suburb of Paris), were organized to serve the staffs of UNESCO and OECD. All three of these schools developed a rather strong French flavor. In fact, the NATO and the SHAPE schools evolved primarily as French Lycees which make necessary adjustments for their international students. The program at the International Sections of the Lycee of Severes, though similar to that of the Lycee itself, fared somewhat better due to the fact that more stress was placed on bilingual teaching. However, by the middle 1960's these schools had a fairly representative international staff and student body with, as an example, twenty-eight Americans enrolled at the Nato school with much larger groups of students representing France, Great Britain, Canada, Germany, Holland and Belgium also enrolled.

The growth of the Nato organization throughout Europe and the growth of other such organizations in different parts of the world saw more of these types of schools organized. However, the problems apparently inherent in this type of school have developed:

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1Ibid., p. 83.
2Ibid., p. 86.
Often, these schools become casualties of changing political and military scenes. The Gaza School, which served UNWRA and was forced to close because of the June 1967 Israeli-Arab War, was one such victim. The SHAPE School at St. Germain-en-Laye, with the removal of NATO from France, was another.¹

An unusual educational project with far reaching international significance falls into this category of schools: The United World Colleges Project. The three main aims of this project are: "establish a chain of international schools throughout the world. To promote international understanding through education. To make education a force which unites nations and races."²

Today there are six of these Colleges: United World College of the Atlantic, founded in 1962 at St. Donat's Castle on the coast of South Wales, England; Lester B. Pearson College of the Pacific, founded in 1974 at Peddler Bay, Vancouver Island, British

¹Ronsheim, "Are International Schools Really International?" p. 44.
Columbia, Canada; the United World College of South East Asia, founded in 1971 in Singapore, the Waterford-Kamhlabe United World College of Southern Africa in Swaziland founded in 1981; the Armand Hammer College of the American West in Montezuma, New Mexico, in the United States of America, founded in 1982, America, The United World College of the Adriatic near Trieste, in Northern Italy, founded in 1982, and the newest is the United World College of Venezuela in Bolivar, which will offer specially designed courses in agricultural management.

There are also proposals for more of these colleges to be founded in Holland, in Germany, in Hong Kong, in India and in Rumania.

The original school, Atlantic College, was founded in 1962 by Air marshal Sir Lawrence Darvall, who had been commandant of the NATO Defense College in Paris, and Kurt Hahn, who is known for his internationally famous preparatory schools at Salem, Germany and Gordonstoun, England and as the father of the worldwide Outward Bound Movement. In 1955 Darvall came to Hahn with an idea:

The military officers attending our school [the NATO Defense College] are achieving a remarkable degree of international
understanding in our six month course. Think what could be accomplished by a non-military school for young people with an international student body.¹

Over a period of seven years Darvall and Hahn recruited committees in several countries to support their idea for a two-year, pre-college, boarding school enrolling students from all over the world, and convinced the British government authorities to contribute the financial backing and direction of the college, particularly in its early years, and for other countries to contribute scholarships and grants to ensure its continuance and growth.

Five years after its creation Robert Leach stated in *International Schools and their Role in the Field of International Education* that Atlantic College was, unlike most international schools, an elite institution with students only from Western and Eastern Europe and the Americas, and with both the governing board and the staff primarily British.² Thus, he described it as a


²Leach, *International Schools and Their Role in the Field of International Education*, p. 42.
liberal form of unilateral internationalism, at least until a series of other similar colleges were established; at which time the whole movement could become an exercise in multilateral internationalism.¹

A member of the staff of Atlantic College has looked at the origin of the college in the same way; but he also has seen it change into primarily an international school:

between 1962 and 1974 the College has developed from being, initially, a sixth form college for mainly British and American boys to becoming a fully co-educational school for over 300 students from all over the world; and in the same period, the college has transformed itself from a school whose predominantly British staff prepared students for English 'Advanced Level' examinations to one which, with a more international staff, prepares its students for the International Baccalaureate examinations.²

¹Ibid.
Thus, Atlantic College has established itself as a model for the other United World Colleges set up in the 1970's and 80's by stressing international education and social integration through education, as well as providing a pattern of education adapted to the special needs of this age. At Atlantic College this means, in addition to the stress of academic education, the development of physical fitness, self-discipline and courage through a strong reliance on physical work such as sea rescue services on the coast of Wales, which are based on the ideas of the Outward Bound Program developed at Gordonstoun. In enumerating the great demands made on students, the Atlantic College Prospectus makes the following points:

We need to show in a convincing manner that the formal educational needs of modern society do not have to be met at the expense of more important human characteristics. The heart of the matter is the need to demonstrate that self-discipline, devotion, imagination, courage and response to challenge can be developed in materially prosperous societies.¹

¹Atlantic College Prospectus (Wales: Atlantic College, no date).
It is clear that the United World Colleges are pursuing international aims that are highly idealistic, and only time will provide a sure answer as to how successful they will be in realizing them. It also seems that, as these colleges expand their international outlook and ceases to be under national control, they can no longer be considered in this category of school, but instead be looked upon as international independent schools. Already, out of the national committees formed to help set up Atlantic College has evolved the United World Colleges International Council which co-ordinates these existing World Colleges (as well as future additions) on the basis of their common educational philosophy. On this council are distinguished individuals from more than forty countries, the United Nations, the International Baccalaureate Office, and the present and former staff of these colleges. These distinguished individuals have included Lord Earl Mountbatten, Mrs. Lester B. Pearson, Dr. Thor Heyerdhal, M. Olliver Giscard D'Estang, Mr. R.K.A. Gardiner, Prince Sadruddin Aga Khan and Mr. Malcom Muir.\(^1\) At present the President of the International Council of the United World Colleges is His Royal Highness the Prince of Wales, KG, KT, PC, GCB.

\(^1\)United World Colleges, Brochure.
3.6 INTERGOVERNMENTAL SCHOOLS

The sixth major type of international school is intergovernmental school. The major group of schools in this category are the European Community Schools of the European Economic Community. This organization was established in 1958 and had evolved from the European Coal and Steel Community, originally founded in 1952. It opened six schools between 1953 and 1962 in Luxembourg, Belgium, Italy, Germany and the Netherlands. Officially, their aims are to build up a united Europe by bringing together the children of members of European Economic Country and other future members of the Community:

...from their first year at school until they are ready for university.

Whilst studying their mother tongue and the history of their native country with teachers of their own nationality, every pupil will at the same time be able to acquire from early childhood the knowledge of other languages and to benefit from the joint contribution of many cultures which together make up European civilization...having been brought up together and freed at an early age from the prejudices which separate peoples from
each other, initiated into the beauties and merits of the different cultures, they will, as they grow, become conscious of their solidarity. While remaining fond and proud of their native country, fully prepared to complete the task undertaken by their fathers; the establishment of a united and prosperous Europe.¹

These aims are expected to be furnished by the thorough concentration of languages in the curricula of the European Community Schools. In the primary schools instructions is carried on in the child's mother tongue - multi-lingual streaming.² Also, at the elementary level each pupil is required to learn a second Community language. "The second language becomes a langue vehiculaire, or working language, which is later used extensively in related courses in secondary school."³


²Caroline Moorehead, "Euroschools: Tailor-made for the Common Market...," Times Educational Supplement 3030 (June 22, 1973); 18.

In secondary school, as in elementary school, the students are taught by teachers whose mother tongue is the language of instruction. At this level Latin or Greek is required as a classical language and geography and history must be taken in the working language. Also, the learning of a second modern foreign language is stressed at this level - usually English. Thus, all students "...are given instructions in three of four languages (including their mother tongue) and must sit [during the last year of secondary school] written examinations in three, oral examinations in at least two, and continuous assessment in all languages learned." "And the pupils really do learn languages: most of them are fluent in at least one European language by 10, in two by 14 or 15, and may feel perfectly at home in three."

The combined enrollment of the six European Community Schools passed the eighty-one hundred mark in 1972, and has shown signs of a steady growth, particularly as the number of member countries has grown in the last decade and more schools have had to be opened.

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With the origin and growth of the secondary level in the European Community Schools a serious problem developed: the recognition of the need for international equivalences through the creation of an acceptable curriculum and examination, which would allow any graduating student of the European Community Schools to meet the minimum requirements to pursue higher education in each of the member states of the European Economic Community, as well as in other countries.

The European Community Schools are governed by international statutes - the Statute of European Schools,\textsuperscript{1} ratified by the six original member states in 1957, and a complementary agreement, the Regulations of the European Baccalaureat,\textsuperscript{2} ratified the same year. Both documents have since been ratified by other later members of the Community. These documents established the European Baccalaureat, a school certificate type of cumulative examination given at the end of the secondary school, as a capstone in the attempt to establish the international standing and qualifications of the European Community Schools.

\textsuperscript{1}Statute of European Schools (Brussels: Office des Publications Officielles des Communautes Europeenes, 1958).

\textsuperscript{2}EEC Regulations of the European Baccalaureat (Brussels: Office des Publications des Communautes Europeenes, 1958).
In order to establish the international equivalence the following proviso were written into the Statute of European Schools:

All. holders of the European Baccalaureate; (a) are granted the same exemptions and advantages as holders of that country's school leaving certificate; (b) may apply for admission to any university in the six countries of the contracting parties holding equivalent qualifications...1

Almost from the beginning the European baccalaureate diploma has been recognized as an agreed standard entry for the universities of many European countries, including Great Britain, Austria, Switzerland and Greece.2 It has since being recognized as a university entrance qualification in many other countries.3 It is also interesting to note that by the end of their first decade these six European Community Schools were allowing about ten percent of their enrollment to come from countries outside the European Community - with two to five percent from the United

1EEC, Statute of European Schools, art. 5, s.2.
2Henderson, "The Schools of the Six, p. 189.
It is also interesting to note that in 1955, Albert Van Houtte, the high official of the European Coal and Steel Community most directly concerned with the setting up of the European Community Schools, went to the International Schools Association (the founding father of the International Baccalaureate less than ten years later) "...to plead for their support of an international examination and their help in developing it." However, this plea was rejected, possibly because as Martin Mayer points out in Diploma: "...1955 was the heydey of the attitude that Europe was dead and the future belonged to the developing countries, an attitude much reinforced at ISA (International Schools Association) by its hard-won third category affiliation with UNESCO," or for the more practical reason that ISA was at best a fledging organization in 1955, only four years old with but a few members, serious financial problems, and with attendance at its annual meetings of not more than ten.


2Mayer, Diploma, p. 100.

3Ibid.

Yet, ISA accorded enough importance to the formulation of a European Baccalaureat to follow closely its development to congratulate the European Community Schools on the ratification of the Regulations of the European Baccalaureat, and to summarize the principal rules governing the examination leading to the award of the European Baccalaureat in its very first Newsletter/Bulletin.\(^1\) Also in the same year as these Regulations were ratified, ISA invited Albert Van Houtte to make a speech at one of their meetings, where he outlined the need for an international university entrance examination.\(^2\) However, again the initiative was lost as ISA was still not strong enough to pursue Van Houtte's idea and because: "Relatively few of the international schools had at that time reached the stage of preparing students for universities."\(^3\)

Yet, the development of the European Community Schools and the European Baccalaureat did help to concentrate interest on the evolution of the whole international schools movements, of which the European


\(^2\) Mayer, Diploma, p. 215.

\(^3\) Mayer, Diploma, p. 215.
Community Schools themselves form one important part, as well as to contribute the idea that was to produce the International Baccalaureate.

However, it must be pointed out that the setting up of special schools like the European Community Schools was only one important step in the evolution of international schools. W.D. Halls in *International Equivalences in Access to Higher Education* notes that though the European Community Schools are the only really successful examples of agreement on university entrance initiated at the international political level, the curriculum, "...and the examination itself, were first elaborated by educational experts of the Six. These represent a reasonable compromise, a 'highest common denominator' of what should be learnt and what standards should be attained..."¹ Thus, they are a group of schools which are most closely similar to the state or national supported systems from which they evolved.² It has already been pointed out that their main aim is to prepare their students for establishment of a united and prosperous Europe - an


important but limited goal in the establishment of a united and prosperous world.

The European baccalaureate may mainly be only a slightly different curriculum and examination system than found in the six national systems it evolved from and "...both traditionally associated with, and dependent upon the appropriate governmental authorities..." of the member countries. ¹ But at least in languages, equivalences, and other areas like the development of "...special teaching materials and textbooks..." the European Community Schools and the European Baccalaureat are pioneer efforts. ² And, the European Baccalaureat, in these important areas and possibly a few others, is the forerunner of the International Baccalaureate as it is "...the first of its kind to cut across national boarders..." in the modern nation-state sense.³

That the European Schools are intergovernmental helps to explain why they are close to the national school systems they evolved from. They have a rigid

¹Ibid.


organization due to the difficulty of making any substantial changes in their organization or composition without the need for exhaustive consultations with the education authorities of the member nations comprising the European Community. In these areas they fall short of being international schools, but in all other respects they fulfill the multinational criteria of the definition of international schools.

3.7 INTERNATIONAL INDEPENDENT SCHOOLS

There really is no typical international independent school. Because they are independent, they are all somewhat different from one another. What characterizes these schools is that they are mostly non-government supported, that they utilize more than one national system of education, and that no religious or political approach dominates. The key word in their evolution in the last thirty of forty years, is international; the creation of international organizations, the development of important commercial and industrial firms on an international level, and finally, the development of international economic, technical and educational assistance to developing countries - all of which have caused a new social fact:
the displacement of a very numerous group of international technicians and executives throughout the world.¹

Many of these individuals have not been able to find a suitable educational environment for their children in either national schools of the countries where they are stationed (usually for a short time, ranging from a few months to a few years) or the other types of schools already described in this chapter, which may or may not be available to them in these countries. In order to avoid upheaval for their children, ranging from affective shocks to scholastic setbacks, these parents have perceived the need for the creation of schools offering students not only a flexible scholastic program, given in several languages, but also a philosophy surpassing the often narrow boundaries, nationalistic or otherwise, in existing schools, and which would promote international understanding— all within a single school.²

The International School of Geneva (Ecole Internationale de Geneve or Ecolint), the original


²Ibid.
international school is the 'father' of the international independent school movement. It was the only international school in existence at the end of the Second World War, having been started some twenty-one years earlier in much the same circumstances and for much the same reasons as stated in the previous paragraphs. The first report of the Trustees of the American Foundation for Ecolint in 1931 stated quite clearly:

First of all, let it be stressed that the school was born, not out of theory, not out of an educational experiment, but out of stern, indeed the sternest necessity. Ever since the League of Nations had established itself at Geneva in 1920, parents from nearly every country in the world engaged in international work of all types in the fast growing center, were being faced with the

1 The Yokohama International School, (the researcher visited this school in 1985) established the same year as the International School of Geneva, was forced to close at the end of 1940 due to financial problems and difficulties created by the Second World War. The physical plant was completely destroyed during that war. "An indemnity from the Japanese government plus considerable contributions from the foreign business community in Yokohama, made possible the reopening of the school in a new building on the old site..." in September 1955. See Sally B. Ronsheim, "A Study of Two International International Schools in Western Europe," pp. 139, 140.
vital question: How are we going to provide an adequate education for our children far away from their own countries? It was this question that a small group of parents predominantly from the Secretariat and the Labor Office set out to answer some seven years ago; it is this question that other parents will seek to answer as long as international life draws people away from their national homes.¹

Thus, these parents set out to create a school which offered the best of all systems of national education with a wide framework of boundaries than in any previous school,² and which would instill in the children a genuine international spirit.³


²Ibid.

It was particularly fitting that the birthplace of the first international school was Geneva. By the mid 1920's Geneva had become the home of the League of Nations, the International Labor Office, the International Radio Office, the International Committee of the Red Cross, the World’s International Bureau of Education, and the Jean Jacques Rousseau Institute - the latter being the culmination of many pedagogical experiments in Geneva since the period of this great philosopher-educator.

The leadership necessary to set up Ecolint came from individuals within these organizations as well as from the parents themselves. Some of the personnel and directors of the school during the early years of its existence came from Jean Jacques Rousseau Institute. The parents wanted the school to employ the most progressive educational methods of the time; those that formed the backbone of the teaching philosophy of the Institute: namely that children should have the opportunity to develop their natural abilities individually and unhampered, and that the ultimate objective of education is to teach people to live together.¹

¹Ibid.
Thus, Ecolint began by employing the most famous progressive educational methods of that day: the Dalton Plan, the Winneka Plan, the Decroly Method and the Montessori Method. Utilizing these methods the school has attempted to keep two ultimate aims in balance; to develop in the students the parallel responsibility of being both citizens of their own country and members of the world community.¹

In the first twenty years of its existence Ecolint evolved from a primary day school with less than ten students to a primary and secondary boarding school with a many as two hundred pupils. From the beginning it was a bilingual school which operated primarily in French (though all students did some work in English), because it was both the diplomatic and the local language in Geneva area. By the 1930's it had become "...a triumphant experiment, a source of psychological satisfaction for the community of the League and of intellectual accomplishment for their children"² Though troubled by financial insecurity Ecolint managed to survive the Second World War partially on the basis of its success, but mainly because of three reasons:

²Mayer, Diploma, p. 71.
Switzerland remained neutral, there were children of East European refugees to replace the children of international civil servants when the international organizations closed down, and the canton of Geneva took over the outstanding financial debts of the school for the duration of the war.¹

Ecolint came out of the war expecting to resume its position not only as a small special service institution for international civil servants, but also as the inventor of a truly international education. The United Nations Organization had inherited the League of Nations property and was planning to use all of it, even though the head-quarters would be in New York. However, what had not been anticipated was "...the enormous increase in the presence and influence of the English-speaking community, and the great pressure on university entrance that came with economic reconstruction through the Western World."²

Thus, by 1949 Ecolint had doubled in size with the enrollment of thirty-five nationalities evenly divided between those who spoke English, those who spoke French

¹Ibid.
²Ibid.
and those who spoke other languages.\textsuperscript{1} However, two entirely separate sections were developing in the school, one studying in French with English as a foreign language and the other studying in English with French as a Foreign language. By 1956 there were almost two hundred more students in the English language section than in the French and the enrollment had again doubled. At that time the division into two separate sections became official.\textsuperscript{2} In another ten years the enrollment was to almost again double with even greater swing; almost three fourth enrolled in the English section and only a little over one fourth enrolled in the French section.\textsuperscript{3}

What had happened to cause this rapid but unbalanced growth was the influx in the 1950's and 1960's of many American businesses and banks as well as the rapid expanse of the European divisions of the United Nations, bringing with it a large minority of English speaking specialists and supervisors. This is what caused the large increase in enrollment on the English side of Ecolint.\textsuperscript{4}

\textsuperscript{1}Ronsheim, "A Study of Two International Intercultural Schools in Western Europe," p. 152.
\textsuperscript{2}Ibid., p. 172.
\textsuperscript{3}Ibid., p. 199.
\textsuperscript{4}Mayer, Diploma, p. 73.
Also, as a result of the growing pressure on university entrance, the concentration on preparation for national examinations from an early point in the secondary school (at the expense of continued innovations in international education) had become a necessity. In the French section the preparation was for either the Swiss Maturite or the French Baccalaureat. Since it is almost impossible for those students who do not speak French as a native language to pass the baccalaureat and almost as impossible for them to pass the Maturite, few students who were not native French speakers could be encouraged to enroll in the French Section at the secondary level. This made it impossible to redress the imbalance between the two sections and actually caused the two sections to drift further apart. By the mid 1960's it was:

...almost unknown for a teacher from one side to visit classes on the other side to see how things were done; the staff spent their tea times in different lounges and very rarely met together for any purpose. Relations between the two sides were inevitably exacerbated in times of financial stringency by the fact that the French side (with average classes of 10 or 12) was much

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1Ibid., p. 77.
more expensive to run than the English side
(with average classes of 20 to 25).¹

Thus, by the mid 1960's Ecolint displayed, in a surprising way, the diversity of problems which can face an international school. There was lack of balance among the staff. Even though nineteen nationalities were represented, almost four fifth of the teachers on the French side were of Swiss nationality (the rest being almost all French), while two thirds of the teachers on the English side were of British nationality (the rest comprised of ten or eleven other nationalities). Of the over eleven hundred students in the English language section of the school more than eighty percent were originally English speaking, with fifty percent from the United States alone. Of the over four hundred students in the French language section less than forty percent were originally French speaking (the greatest concentration of foreign language speaking being, of course, in the primary grades), with a relatively even spread between thirty-six nationalities.²

¹Ibid., p. 78. Also, Robert J. Leach, International Schools..., pp. 37-39. Leach has been a member of the staff of Ecolint since 1952 and fully substantiates Mayer's observations.

²Gueron, Cohen and Mayer, Education Sans Frontières, pp. 149, 150.
With such an incomparable set of problems in the two sections, it is not difficult to see the serious issues facing the staff of Ecolint. In fact, based on the split of the school into two separate sections and the development of these serious problems, Sally B. Ronsheim concluded that, on the basis of her fourteen criteria, Ecolint no longer qualified as an international school.¹

However, in the last decade or so, Ecolint has worked hard at trying to solve these problems, with limited success. Enrollment has remained fairly constant at around 1500 at Ecolint - reflecting a leveling off of the growth of the international community in Geneva area, the growth of other schools in the area catering to English speaking students, as well as an attempt by the school to sharply control the growth of its enrollment. An attempt has been made to consolidate the financial situation by merger of Ecolint with two other much smaller international schools in Geneva (Lycee des Nations and the United Nations School) in 1974 and 1975. As a result of this merger the three schools together are now known as the

Foundation of the International School of Geneva, with an overall Director General and individual directors for the French and English sections of Ecolint (now called La Grande-Boissiere) and three other directors for divisions of the merged schools.

At Ecolint the other problems still remain. What held the school together through the mid-1960's is still pretty much holding it together today: the inescapable dependence on the American, British and Swiss for students, on the British for staff in the English section, and on the Swiss for the staff in the French section, and on the Swiss government for their hospitality and basic subsidy for buildings and grounds. The French and the English sections still remain very unbalanced and almost completely separated.

However, it must be realized that, according to the definition of an international school arrived at earlier in the previous chapter, Ecolint clearly qualifies, even when its serious problems are considered. After all, Ecolint has functioned well as a miniature United Nations for these many years with, recently, over twenty nationalities represented in the staff and up to eighty nationalities represented in the student body. Moreover, it has remained strongly dedicated within practical limitations to its
"educational experiment", with all of its international ramifications. As Martin Mayer stated in Diploma:

Ecolint is the largest and intellectually among the strongest of the 'international schools.' It has been a mother hen to the international schools movement, supporting with ideas and personnel several struggling ventures in multinational education in Africa, the Eastern Mediterranean and Asia. The International Schools Association, with about two dozen members, had [its origins and] its headquarters on the school's property, and the attempt to write an international university entrance examination had its origins and its first secretariat here.¹

¹Mayer, Diploma, pp. 74, 75.
The international independent school most closely related to Ecolint in situation and purpose is the United Nations International School in New York City. It began in 1947 as a nursery school, with grades being gradually added over the years until it became a complete primary and secondary day school in 1960, when the first group of pupils sat for external national examinations.¹

The aims of the United Nations International School (UNIS) are twofold:

...the idealistic one of initiating an experiment in international learning and living in the spirit of the United Nations, and the utilitarian one of providing education that would satisfy the various home country requirements of the United Nations children and thus facilitate their transfer into any national school system, including their own.²

¹This is a common growth pattern in many international type schools, not just the international independent category. They generally start out as elementary schools with grades added as necessary. If there are few clientele for a secondary school in the geographic region where the school is located it remains an elementary school.

These aims were to be seriously tested by the traumatic physical existence of UNIS during much of its history.

Like Ecolint, UNIS started out because the need for such a school was clearly perceived by a group of parents and friends who worked in international organizations. An association of these parents and friends was formed and a nursery school was set up in a guest house of the United Nations Secretariat in October 1947, with twenty children from fifteen countries comprising the first student body. As the enrollment grew, part of the elementary school moved to a nearby apartment complex where many of the parents lived and which has continued to be part of the school right up to today. Much of the elementary school and a slowly materializing secondary school moved into an abandoned Manhattan public elementary school building (circa 1890) in 1958.¹

UNIS urgently sought a permanent home, first on Eighty Ninth Street, then at the UN headquarters site, then on the southern tip of Welfare Island in the East River, and finally at the foot of Twenty Fifth Street,

¹Mayer, Diploma, p. 85.
Thus, much of the first twenty-five years of the history of UNIS revolves around the difficulties the school had in finding a site for its permanent home and then getting it constructed, with closely related financial problems. All of the turmoil for parents, staff and students these difficulties presented did not fade away until the present very modern well equipped building was completed and occupied on the Twenty Fifth Street in January, 1973.

At the beginning UNIS attempted to be a completely bilingual school in English and French, two of the official languages of the United Nations. However, by the 1950's it was clear that the English language program was growing much faster in both quality and quantity than the French language program, creating

\[1\] Malinowski and Zorn, The United Nations International School - Its History and Development, p. v.
an imbalance which was to become even more pronounced as the secondary school came into effect. A concept seemed to develop from the beginning in the school that: "Bilingualism in the fullest sense cannot be taught and is therefore not a realistic goal for an international school. Proficiency in languages, however, strengthens the bonds of international understanding and is therefore an essential goal of an international school..." ¹

Despite pressure exerted by French speaking parents, French remained "...the second major language of the School" with English continuing to occupy the position as "...the principal language of instruction."²

At least the school did not split into separate sections as had happened at Ecolint. Also, UNIS offers as foreign languages the other official United Nations languages (Arabic, Chinese, Russian, and Spanish) as well as German, Hebrew, Hindi, Italian, Japanese, Polish, Portuguese, Swahili, Tagalog and Urdu. In the

¹Ibid., p. 70.
past years UNIS students have successfully passed International Baccalaureate examinations in Burmese, Czech, Dutch, German, Hebrew, Hungarian, Italian, Swedish, Turku and Urdu.¹ Thus, the school has shown it believes whole-heartedly that proficiency in languages is an essential goal.

These are just a few of the factors that have influenced the development of UNIS. In a sense they provide some insight into the five major recurrent factors it is said have influenced the school’s development:

...the need to balance the idealist and utilitarian objectives; the need to develop an international curriculum consistent with UNIS aims that would nevertheless prepare senior pupils to meet the entrance requirements of universities throughout the world; parental activity, which at various stages, became an instrument of pressure, sometimes constructive, sometimes counteractive, to the school’s best interests; administrative concentrations on

matters that over-shadowed educational priorities; and the United Nations activity that gradually strengthened relations between the World Organizations and the school.\textsuperscript{1}

Over the years UNIS has been able to profit enough from these recurrent factors to become one of the strongest international independent schools in the world today. With its pioneer work in international curricula, its student body representing ninety four nationalities and a staff of 121 representing forty nationalities there is no question that it is an international school. Possibly it will serve as the model for future international schools. In this respect former Secretary-General of the United Nations, U Than, best summed up the "raison d'etre" of the school by making the following forward-looking statement:

The United Nations International School is an experiment in cultural understanding...It is quite possible that the students who face each other across a laboratory bench today may, in a few years' time face each other across and international conference table.

\textsuperscript{1}Malinowski and Zorn, The United Nations International School-Its History and Development, pp. 169, 170.
The lessons they learn today are the foundations upon which a significant contribution to international cooperation may be made tomorrow.¹

An international Independent school inspired by both Ecolint and UNIS is the International School of Ibadan (ISI), founded in 1963 on the campus of the University of Ibadan, in Ibadan, Nigeria. It was the brainchild of the expatriate head of the faculty of Education at the University of Ibadan, who had a son at the time at at Gordonstoun, one of the most famous British public schools. Thus ISI’s first headmaster came fresh from the job as assistant headmaster at the Gordonstoun² and all the housemasters/ housemistresses also came from Gordonstoun, Atlantic College and similar public schools in Great Britain.³ Therefore, the school followed the Gordonstounian pattern of administration as a secondary boarding school in its early years of existence.

¹Ibid., p. 171.

²Mayer, Diploma, p. 120.

³Key administrators and teachers from British public schools have had a key role to play in the implementation and organization of many international type schools in both developed and developing countries.
Because the International School of Ibadan had an idealistic aim of promoting international education, it received a generous grant from the Ford Foundation. However, its main aims were far more practical. The University of Ibadan is the premier university in former British West Africa, having been set up and staffed through an agreement with the University of London in 1847. In order to keep qualified British and other expatriate staff and to attract new staff from overseas, there had to be a good secondary school for their sons and daughters.

Also, there was no secondary education for expatriates in the capital region, Lagos, located some 90 miles south of Ibadan. This primarily accounts for the school having had a boarding section from the beginning, with many of the boarders American because of the large United States Aid for International Development (USAID) contingent in Lagos and other areas of Nigeria. There was also the need for a good secondary school to serve Nigerian population as well

1 The Ford Foundation has also made generous grants to Ecolint and UNIS on this basis.

2 Mayer, Diploma, p. 120.

3 USAID gave $225,000 for the construction of the school as well as provided (in conjunction with the U.S. State Department) to supply up to four American teachers to the school during the years 1965 to 1975.
as a demonstration school for the Faculty of Education, University of Ibadan, where new methods could be introduced and observed and Nigerian student teachers could do their practice teaching. As a demonstration school ISI would serve as a model for Nigerian schools in the country—particularly in the Ibadan area. This practical aim as well as the others help to account for the staff and the student body being roughly one third Nigerian and one third American during the first years of its existence. Though the other third of the staff (the controlling third) was British, this nationality accounted for only some seven percent of the student body.

Because of the lack of a clearly defined administrative and budgetary relationship with the university, ISI had countered serious administrative problems.

1 The role as a demonstration school was little used in the early years as the Institute of Education seemed to have had little interest in the school as well as little control. Today, the school functions more or less as an integral part of the institute.

2 The British have always been known for sending their sons and daughters to public boarding schools in Great Britain, particularly during the examination years at the end of the secondary school, but also at a much earlier age for some. Thus, the proportion of British teachers on the staffs of many international schools is or has been far out of proportion to the number of British students in the same schools, particularly if these schools are combined elementary/secondary schools or only secondary.
and financial problems during much of its existence. Early in its life the Nigerian press attacked the school as an elitist establishment for only the sons and daughters of well-to-do Nigerian and expatriate parents in Lagos and Ibadan, and this was followed by an official inquiry by the Western State Ministry of Education into "questionable" administrative and financial practices at the school. Also, ISI had to weather the Nigerian Rebellion during the same period of time. Tribute must be paid to the parents, staff, students and friends of the school who have, through often tenacious dedication, seen the school successfully through these many difficulties to the much more settled and permanent existence it now enjoys.

From the beginning ISI has pursued an instructional program in English, with a small but strong foreign language program in French. As a result of both the interest of and some criticism from the Nigerian community the local language, Yoruba, was added for Yoruba speakers and, recently, this program has been extended to the children of expatriates who wish to learn the language—again on the basis of interest shown in the community the school serves. However it has been difficult to generate very much interest in the foreign language programs at the upper secondary level in both French and Yoruba. Even though
trips were made to nearby French and Yoruba speaking areas of Benin and visitations were arranged with French and Yoruba speaking Benin students and teachers, Nigerians and expatriates have not elected, with some exception to pursue these languages at the ordinary or advance levels.

As a result of its own trials and tribulations and alterations in the community it serves, ISI has greatly changed in the years it has been in existence. The school was forced by Western State Education authorities to reserve only one third of its student body for expatriate staff. Also, Nigerian education is coming of age: many expatriate staff at the University of Ibadan and most other Nigerian Universities have been replaced by Nigerian Ph.D. graduates from their own universities, as well as from British, American and Russian institutions. The Nigerian Rebellion, the completion of many USAID contracts and the subsequent cutback of their programs in Nigeria (and elsewhere), as well as the move to Nigerianization of the Nigerian economy have only been offset relatively recently by an influx of expatriate technical help as a result of the oil boom in the country.

Thus, today ISI has a Nigerian staff and student body which numbers well over seventy percent of the
The American staff and the student body now down to less than five percent of the total with only four or five other nationalities represented on the staff and only small numbers of students from twenty other countries represented in the total of well over four hundred students. As a result one could characterize ISI as a one time international independent school in the process of becoming a national school.

However, ISI has tried to remain an international school. It has internationalized its curricula at the lower secondary level, for example, a new social studies program, and at the upper secondary level with, the implementation of the International Baccalaureate curricula in most subjects. Also, ISI has been active in the International Schools Association for many years and was host in 1975 to the first ISA conference to be held in Africa.

A parent, active in the affairs of the school as chairman of the ISI Parent Teachers Association, has probably best summed up what ISI is trying to do:

The International School Performs a very important function in the Nigerian and International Society. Besides giving the students a sound training, young men and
women from different background, color and religion are taught how to live together.¹

Another independent international school inspired by Ecolint and UNIS, the Washington International School (WIS), had probably become the prime innovator and unique "mover" in the international school circles in the last decade. WIS grew out of an official feasibility study by the World Bank, the International Monetary Fund and the Inter-American Development Bank. With three teachers and three students the school opened in a private house in Northwest Washington in January 1966. In September of that year it was moved to the Georgetown Lutheran Church, which remained its headquarters until September 1969 when a generous grant from the Ford Foundation made it possible to acquire the old Phillips School building in Georgetown.

From that point WIS expanded rapidly and by its tenth birthday in January 1976, had grown "...from three children in the basement of a private home to almost four hundred pupils at two different locations. We have developed a small-scale endeavor to an

¹Opening Remarks by Mr. Joop Berhout, Chairman at the Prize Giving Day of the International School, Ibadan, Thursday 27th of June, 1974, pp. 1-3.
internationally-recognized academic institution.  

In doing so the school had grown from a nursery school to a full-fledged elementary and secondary day school. WIS aims at developing from an early age the intellectual capacity of children through a demanding bilingual or multilingual curriculum. Specifically the school was founded:

...to serve the many international families in Washington whose children need the flexibility of an international curriculum in order to adapt to different school systems and to gain admission to universities throughout the world. The school is also the choice of many local families who seek two working languages for their children and an opportunity for them to pursue a broad, demanding program which reaches beyond conventional national systems. Furthermore, an extensive scholarship program makes it possible to include some fifty children from

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the inner city of Washington in the enrollment, ensuring that children not only represent sixty-three different nationalities but also come from all economic backgrounds.¹

WIS has had its share of difficulties over the years it has been in existence. Like other international schools many of these difficulties have been financial in nature. Due to lack of funds at key points in its growth the school has had to utilize five church basements as full or partial make shift homes. However, WIS has been able to rise above these difficulties, primarily through the dynamic leadership of its founder and director, Dorothy Goodman, who even contributed the first basement where the school originated. Under her guidance the school has received the necessary support from foundations, countries, local authorities, students, parents and friends to make a thriving international institution.

Yet WIS is striving to be much more than this in the eyes of Dr. Goodman and her supporters. They think of it as the "pilot school for the planet...to be a

¹Ibid.
global center to which educational administrators and teachers can turn for guidance free of national political bias.¹ Through support from foundations and other support WIS is slowly but determinationly realizing its dream:

...to serve as a pilot school for international syllabusses; as a library center for visiting educators and ultimately, as a center for training of teachers, not only our own, but also teachers from the developing world.²

WIS has become a global center in the area of bilingual education. Children from age of three develop fluency in two working languages and begin to follow regular subjects, reading and writing, mathematics, science, history and geography in these languages: French and English or Spanish and English. On this basis the school "...is developing amalgamated syllabusses to bridge the differences among the principal national systems of education. This requires


continuous research into basic education programs, current and historical. ¹

This approach to languages was originally based on the European Community Schools bilingual program, but there were difficulties of applying that program to an international school located in a different type of community.² Therefore, as a result of WIS's own analyses of bilingual learning at the primary school level and cooperative research with other bilingual schools in North America, a special bilingual program evolved. In 1974, on the basis of this impressive program and parallel research in world history, the National Endowment for the Humanities awarded a grant of $86,980.00 to WIS to develop a bilingual:

...comprehensive world history syllabi for primary and secondary level students. When completed, this 'working outline of the human story' may be used by any school in the United States and, with minor adaptations allowing for various cultural differences, by

¹Washington International School, Brochure (June 1974).

any school of any nationality anywhere in the world.¹

Thus one cannot dispute the fact that WIS is an international school when considering its extensive curricula research, the sixty-three nationalities represented in the student body of nearly four hundred, and the twenty-one nationalities represented on the staff of over seventy-five. Dorothy Goodman made clear her dedication to international school and international education and the part WIS could play when she spoke of the future development of the school in 1974:

We face enormous challenges over the next decade: acquiring and developing twenty-acre Tregaron [WIS's rented home]; raising several million dollars to endow salaries for our ambitious academic ideals (ours could be curricularly the most ambitious school in the world, with its linguistic and international goals - and therefore in ordering economic terms, the most expensive); and finally, 

consolidating and expanding the research and training...in cooperation with the International Schools Association and the International Baccalaureate Office. Should we not bring all international education activities under one umbrella, to be known perhaps as the 'Department of International Education'? ¹

Certainly, if these ambitious plans bear fruit, WIS will be the international school to emulate in the next decade.

All four of the international schools (Ecolint, UNIS, ISI and WIS) are primarily under independent control even though they maintain close associations with the organizations they serve. Ecolint is organized as an independent foundation under Swiss Federal Authority, while UNIS is organized as an independent private school under New York State authority. ISI functions as a quasi-independent department of the University of Ibadan with an independent board of governors, while WIS is an independent private school organized as a non-profit corporation.

¹Goodman, "Institution Building - Pilot School for the Planet," p. 2.
Though, to a certain extent all four of these international schools have been influenced by each other and by other international schools, they have largely developed independently of each other, as can be seen by the language programs each has produced. However, there are similarities. Each of these schools has phased in the International Baccalaureate curriculum program at the upper secondary level and has been quite active in the International Schools Associations. It is this latter organization which has done most to bring these international independent schools together, even to the point of being the original organizer of the International Baccalaureate.