

Teachers Abroad

Exchange Program with the United Kingdom

by PAUL E. SMITH - *Assistant Director*

Division of International

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FEDERAL SECURITY AGENCY . . . Oscar R. Ewing, *Administrator*

Office of Education Earl James McGrath, *Commissioner*

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Foreword

DURING the past 4 years, the interchange of teachers between the United Kingdom and the United States has received great impetus, and has been a remarkably successful program in building international understanding. Though the program got under way successfully before the war, exchanges before 1945 were limited for the most part to students and professors. With the inclusion of teachers, the base of the exchange program was broadened.

The key position of teachers in every community provides wide opportunities for contributing to international understanding. Since the teachers exchange identical positions for an academic year, the two-way flow of ideas is insured. During the year abroad the teachers represent their country in towns and villages of another country. There they become a significant part of the community where they learn the ways of another people. Upon their return they are in constant demand to explain the life and culture of the people with whom they have lived.

This bulletin recounts the experiences of this interchange of teachers between the United Kingdom and the United States since the close of World War II.

KENDRIC N. MARSHALL,
*Director, Division of
International Educational Relations.*



Courtesy, Parade Publications, Inc.

British children take United States teacher sight seeing in London

Miss Johnson Goes to England

THE JEWELER in our town is an important person. He handles gold and diamonds and he makes beautiful rings. He has a big house on the hill and drives a fine big automobile. His boy, Tommie, is a lively lad who goes to school not far from home.

Tommie's teacher, Miss Johnson, is not so important in the community as Tommie's father. For many years she went to school, prepared herself, then began teaching school. She is a teacher of little boys and little girls. All she does is to help these boys and girls develop their abilities so that they may take their places in society and become useful citizens. Henry has trouble with his reading; and Susan cannot conquer her numbers; Jane's writing looks like hen-tracks. All of them, however, learn to play, work, and live together.

One day Miss Johnson read on the bulletin board that it was possible to trade jobs with a teacher in Great Britain. She had been telling her boys and girls that not all Mexicans wore serapes, not all Frenchmen wore berets, and not all Scots wore kilts. She knew from her reading and study that people the world over had similar wants, desires, and hopes. From her experience in the classroom she had learned the values of tolerance and understanding. These had formed a sound basis for her vocation, and, what is more important, for her life. She had come to be proud of her job and conscious of her responsibility in her community. She did not work with gold and jewels. She worked with something infinitely more precious—boys and girls.

The announcement on the bulletin board haunted her for days. She had always wanted to see another country. Her opportunities for travel had been, after all, pretty limited. Most summer vacations she had spent at the State teachers college a short distance from home, working toward her master's degree. True, one summer she joined three other teachers for a long automobile tour to the west coast, up through northwest Canada and home again. But duties at home, more study, and inviting workshops had kept her pretty well tied down during the summer months.



Courtesy, Parade Publications, Inc.

Children everywhere need help with food

Yet that announcement of the interchange of teachers kept running through her mind. Would the principal approve? Would the school board give its assent? What about tenure, increment, and pension rights? How much would it cost? How complicated all these questions seemed to Miss Johnson!

But she wanted to go to another country. There was that beckoning signal for her to try. For her the Rubicon was reached, the principal said he would welcome an exchange teacher; the superintendent liked the idea; the board of education enthusiastically approved.

Finally, after patient waiting and wondering, Miss Johnson was called to the superintendent's office (he received his mail before she did) and was told that an exchange had been arranged.

But that was just the beginning. That day, although her classes were held on schedule, her thoughts were miles away. Would father and mother be all right? Could she take her car with her? How would she take care of income tax? When would she sail? What kind of clothes would be needed? What about resigning from the chairmanship of her club committee? These questions and dozens more ran through her mind.

It was the end of April when she learned that she was to exchange places with Miss Joan McIvery from some place in northern England that she had

never heard of. With the help of an atlas, she soon located the town where next year she would be living and teaching.

Not only did she have qualms about her assignment, but soon she was literally bombarded with instructions and advice from the committee for the interchange of teachers. In one bulky packet there was a wondrous, puzzling assortment of pamphlets, mimeographed instructions, shopping lists, passport application, and sailing data. It was all pretty confusing at first, but presently these papers were sorted out and Miss Johnson began making headway.

News travels fast. Soon Miss Johnson was called by the press for the first time in her life. Once or twice before her name had been in the papers of her city. She had been mentioned along with other new teachers appointed by the school board, and before that she had appeared in the list between the "I's" and "K's" when she was graduated from high school. Now, the paper wanted a picture and was most eager to report her new appointment as an exchange teacher.

In June school was over, and then followed really frantic days of hunting warm clothing, buying stout walking shoes, getting a passport, trying to assemble material for teaching, and, finally, bidding farewells to family and friends. These were exciting days for Miss Johnson, who up to now, in White River Junction, Vt.; San Angelo, Tex.; Ontario, Calif.; or Mishawaka, Ind., had never been the center of attraction.

Until now the Miss Johnsons and the Miss McIverys had had little opportunity to represent their people or their schools to others away from home. Now they were to be ambassadors, they were told, of good will in a foreign country. Miss Johnson was finding for the first time in her life that she was a person of importance.

How did this interchange of teachers come about? What is the scope of the program? What are the mechanics? What are some of the outcomes? These questions and many more arise in connection with the interchange of teachers.

A Glance Backward

For 15 years preceding the outbreak of World War II, a very successful, but limited, interchange of teachers between Great Britain and the United States was carried on through the English-Speaking Union. A total of 134 American and British teachers exchanged places during that period. During the 5 years immediately preceding the war there was growing interest in these exchanges and an increasing number was arranged.

At the close of the war, late in 1945, the Foreign Office of the United Kingdom sent a communication to the United States Department of State suggesting that the interchange of teachers between the two countries be resumed. It was proposed that teachers from all types of schools participate, exchanging positions for a period of 1 year. The Department of State called together a representative group of educators to consider the proposal, and from this group an Interim Committee was appointed in February 1946 to provide assistance and guidance in getting the interchange program under way. The membership of the Committee included representatives from the National Education Association, the American Council on Education, the English-Speaking Union, the American Federation of Teachers, the Institute of International Education, the American Association of School Administrators, the American Association of University Women and the National Association of Secondary School Principals, as well as representatives of the Department of State and the Office of Education. The Chairman of the Committee was assigned by the Office of Education. Prior to the establishment of the United States Interchange Committee, there was formed in Great Britain a comprehensive British Committee under the chairmanship of Edith A. Ford. The British Committee is composed of representatives from the following bodies:

MINISTRY OF EDUCATION

ASSOCIATION OF EDUCATION
COMMITTEES

MINISTRY OF EDUCATION FOR
NORTHERN IRELAND

ASSOCIATION OF HEAD MASTERS

SCOTTISH EDUCATION DEPARTMENT

ASSOCIATION OF HEAD MISTRESSES

ASSOCIATION OF ASSISTANT MASTERS

ASSOCIATION OF ASSISTANT
MISTRESSES

ASSOCIATION OF EDUCATION
OFFICERS

ASSOCIATION OF DIRECTORS OF
EDUCATION FOR SCOTLAND

ASSOCIATION OF TEACHERS IN
COLLEGES AND DEPARTMENTS
OF EDUCATION

ASSOCIATION OF TEACHERS IN
TECHNICAL INSTITUTIONS

BRITISH FEDERATION OF UNIVERSITY
WOMEN

EDUCATION INSTITUTE OF SCOTLAND

ENGLISH-SPEAKING UNION

HEADMASTERS' CONFERENCE

NATIONAL ASSOCIATION OF HEAD
TEACHERS

NATIONAL UNION OF TEACHERS

NURSERY SCHOOL ASSOCIATION



United States teacher reviews social studies materials collected by British pupils

During the first year (1946-47) of the interchange 74 teachers from the United Kingdom and 74 from the United States exchanged places. In 1947-48, 126 pairs of teachers participated; in 1948-49, 112; and in 1949-50, 97. Since the number of teachers who participate in this program depends upon available places, there is a variable which controls to some extent the size of the program. If many teachers of English in the United States apply for an exchange position in Great Britain where not many teachers of English in Great Britain applied, the number of exchanges is

fewer. There has been no organized effort to recruit teachers in any field on either side of the Atlantic, with the result that both in Great Britain and in the United States highly qualified teachers who wish to participate are unable to do so because there is not a post available.

Then there is to be considered the cost of living. As prices went up in the United States, the salaries of British teachers were not increased. The Ministry of Education in the United Kingdom increased the grant to compensate for the rise in living expenses for teachers from Great Britain, but soaring costs played a part in limiting the numbers.

Interchange of Teachers Between the United States and Great Britain, 1946-47 through 1949-50

Distribution by States and Cities

State	Total exchanges	Different cities	State	Total exchanges	Different cities
1	2	3	1	2	3
Alabama	2	2	New York	53	36
Arkansas	4	3	North Carolina	7	5
California	35	20	North Dakota	1	1
Colorado	10	6	Ohio	27	17
Connecticut	4	3	Oklahoma	7	6
Florida	3	3	Oregon	7	6
Georgia	2	2	Pennsylvania	25	16
Illinois	33	20	Rhode Island	1	1
Indiana	25	13	South Carolina	5	4
Iowa	3	3	South Dakota	3	2
Kansas	7	6	Tennessee	7	4
Kentucky	5	3	Texas	15	12
Maine	1	1	Utah	9	4
Maryland	9	4	Vermont	2	2
Massachusetts	12	9	Virginia	3	3
Michigan	30	18	Washington	1	1
Minnesota	12	8	West Virginia	5	4
Mississippi	1	1	Wisconsin	10	9
Missouri	2	2	Wyoming	1	1
Montana	3	3	District of Columbia	1	1
Nebraska	6	4	Grand total in 42 States and Dis- trict of Colum- bia	409	278
New Jersey	9	8			
New Mexico	1	1			

Distribution by Level and Subject

Level and subject	46-47	47-48	48-49	49-50	Total
<i>Level</i>					
1	2	3	4	5	6
Kindergarten, primary and elementary	38	70	55	43	206
Junior high school (grades 7, 8 and 9)	12	17	23	10	62
High school and college	24	39	34	44	141
Total exchanges	74	126	112	97	409
High school and college					
<i>Subject</i>					
Social Studies	9	9	10	13	41
English	12	17	11	7	47
Mathematics	3	7	3	1	14
Science	—	5	1	5	11
Home economics	4	2	5	5	16
Other	5	11	4	13	33

In each year also there has been a number of cancellations at the last moment. An aged father becomes ill; a sister who has been taking care of parents leaves; or one of the teachers gets married. During one year the last-minute cancellations were extremely heavy and the number of exchanges decreased because there was not time to match substitutes.

It is entirely likely that during 1950-51 there will be a considerable falling off in numbers because of the devaluation of the pound sterling. Tremendous efforts are being made not to have a decrease, but it is almost inevitable that there will be fewer teachers interchanged than during recent years. The preceding tables give a quick view of the geographical distribution of the teachers, by State, as well as by level and subject of teaching:

How Interchange Begins

The teachers on both sides of the Atlantic hear about the interchange program in a variety of ways: educational journals, announcements to school officials, and speeches by former exchange teachers. In the official announcement the American superintendents of schools are asked, whether their school systems would be willing to exchange a teacher from Great Britain. They are requested to keep in mind the following considerations in answering the question:

- (a) The American teachers in Britain will be paid by your board of education; the British teachers in the United States will be paid by the British.
- (b) There are no outside funds for this exchange. Each teacher will provide his own travel expenses, and should have, in addition, including salary, not less than \$2,000 for the year. (In 1949 partial travel grants were made available from Fulbright funds to both the British and American teachers.)
- (c) Each American teacher will be expected to sign the Memorandum of Agreement included in the application form; each British teacher will be expected to sign a similar agreement.
- (d) The British assure us that their teachers can be ready for work here by September 1. You may assign the visiting teacher as you think best, either to a class on a regular basis or for assistance throughout your school system.
- (e) The British teacher in your school system will not, of course, be a citizen of the United States nor take an oath of allegiance or perform any similar civic act which may be required of other teachers in your school system.
- (f) The British Government will accept responsibility for finding accommodations for the American teachers. You will need to assume responsibility for locating suitable living accommodations for the exchange teacher.

In order to expedite the receipt of applications, in the event there is an affirmative answer, forms are enclosed. Although no specific qualifications are outlined to the school officials, they are guided by this statement:

Although we wish to set no age limits, the Committee hopes that teachers will be nominated who have had five or more years of teaching experience and who will be good health risks. No teacher should apply who does not have a continuously good health record and a high degree of emotional stability.

Only The Best May Serve

During November and December in both countries, the applications pour in. Because of geographical differences the problem of interviewing candidates is handled differently in the two countries. In Great Britain the Committee for the Interchange of Teachers interviews each candidate in England and Wales. There are separate committees in both Scotland and Northern Ireland. In the United States there are 25 interviewing committees located strategically so that practically no candidate has to travel more than 200 miles for his interview. These committees are nominated by members of the national Committee for the Interchange of Teachers. They meet on week ends, usually during the month of February, to see the candidates and talk with them about the interchange. Each committee in the United States is provided with suggestions which outline the broad criteria for the choice of an exchange teacher. They include the following:

Suggestions for Interviewing Committees

The responsibility placed upon the Interviewing Committees for the Interchange of Teachers is a heavy one. In a large measure the success of this Program depends upon their judgments of the teachers interviewed. The following suggestions have been formulated in an effort to aid the committee members in their task. They are in no sense a rating scale or check list, but rather a collection of ideas calculated to guide the preparation and the thinking of interviewers so that the best possible results may be obtained from their efforts.

CRITERIA

In general the criteria for the choice of an exchange teacher might be something like the following:

1. He must be a person well equipped to obtain the greatest personal benefit and enrichment from the experience of teaching in a foreign country.
2. He must be the sort of person best calculated to win for himself and for his country the liking and respect of the people in the country he visits.
3. He must be a teacher whose performance during the year will be characteristic of the best in American education.

PREPARATION FOR INTERVIEWS

Careful preparation is essential to the establishing of the rapport necessary for a successful interview. For this purpose each committee will be supplied in advance of the interview date with a copy of the application form for every teacher to be interviewed. This form contains personal data which should be of value in providing an initial acquaintance with the teacher and, perhaps, in suggesting an approach to the interview.

As further preparation, the following questions and suggestions are offered in the hope that they may act as guideposts in directing the inquiry:

1. *Personality and attitudes.*—Does the candidate seem to have the ability to meet people effectively and to make friends? Is he likely to have the capacity to adapt to unusual situations? Does his conversation suggest tolerance and ability to see the other person's point of view? Does he give the impression of being emotionally stable and mature?
2. *Health.*—Does the candidate have the appearance of vigorous good health? Do his comments indicate that he is free from the tendency to excessive concern about his health? What might his reaction be to a certain amount of physical discomfort? Does his behavior indicate undue nervousness? He will, of course, be required to have a thorough examination by a physician, but the impression formed by the interviewer of his general health will also be valuable.
3. *Scholarship and teaching ability.*—Is the candidate able to give a creditable statement of his professional aims and ideals? Do his interests reveal a keen, lively interest in his profession? Do his records of schooling and experience indicate good preparation for his position? Does he have a record of recent study or investigation which would indicate continued professional growth?
4. *Appearance and General Impression.*—Is the candidate neat and carefully groomed? Is his dress appropriate and in good taste? Is his appearance such that he is likely to make a favorable first impression on people he meets?

REPORT

A report by each member of the Interviewing Committee should be sent to the U. S. Office of Education together with the teacher's application form. Upon the basis of the points listed under *Criteria*, this report should state whether or not, in the opinion of the interviewer, the teacher is a good candidate to represent the educators of the United States as an exchange teacher. All of the information you send to us will be held in strictest confidence.

The most important single factor in the success of the Interchange Program is the choice of the best teachers from the list of applicants. This choice depends very largely upon the reports we shall receive from the Interviewing Committees, and it is with the utmost confidence that we entrust this important function to your capable hands.

On both sides of the Atlantic these precautions obtain because the success of the program depends upon the teachers who participate. Happily, because teachers are the salt of the earth, and usually most flexible and adaptable persons, the program has been eminently successful. True enough, there have been a few teachers who failed to complete the year, but these lapses amount to little more than 2 percent of the total number of exchanges.

The interviews completed and the candidates selected, the next step in the interchange process is the matching of teachers. The chairmen of the committees in both countries meet during March with the papers of their candidates and all supporting documents. It is at that important meeting that the Miss Johnsons and Miss McIverys are matched. Miss Johnson teaches mathematics to children whose ages are 7 to 10 and so does Miss McIvery. Miss Johnson has said on her application form that she would go to any place in the United Kingdom and Miss McIvery indicated that she would be willing to take any post in the United States. If either had placed limitations concerning the locale, there might have been a major difficulty in finding a suitable match.

The matching continues. Each pairing must have the approval of the education officer who is ultimately responsible for the schools in his city; therefore, as the matches are made, the papers are sent to the local school authorities requesting approval at the earliest moment.

An observation worthy of note should be made at this point. Not many American teachers ever heard of Treorchy, Wales, or Motherwell, Scotland; and not many British teachers have had occasion to hear about Albert Lea, Minn., or Piqua, Ohio. Therefore, when a match is suggested to the American and British teachers involving Motherwell and Piqua, there is likely to be more than a moment of hesitation. London, Edinburgh, Glasgow, Birmingham, Southampton, New York, Boston, Philadelphia, Miami, Hollywood, Chicago, and other large cities in both countries are well known, but Motherwell and Piqua are not often in the news and therefore are not so well known to the teachers. And therein lies the power and success of the interchange. In smaller cities, as well as in the larger ones, the teachers live and teach for a year. They come to know the people; they live in average homes; they live unhurried, normal, productive lives; they participate in the everyday life about them; they witness its joys and sorrows; they become a part of the community which to them was once only a name, but which has become a part of their very sinews. They have reached into the hearts and minds of the people.

It Takes Time To Prepare For An Important Job

Finally the matchings for the year have been completed and the approvals have been received. 'All of the Miss Johnsons and Miss McIverys have known for months that they were candidates for an exchange position, but none has received final word. Now they receive those notices along with instructions on how to proceed.

Immediately things begin to happen to them. Long before they sail there is a good deal of thinking about what this all means. Professionally, the interchange is a tremendous challenge; personally, the year abroad is a dream come true. There is much thought, too, about responsibilities.

This fact is driven home during the briefing session in London and New York the day before sailing. There the teachers hear from members of the Interchange Committees about "chips on shoulders," money, and responsibility.

The American teachers usually sail for their new posts late in July. Because schools in most of the United Kingdom do not begin until September, there is ample time for settling in new quarters and for some leisurely sightseeing before classes assemble. The British teachers usually sail for the United States in August so that they can participate in a short orientation program, part of which is conducted in New York and part in Washington. In addition to lectures and discussions on American education, the orientation schedule includes receptions and sightseeing. A sample orientation schedule for August 1949 is as follows:

Welcome Stranger

Thursday, August 18

Arrive New York—S. S. *Queen Elizabeth*.

3:30 p.m.—Press Conference—Hartley Hall, Columbia University.

Friday, August 19

10:00 a.m.—12:00 noon—Visit to United Nations, Lake Success, N. Y.

2:00 p.m.—3:00 p.m.—Visit to British Information Services.

4:00 p.m.—6:00 p.m.—Tea—The English Speaking Union.

Saturday, August 20

- 9:30 a.m.—Leave New York City.
- 1:25 p.m.—Arrive Washington.
- 3:30 p.m.—Sightseeing.

Sunday, August 21

- A.M.—Church Services.
- 1:00 p.m.—4:30 p.m.—Sightseeing—Lincoln and Jefferson Memorials, Arlington National Cemetery, Mount Vernon.
- 5:00 p.m.—7:00 p.m.—Reception—Home of Dr. Paul Douglass, President, American University.

Monday, August 22

- 9:00 a.m.—General Session—Hurst Hall, American University.
 - Chairman, Paul E. Smith, Office of Education.
 - Dr. Earl James McGrath, Commissioner of Education.
 - Mrs. Ellen S. Woodward, Federal Security Agency.
 - Dr. William C. Johnstone, Department of State.
 - Hon. J. W. Fulbright, United States Senator.
- 1:00 p.m.—2:00 p.m.
 - Orientation Staff Meeting.
 - Travel Agents Meeting with Teachers.
- 2:00 p.m.—4:00 p.m.—Group Meetings—Hurst Hall, American University.
 - Elementary School Teachers.
 - Secondary School Teachers:
 - Social Studies.
 - Science.
 - Home Economics.
 - English.
- 6:30 p.m.—Banquet—Mary Graydon Hall, American University.
 - Hosts: Committee on the Interchange of Teachers.

Tuesday, August 23

- 9:00 a.m.—10:30 a.m.—Audio Visual Education in American Schools.
- 12:15 p.m.—The President of the United States receives the British teachers.
 - The White House.
- 2:00 p.m.—3:30 p.m.—General Session—Hurst Hall, American University.
 - Educational and Ideological Tasks in Today's World:
 - Mrs. Margaret Williams, Chief, British Commonwealth Section, Office of International Information, Department of State.
- 4:30 p.m.—Tea—British Embassy.
 - Host: Sir Frederick Hoyer-Millar, Minister of British Embassy.

Wednesday, August 24

- 9:00 a.m.—General Session—Hurst Hall, American University.
 - Kendric N. Marshall, Office of Education.
 - Roger Carter, British Embassy.
- 1:00 p.m.—6:00 p.m.—Departure for Teaching Posts.

In Great Britain a similar program has been held each year. During the past 2 years, however, the general meeting has been called in October after school has begun rather than in August. Every spring the British Interchange Committee has arranged for the American teachers a course in Shakespeare at Stratford-on-Avon. During these few days the visiting teachers have an opportunity to hear lectures and see plays.

One program included a course of studies under the auspices of the British Council, the British Committee for the Interchange of Teachers between Great Britain and the United States, the League of Empire, the Governors of the Shakespeare Memorial Theatre, and the English-Speaking Union.

Its object is to bring to Stratford-upon-Avon the American and Dominion teachers on interchange in Great Britain and, by the series of lectures, to add to their knowledge and appreciation of Shakespeare. Some of the lectures aim at illuminating the background against which Shakespeare wrote his plays, while others serve as commentary upon the play to be enjoyed in the theatre the same evening.

Programme

FRIDAY, 14th MAY

4:30 p.m. Tea at the British Council Centre, Mason Croft, Church Street.

SATURDAY, 15th MAY

10 a.m. John Garrett:
Approach to Shakespeare.

11:30 a.m. John Bryson:
"King John."

7:30 p.m. Performance of "King John."

SUNDAY, 16th MAY

There will be services at Holy Trinity Church at 8 a.m., 11 a.m., and 6:30 p.m. The Vicar, Canon Noel Prentice, will welcome members of the course at all services, and will make reference to the interchange teachers at the 11 o'clock service.

4 p.m. Tea reception by the English-Speaking Union (Stratford-upon-Avon Branch) at the Shakespeare Memorial Theatre.

5:30 p.m. Brains Trust at the British Council Centre, Mason Croft.

MONDAY, 17th MAY

10 a.m. A. L. Rowse:
The Elizabethan Age.

11:30 a.m. Peter Brook:
"The Taming of the Shrew."

7:30 p.m. Performance of "The Taming of the Shrew."

TUESDAY, 18th MAY

10 a.m. Phyllis Hartnoll:

Shakespeare's Theatre and Elizabethan State Conditions.

11:30 a.m. Basil Wright:

Shakespeare and the Films.

What does this interchange of teachers mean? Whom does it affect? What are some of the problems? What are the gains individually and collectively?

Before Miss McIvery reaches this country to assume her duties, the local school authorities have received her record and a statement of her experience as a teacher. They also have been told of some of the goals in the program. "So You Are Going to Have an Exchange Teacher,"¹ makes the following pertinent suggestions:

You are going to have an exchange teacher this year—

She is coming to fill a position in your school system, to have an opportunity to see a representative part of American life and education, and to help interpret her country and way of life here.

To make it a worth-while experience for your school, the community, and the teacher takes thoughtful preparation. That doesn't mean making elaborate plans. It's the little things that count.

Miss or Mr.?—

Both. We use the feminine gender here in speaking of the teacher because a majority of the exchanges are women. However, 10 percent are men, and what applies to the women also applies to them. Some of the men have brought their families. Several have not only exchanged positions, but houses, cars, dogs, even goldfish! Should your exchange teacher bring his family, you will be notified well in advance, given the number in the family, age of the children, and other information which would help you prepare for them.

Before she comes—

Write her a note. Let her know she's wanted, and that you are looking forward to having her in your school.

The plan of the Office of Education to send American teachers to arrive abroad in the middle of July has worked well. This gives the teacher from this country an opportunity to meet the exchange and the rest of the staff in the school, to get an idea of what her duties will be as well as to give her exchange helpful information on her work.

Have someone on your staff send the teacher material which will help her get some idea of the school and the town so that she will look forward to knowing both better. Such packets of material have been sent to the Office of Education to be delivered to the teacher on shipboard or when she lands. A better plan

¹ Goetz, Della. *So You Are Going to Have an Exchange Teacher*. Division of International Educational Relations, Office of Education, Washington 25, D. C.

would be to send it direct to her before she leaves home so that she will have time to look it over. It would be helpful for her to receive a course of study, a copy of the program of studies for her grade or class, a yearbook of the school, copies of the school newspaper, and snapshots of students and school activities. Suggest she bring similar material with her.

Help her know the town and community, too. A map of the United States would give her an idea of where she will be. Literature such as the chamber of commerce issues describing the place, as well as some issues of the local newspapers, will be interesting and will also give her useful information.

Have arrangements made for her living quarters, and ease her mind by letting her know they have been made.

Delegate a teacher to act as hostess, adviser, and general informant until she gets acquainted. Suggest to this person that she learn something about the place from which the exchange teacher comes. It is a heartening feeling to one arriving in a strange place if the person who meets her knows even a little about her home town.

When she arrives—

Which will probably be the latter part of August, she will be brought to Washington for 3 or 4 days' orientation and then entrain for her school. You will be notified of the time of her arrival.

Make her feel welcome.

Give her time to adapt herself to a new job, a new home, and a new way of life.

Don't try to show her everything at once, or overload her with invitations.

Make clear to her what her duties are.

To get the most benefit from the exchange for—

The School:

Keep in mind that the exchange teacher is here to do a job, but that many demands will be made upon her time and strength.

If possible, lighten her work load so that she may act as a resource person throughout the school, not only in her class.

There will be many different ways to make the most of the opportunity of having a teacher from another country in your school.

If she is teaching in the grades, it might be possible for the junior and senior high school to have her talk to them in assembly, to arrange a series of talks to fit in with particular projects, or to have her take charge of some sport or other activity.

If she is to talk to groups within the school, teacher and pupils will benefit by a short briefing.

Discuss the visit with the pupils. Tell them something about the exchange teacher and why she is here. Have them get in mind some of the things they want to know. Suggest that asking thoughtful questions is an indication of

interest and a desire to know more about the subject which the speaker will appreciate. Remind the pupils that the visitor's impression of our country is made up of her experience with different groups such as theirs, and that each has a responsibility in determining what that impression will be.

The exchange teacher will want to know what phase of the topic you want to discuss. To talk about her country would be a big subject. Should it be narrowed down to schools? home life? sports? jobs? She will want to know, too, if the pupils have special background on the subject; that is, if they are studying her country or have had a unit of work on it.

Many exchange teachers have arranged correspondence between the pupils of their schools at home and the schools in this country through which thousands of people in the two countries have been put in touch with one another.

The community:

Give the community a chance to know her.

Try to strike a happy medium between having her besieged with requests to speak and being ignored altogether.

One exchange teacher wrote: "The first month is strenuous. Exchange teachers should be warned about the strain of the first weeks and not take on lectures and too many activities until later."

Teachers organizations in a number of cities have formed exchange committees for the purpose of extending aid and hospitality to exchange teachers.

Her religious affiliation is indicated on her application.

Let the pastor or someone in the church know that she is here.

See that she meets members of various community clubs, and that she has an opportunity to see as many community affairs as possible, such as church suppers, bazaars, country fair, games, and anything typical of the community.

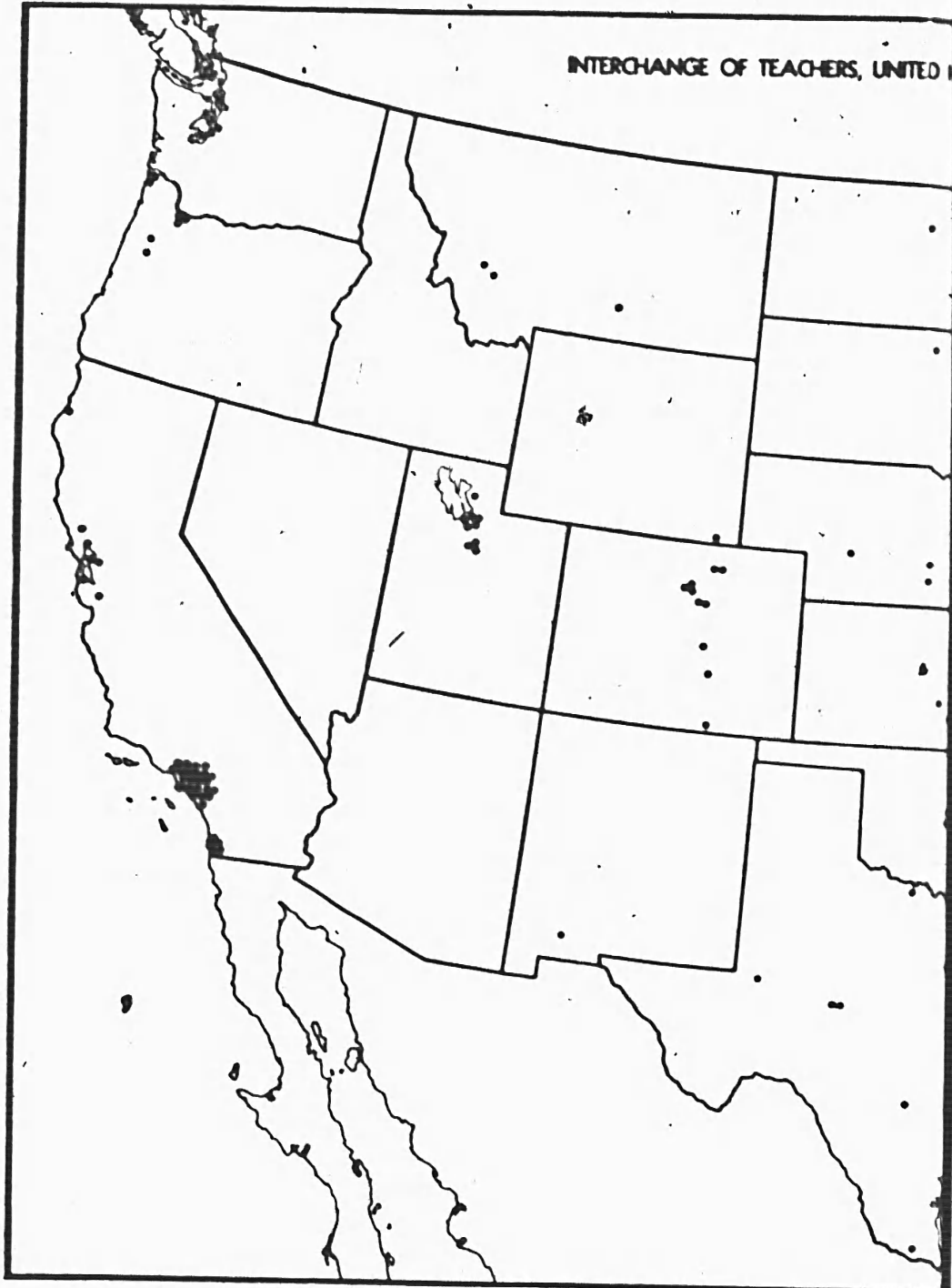
Since she will be called upon in her free time to meet many groups as well as individuals, don't be surprised if she gets exhausted. She may even have to be warned about taking on too much. Since she doesn't know the various groups, it may be wise to have someone advise her on accepting invitations to speak, or at least coordinate them.

The teacher:

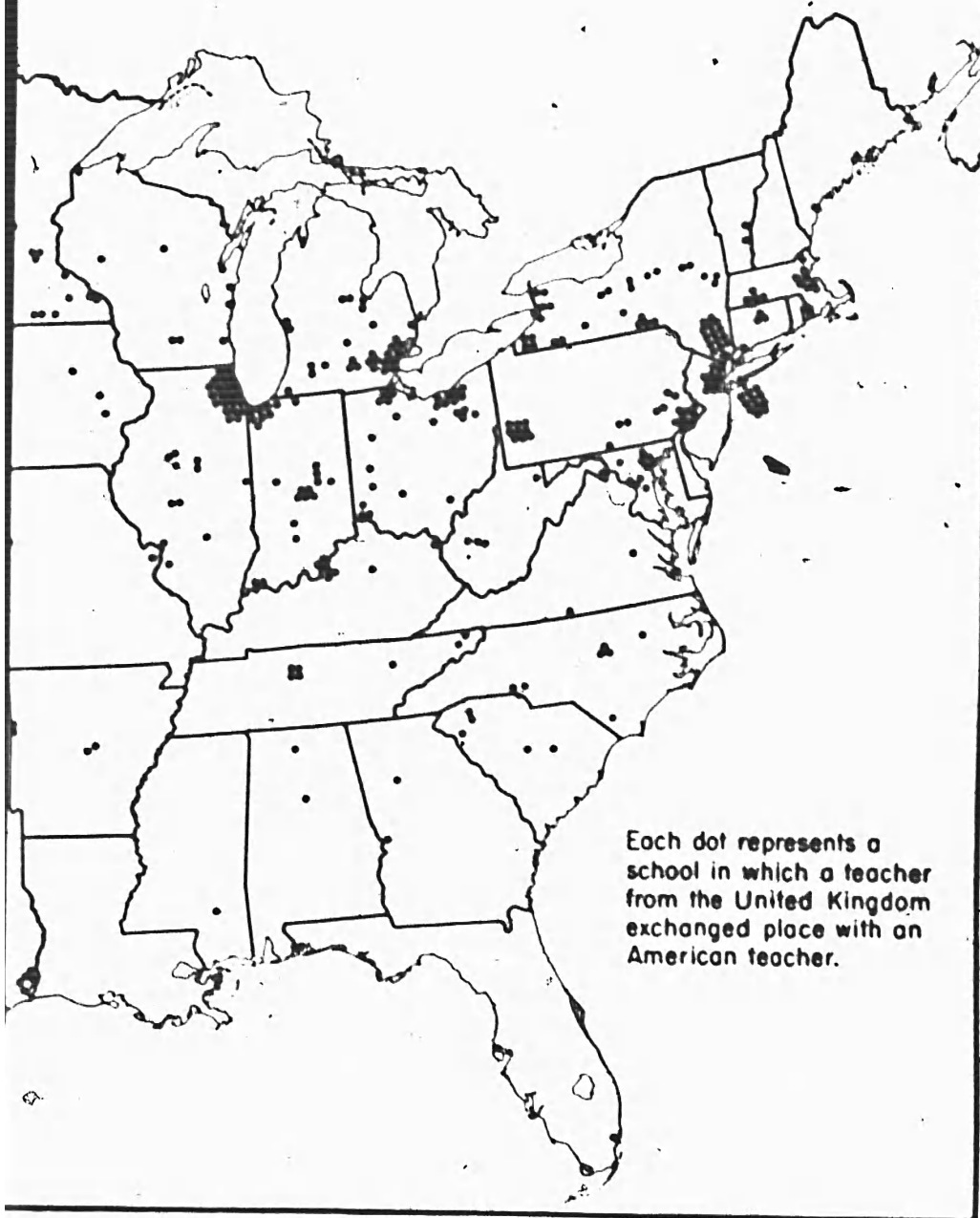
Help her to see as much of home life as possible. It's the best answer we have to unfavorable propaganda spread about us abroad.

Urge people to invite her into their homes to see how they live every day, not only for a special company dinner. Have families invite her for a week end to see life in an American family from breakfast on until bedtime. Reports written by foreign teachers and students who have studied here indicate what an effective means this is of correcting the false notions of our way of life which many people have. They were surprised to see how much time families spend together; that men help in the kitchen and in the garden; that most women work hard, take good care of their families, and take part in community work; that the average couple spends more time in church

INTERCHANGE OF TEACHERS, UNITED STATES



AND UNITED STATES, 1946-47 TO 1949-50



than at night clubs. She may want to know how to prepare some special dish she has liked in your home. She might like to have the opportunity to prepare some favorite dish from home, or even an entire meal.

If she has a hobby, try to put her in touch with fellow hobbyists.

The way holidays are celebrated here will interest her, too.

In general, the things which you would be interested in knowing about another country are probably the things she is interested in finding out, too.



Courtesy, The Journal, Flint, Mich.

Peaches for the visiting teacher from Great Britain

Keep in mind that—

She's a long way from home.

There will be times when she is homesick.

Things are strange. Our customs are as different to her as some of hers are to you.

It's difficult for some people to show appreciation or enthusiasm.

You both speak English, but the words don't mean the same. She speaks of a biscuit, you call it a cookie; to her a break is recess, not a piece of good luck; and a lift is an elevator, not a ride downtown.

You, your school, and the community can help the exchange teacher have an experience by which hundreds of people in your own community will be drawn more closely to hundreds of people in England.

An Exchange Teacher Is Always Busy

The first school bell of the fall term marks for the exchange teachers the beginning of a round of work and play that will scarcely allow them a pause for breath until they climb wearily up the gangplank of the steamer which brings them home again. Their first responsibility is to do a good job of teaching, to give their best to their new pupils, and to earn the respect of their professional colleagues and administrators.

The superintendents, the headmasters, and the teachers themselves, in both countries, have been ingenious in making the most of the opportunities which the interchange of teachers provides. One superintendent, for instance, explained the way in which he assigned the visiting teacher as follows:²

The unusualness of the idea attracted attention and publicity, and people who ordinarily never give the schools more than a passing thought became interested in the plan. Opportunities to gain a new perspective of the English situation were expected and new contacts with civic clubs and groups interested in our visitor were hoped for. But no one fully realized the value of the exchange to the staff and the children of the schools.

As the program unfolded, folks offered their homes to our visitor, shared their trips, and other pleasures. School children, not only in the fourth grade in which he taught, but in the elementary and high school as well, wanted to share all of their finest experiences with him—parties, assembly programs, field trips, conferences, and dances. At the same time, a continuous contact with our teacher in England gave similar opportunities to individuals, classes, and groups to write, inquire, and send parcels throughout the year. Christmas was a delightful time. The spirit of giving pervaded the atmosphere of the school as on no other occasion.

As a result of teachers and pupils wanting to be constantly at their best, the entire school curriculum improved. Naturally the school desired its English visitor to see its best efforts. Teachers participated more fully in faculty discussions; pupils were more sincere in their conferences; both teachers and pupils planned more fully for class work.

² Strattan, J. Maurice, Mr. Kent Goes to West Reading. *The School Executive*, 69:38ff, November 1949.

Among the finest experiences of the school were the several weeks when Mr. Kent was shared with four sections of fifth- and sixth-grade pupils in addition to his own fourth-grade section. A substitute was engaged to take over his homeroom group each morning while he served as consultant to two other sections, each of which he met on alternate mornings. These four sections, when they were told that he might be used as a consultant, immediately wanted to work on units of study on Great Britain. Each teacher directed his or her own group in planning, sharing, and presenting this work. As a consultant, on the side lines, our visitor had an excellent opportunity to see an American activity unit unfold. They were all different, but Mr. Kent made these units real to them as he told them stories and showed them English money, photographs, and motion pictures.

This activity was well worth its cost in substitute wages. Not only did it climax the program of this year, but it gave the school an opportunity to share its visitor. Without being unnecessarily thinned out, his direct instructional contacts were thereby increased to 140 children when they might otherwise have been limited to the 15 in his own section. And, in this he was also shared with the community. The teachers and the boys and girls enjoyed their work so much that a radio script was built around the incessant plying of questions with which his services as consultant were so marked. Everyone enjoyed listening to the questions designed by the children, and his buoyant English answers.

To districts who are now enjoying, or who plan to enjoy the services of an exchange teacher, West Reading would recommend this plan. Share him or her with several grades or groups. Show him what the schools are doing. Invite him to council meetings, high-school dances, athletic contests, and make him an honor guest at every important occasion. Such occasions will be better for it and something will be done for the schools which will far outweigh anything intended to be done for American-English relations.

In dozens of school communities this same use of an exchange teacher has brought vitality and freshness to the pupils. One of the American teachers in Northern Ireland was stationed at Carrickfergus where she introduced an interesting use of community resources. From her school in Louisville, Ky., there had been coming to Carrickfergus parcels of books and food. The children who received the gifts wanted, as all children do, to reciprocate. The visiting teacher hit on the idea of having the children learn all about their community and make scrapbooks which would give the American children an idea of Northern Ireland.

The idea caught on. The children organized themselves into groups and visited interesting places around. They wrote little essays about the visits. Some illustrated their essays, and the completed work has been pasted into a large scrapbook and entitled "My Community." Along with another book called "Northern Ireland" it was sent to the children of Louisville as a Christmas present.

One little girl writing about "The Ulster Character" tells the Americans that Ulster people are "pushful, sceptical, unceremonious, and individualistic." These children have looked with penetrating eyes at their surround-

ings, and one lad telling his American friends about "Old Houses" in the area informs them that inside the houses it is gloomy, that the corners have cobwebs, that the dust is an inch thick on the floor. "These houses could easily be knocked down; they have been so long standing," he adds.

Other topics include farming, shipbuilding, linen production, the salt pits, the War Memorial, the Glen, and Prospect Camp.

The people in Woodburn (Northern Ireland) like Mrs. Cox, the American teacher, and while they admit that at first they had a little difficulty in understanding her accent they now pay her the greatest compliment they can—"She is nearly Irish."

Another use of the resources at hand is illustrated by this paragraph from an American teacher's report:

To aid me in my teaching I had borrowed some beautiful photographs from the United States Information Service at the American Embassy in London. . . . They also sent me several pictorial maps of the U. S. A. which the children found very interesting. Often they would say, 'I wish we could keep this map.' . . . I was very grateful for these photographs and maps as they helped children to understand the vastness and variety of scenery and occupations in our great country.

Each year the teachers have been asked to write a statement of about 3,000 words on the year including the following information:

- (a) A description of your actual assignment in the school where you teach (if possible include a copy of the syllabus you used, a sample timetable, and any other specific data about your school that you think desirable.)
- (b) An account of your extracurricular activities (numbers of speeches, types of audience, journeys you made).
- (c) Suggestions you have to guide us in improving the mechanism of the interchange.

These reports, which are specific, are invaluable sources of information about British education. They have been used as primary sources for two M. A. essays, and as material for many articles and speeches about the interchange of teachers and international cooperation.

The teachers' reports go to great detail about the operation and administration of the particular school in which the teacher works for the year. Teaching schedules and work loads in British schools differ markedly from those in this country. When a teacher is accustomed to meeting a class daily at 9 o'clock for the lesson in algebra, another at 10 o'clock for a lesson in physics, then second sections in algebras and physics at regular hours, a schedule which does not follow a regular pattern is somewhat baffling. One can readily imagine the consternation of a science teacher who was confronted with the following schedule (in England it is called a timetable):

TIME TABLE

Day	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Monday	2C Algebra	1C Algebra			1C Geography	2C Geography	2A Chemistry
Tuesday	2A Physics	2A Physics	4C Biology	4C Biology	2B Chemistry	2B Chemistry	2C Algebra
Wednesday		1C Algebra			2C Chemistry and Physics	2C Chemistry and Physics	3A Chemistry and Physics
Thursday	1A Physics and Chemistry	1A Physics and Chemistry	2X Physics and Chemistry	2X Biology and Chemistry	3B Physics and Chemistry	3B Physics and Chemistry	3B Physics and Chemistry
Friday	2B Physics	2C Geography	3A Physics	3A Physics	1A Chemistry	1C Geography	

Although the matchings are made for positions as identical as possible, many school administrators in both countries request that the visiting teacher give a course about her country. Many United States teachers have been assigned a course in United States history and civilization. One of these courses included the following headings as points for emphasis:

SOME DISCOVERIES AND COLONIZERS

The Vikings
 Christopher Columbus
 Americus Vesputius
 Captain John Smith
 Captain Miles Standish
 William Penn
 General James Oglethorpe

SOME FOUNDERS OF THE NATION

Benjamin Franklin
 Samuel Adams
 George Washington
 Thomas Jefferson

LEADERS OF THE WESTWARD EXPANSION

Daniel Boone
 Meriwether Lewis and George Rogers
 Clark

LEADERS IN THE CIVIL WAR

Abraham Lincoln
 Clara Barton

INVENTORS AND THEIR INVENTIONS

Samuel Morse
 Alexander Bell
 Thomas Edison
 Wright Brothers
 George Washington Carver

AMERICANS AND WORLD LEADERSHIP

President Roosevelt
 George Marshall (Marshall Plan)
 President Truman (Atlantic Pact)

AMERICANS AT WORK

The Forty-eight States—their location and political areas
 The Geography of the United States
 Time Zones
 Chief Agricultural Regions and Their Most Important Products
 Chief Lumbering Regions and Their Most Important Products
 Chief Fishing Regions and Their Most Important Products
 Oil Fields and Mining Sections
 Manufacturing

Outside of school the exchange teachers are busy making the acquaintance of people in their communities, learning to understand them and to live with them, telling them about the United States or about England, Wales, Scotland, Ireland. They meet literally thousands of people. During the 3 years of the program, both British and American teachers, through speeches alone, have reached an estimated two and a half million people. The audiences have been varied, including service clubs, university women's groups, church groups, civic groups, and educational organizations in both Great Britain and the United States. There have been also hundreds upon hundreds of pen-pal letters written. Sometimes entire classes in America have written to classes in Great Britain.

One teacher reports: "I enjoyed the church people where I worshipped in Bradford. After attending the Baptist Church there I decided to have my church send my letter over and I joined there. The people were kind and thoughtful to me in every way. Both churches now exchange bulletins."



United States teacher corrects notebooks of British pupils

Another reflects in her Christmas greeting to her friends at home the impact of everyday life in England, upon her thinking.

Christmas Letter—1949—and the Season's Greetings from England!

Home is closer than ever to me this Christmas time, but this country is interesting, and I do want to share with you some impressions that have come to mean England to me:

Where Plymouth, which was our first glimpse of England, and other cities which bear scars of bomb damage and suffering are a symbol of the country that was held at bay a few short years ago.

Where double-decker buses, always full and seemingly out of their element, scurry thru almost empty, winding roads from village to village.

Where the chimney-pots huddle in clusters on the roofs of closely built houses.

Where the rapid clacking of heels upon the pavement beats a tattoo the length and breadth of England.

Where "57" varieties of English are spoken.

Where "distemper" is a kind of house paint and not something poor Fido contracted.

Where a pullman car is not a sleeper; rather it is like one of our coaches plus a permanent table placed between the seats.

Where tea, tea, tea—oceans of it—is consumed at breakfast, "elevenses," dinner, afternoon tea and "supper."



United States teacher demonstrates fine points in volley ball

Where the queue, which seems to have become an institution, forms silently and quickly.

Where a candy is a sweet, and a cookie is a biscuit.

Where the conversation always gets around to food and rationing.

Where children in secondary school rise when a teacher or "head" enters.

Where every public performance begins or ends with "God save the King" and I can only think of the melody in terms of "My Country . . ."

Where a Scot on native heath or a "displaced person" in England will tell you that the only good part of the British Isles is north of the border. 'Is he joking? I don't know.

Where "bell changing" is a mathematical art practiced only in England. The clangor of the bells can never be forgotten.

Where the center of the home is around a coal fireplace. And the remainder of the house is unheated.

Where, among other things, the National Health Scheme grinds out glasses and dentures.

Where Council houses (housing projects) enjoy a building monopoly by government permit.

Where keeping to the left is to keep right.

Where flowers flourish under a universal "green thumb" and great affection.

And, finally, England, unique among nations as a socialist state within the framework of a constitutional monarchy, has an inherent strength in a people that is kindly, friendly, persevering and above all—patient.

And, so, with my best wishes for a Very Merry Christmas and a Happy New Year,

I remain,

(signed) GEORGENE LESTINA.

I'm enjoying every minute of my stay here.—G. L.

Travel is broadening. And the teachers from Great Britain and the United States take the old saying literally. The unforgettable teacher who said, "I want to visit my Uncle Harry; he lives in Seattle," was only one example of the nomadic traits that all teachers apparently seem to have. The United States teachers travel all over the British Isles and the Continent during their holidays. Reporting a total of 57 days spent in 9 different countries, one teacher cryptically made the following list:

August 1949	Scotland and the Lake Region	16 days
April	Italy, Belgium and Holland	18 days
June	Switzerland and Paris	8 days
July	Norway, Sweden and Denmark	15 days

All these trips were made during school holidays with the exception of the one to Scandinavian countries. I asked for these two weeks with the approval of the Headmaster. His comment was that I had not missed any time because of illness and had used all my free periods teaching other classes; therefore he thought I should have the time off for this trip which I could not otherwise have had because of the time element.

Another reported the following ambitious itinerary:

My journeys were numerous: *Scotland*, Edinburgh, the Trossacks, Loch Lomond, Ayr (Burns' Country), Dryburgh (Scott's Country), and the Festival; *England*, London; Hertfordshire, Canterbury, Winchester, Bath, the Cotswolds Country, Devon, Cornwall, my ancestral Cheshire, Oxford, Cambridge, Eton, Windsor, went through the Houses of Parliament and heard a debate, Hampton Court, Stratford-on-Avon, Opening of Parliament, the Lord Mayor's Show, the Old Berkeley Fox Hunt, teas, dinners, and weekends; *North Wales*, Rhos-on-Sea, Colwyn Bay, and Llandudno, and its highest mountain, Snowdon. At Christmas time I was in *Switzerland* and *Paris*. At Eastertime, it was *Norway* (Bergen and Oslo); *Sweden*, Stockholm; *Denmark*, Copenhagen, Elsinore Castle, and Fredricksburg; flew to Amsterdam, *Holland*, where more friends took me to their tulip festival and their cheese market, and their native villages and art galleries. After my school was out on July 22 (on which day we were presented to the Queen at Lambeth Palace), I went to *Italy* and saw the art treasures of the world—both man-made and natural.

Some teachers stayed near their posts but used their time wisely. One who remained near London during her year reported:

Since I was very near London I had the opportunity to see a great many plays, opera, and ballet. Winston Churchill sat behind me one night when I saw

Laurence Olivier in Richard III. Of course, I met the Queen; I also saw the King and Queen when they opened the power station at Kingston. I saw Queen Mary at Westminster Abbey one Sunday when I attended church there. I went to the tennis at Wimbledon; Oxford during "Eights Week"; the Oxford-Cambridge boat race; Piccadilly Circus the night the lights were turned on. I "ran" the post office underground railway, I visited Lloyds, I saw the key ceremony at the Tower of London, I went to the races at Ascot, to two receptions at the residence of Ambassador and Mrs. Douglas where I saw Prime Minister Atlee, and I talked to Lady Astor.

In vacations, the exchange teachers make the most of their opportunities to travel, to see places and sights they have wanted for years to see. The British teachers want to go to California, Florida, the Northwest, and New England; and many of them do. Time and again they report a thrilling trip west by bus and proudly list 20, 25, or 30 States of the 48. The kaleidoscopic impression of one of these reads like this: "Thrilling moments: the wonders of Grand Canyon, Old Faithful. It was to be a country of such unexpected surprises—a country of skyscrapers, of kitchen gadgets, super cars, colossal advertisements, drug stores, radio commercials, vast spaces, huge enterprises."

What these journeys mean to the teachers who have heard of the Rocky Mountains and the Alps is immeasurable. When they return to their classes with first-hand accounts of the Swiss and the Coloradans, their teaching is more effective because their information is more accurate.

We Understand Each Other Better

The several hundreds of Miss Johnsons and Miss McIverys have helped the United States and the United Kingdom come to understand each other better. They have spent an extremely busy year in each other's posts; they have traveled a good deal, met many people of other nations and have done an extremely good job of teaching. Some of the teachers on both sides of the Atlantic, unfortunately, were unable to adjust to different food, climate, and assignment. When the weather turned blustery, cold, and damp, some became ill, a few so ill that they had to return to their native countries.

On the whole, however, the interchange of teachers has been a grand program, about which President Truman said, to the British teachers when he met them in August 1949, "I think this is a wonderful experiment, because you are going to find out just exactly what we think, how we live, and how we act. Our exchange teachers will have the same privilege in your great country. In that way we will learn to understand each other better."

Her Majesty, Queen Elizabeth, has each year graciously received the American teachers. During the reception in July 1949 at Lambeth Palace, when one of the American teachers presented the Queen with a bouquet as a token of appreciation for the wonderful time they had in Great Britain, the Queen replied, "I am deeply touched. I think the interchange of teachers between our countries is a wonderful idea and I hope it continues."

His Majesty's Ambassador to the United States, Sir Oliver Franks, mindful of humanizing relations between his country and the United States, said to the exchange teachers from the United Kingdom, "You are the real Ambassadors."

Both the British and the American teachers are ambassadors for their nations. From the school officials who work most intimately with the visitors there is abundant evidence of the contributions these teachers make.

One superintendent wrote:

The exchange teacher plan which has been worked out between England and the United States has many excellent features. It offers an opportunity for under-

standing between peoples of two nations that can in no other way be secured. The exchange teachers from England last year brought to the Evansville community a wealth of information about England, her people, and her culture. They also brought to us a fuller understanding of the philosophy of education as it has been developed in England. We not only benefited last year from having in our community two citizens of the British Commonwealth but this year we are receiving additional advantages from the information which our own exchange teachers received in England. There is just no question but what the plan for exchange teachers presents great opportunities for every community participating.

A headmistress in England was greatly pleased with the teacher from the United States who came to her school, and about the experience she wrote:

The American teacher interested herself wholeheartedly in the affairs and activities of the school and gave of her best most generously to both girls and staff with a warmth of enthusiasm and a happiness which were infectious. She made the very most of her time and I was struck by the good sense and discrimination she showed in choosing what she wished to see and visit, and commenting on it. She was always ready to appreciate what good there was, but was never duped in any way. I could not have believed that a newcomer and a stranger would become part of the school and the place in so short a time.

Another who had received a letter from a headmaster in England complimenting the American teacher replied:

May I, in turn, say that our exchange teacher proved a delightful and stimulating member of our faculty of the San Angelo High School. Her tolerance, her sense of humor, and her ability to express herself before teachers, lay groups, and service organizations of business men made her a much sought-after and busy person during her year with us. We were very happy to have a teacher of her kind in exchange for our teacher during last year, and it is my sincere hope that we may continue this profitable exchange from time to time with teachers of Great Britain and Northern Ireland.

From all parts of the United States and the United Kingdom come comments about the interchange of teachers program, especially about its reciprocal nature. One State school officer said, "The teachers from Britain who have come to Virginia have generally proved to be very welcome additions to the staff and good 'ambassadors.'"

Another noted its benefits, "The exchanges which have been made have proven to be highly beneficial both from the standpoint of the foreign teacher who came to Minnesota and the Minnesota teacher who went abroad and has returned." City school officials also saw the opportunities which obtained by exchanging teachers. One comment was:

Our people are eager to receive the interchange teacher; they feel they have been benefited greatly from her presence. We likewise feel that it is our duty in return to pave her way with understanding, tolerance and congeniality, so that she may appropriately and happily fulfill her role as an international ambassador

of good will. By so doing, we hope to become one with her in this noble undertaking toward better international understanding.

A British headmaster wrote in almost the same vein when he said:

I think that you will like to know how very much we are enjoying the visit of Dr. Graser to this school. She has settled in marvelously well and appears to be happy. Miss Graser is an admirable colleague and she is on excellent terms with both staff and pupils. She has opened a window onto a New World, and I am sure that our children will benefit from her teaching.

Innumerable letters, reports, news accounts have come concerning the intangible and unmeasurable effects that the interchange of teachers has had in the communities where the program has been in operation. Many superintendents, headmasters, and headmistresses have expressed the wish that more schools and more teachers could participate. Others have been grateful for the opportunity of interchanging teachers because the teachers did much to broaden viewpoints not only in the schools but in the community as a whole.

- ▲ The interchange of teachers not only paid dividends to the local school community but to a larger community as well as to the individual. When a British teacher spoke to the Kiwanis Club of Louisville, the toastmaster replied in this vein:

During these trying times for the people of the entire world, it seems that there is no better way to form and securely hold a democratic relationship, than the plan which permits you to spend a year in our country. You may rest assured that your manner of comparing the two countries will win you a host of friends wherever you may go.

Again and again this sentiment was echoed in Great Britain as well as in the United States. In one Midwestern city there was an annual contest in which the "Man of the Year" was chosen. So great was the impact of the visiting teacher from Great Britain that she was nominated with these words:

Hutchinson was fortunate that England sent us Kitty Bishop. Why not make it the Woman of the Year? Miss Bishop hasn't tried to thrust herself on the community, but rather through her quiet, gracious manner she has made more friends for herself and for her country than any amount of speeches or publicity could have done. She has given generously of her time to visit with local groups, to explain the problems of England, and close the ties between our two countries. This seems particularly important this year, and, indeed, all the postwar years when we should be learning more about the rest of the world. Kitty, all by herself is helping us to learn.

Although the spokesman did not fully understand the mechanics of the interchange, his sentiments were fully appreciated and were entirely accurate when he said, "The King knew what he was doing when he selected this lass for a sojourn in the United States as a goodwill ambassadress."

In hundreds of communities in the British Commonwealth similar remarks were made about the American teachers who found:

The people of Staffordshire are the backbone of England, farmers, coal miners, and potters. I had tea with shopkeepers, colliers, with potters, with friends on wind-swept moors, with doctors and bankers, with the aristocracy, and even with the Queen. I met all types of English people. These people in their various walks of life impressed me as having an intangible pride, a dignity, a sincerity of purpose, an intense love of country, and to my surprise a real sense of humor.

And there was the teacher who lived in Cleethorpes, off the beaten path.

There were seldom any Americans in the area, so I was quite a curiosity. Everyone was very hospitable and I entered into the life of the community and felt very much at home there. Because I was rather isolated, I came to know the English people better than I would have done living in a metropolitan area.

Other teachers gave innumerable talks to all kinds of groups. One American teacher said:

I found them an eager audience and their questions very interesting. Many of the teachers and headmistresses told me later that I had given them an entirely different impression of America from what they had ever had. According to their statements most Americans are boastful and look upon English people with a pitying eye.

On this side of the Atlantic there were, of course, many misconceptions which the visiting teachers helped to clear. A lively Scottish school mistress reported her experience this way:

There were many misconceptions about Scotland. I rather think that many of the children thought I came from a very wild country, should speak a barbarous tongue, and should wear a kilt. My first morning in school was most amusing. I heard one lad say rather disappointedly, as he moved off after examining me, "Oh, she speaks English after all, only with a queer accent." Soon parents whom I might meet on the street, would tell me that they were being given informal lessons about Scotland. One boy writing a story about Scotland, was determined to have plenty of local color. He began thus, "In a lovely wee cottage on a wee island in Scotland, lived six fishermen. Their names were Mackay, Mackenzie, Macnab, Macnail, Macwhen and Macspoon." Evidently his imagination had outrun his memory but he had decided to keep the authentic flavor.

The presence of a teacher from another country did something for the community, but there were far-reaching effects on the visitor. One British teacher listed the following as practices she admired:

(a) the close relationship between the student and his home, (b) the active Parent-Teacher Association, (c) the happy atmosphere that permeated school life, (d) the great part that students played in school government through their student councils and other organizations, (e) progressive attitude and readiness to experiment on part of faculty, (f) poise, self-reliance, social maturity of students, (g) conception of school as "civitas" or "societas," (h) friendliness, and informality.

yet excellently disciplined students, and (i) conception of a multi-lateral high school. I should put this first. To me it is the most important thing.

I am now trying to relate my work more to the life and experience of my students, instead of abstract academic studies. I am laying more stress on training in making true judgments and assessments, in tolerance, and readiness to consider another point of view, and encouraging a more international point of view. I am presenting American literature, short stories and poetry especially as a valuable cultural contribution, and one of the best ways of learning about the U. S. A. "American Literature" is a fine book. I am trying to convince colleagues of the feasibility of a multi-lateral school.



Courtesy, The New York Times

Queen Elizabeth receives United States teachers at garden party

Another said she was constantly

... impressed by the poise and self-confidence of the students, by their ability to take the chair at a meeting, and to express their point of view with no embarrassment in a large meeting. I believe a great deal of it came from the constant practice they had in carrying responsibilities of this kind in their Student Council and other bodies which played an important part in school organization. I believe we have a great deal to learn from them in this respect. If I bring back nothing else to people at home I want to bring back an impression of the great goodwill I experienced on every hand, not just to me personally, but towards the country which in my humble way they took me to represent. One cannot but be more than a little awed by the tremendous responsibility of one's position as an exchange teacher, for more than one's own personal reputation is at stake.

Comments on the library system, the intimate relation existing between the community and the schools, the books dealing with pre-reading work as well as many other observations on buildings, guidance programs, and extracurricular activities were included in the many reports from the visiting teachers.

The American teachers similarly found many admirable points in their experiences which were enormously broadening. One teacher emphasized the stress on scholarship; another was impressed by the courtesy of the pupils. Still another found—

... that their idea in regard to sports is to have as many children as possible participate, rather than just a few who can excel. There is a certain amount of honor in just going out for the sport. Sports are not commercialized; there aren't as many spectators, but the players appear to thoroughly enjoy themselves. Attitudes of real sportsmanship are carefully cultivated and very apparent.

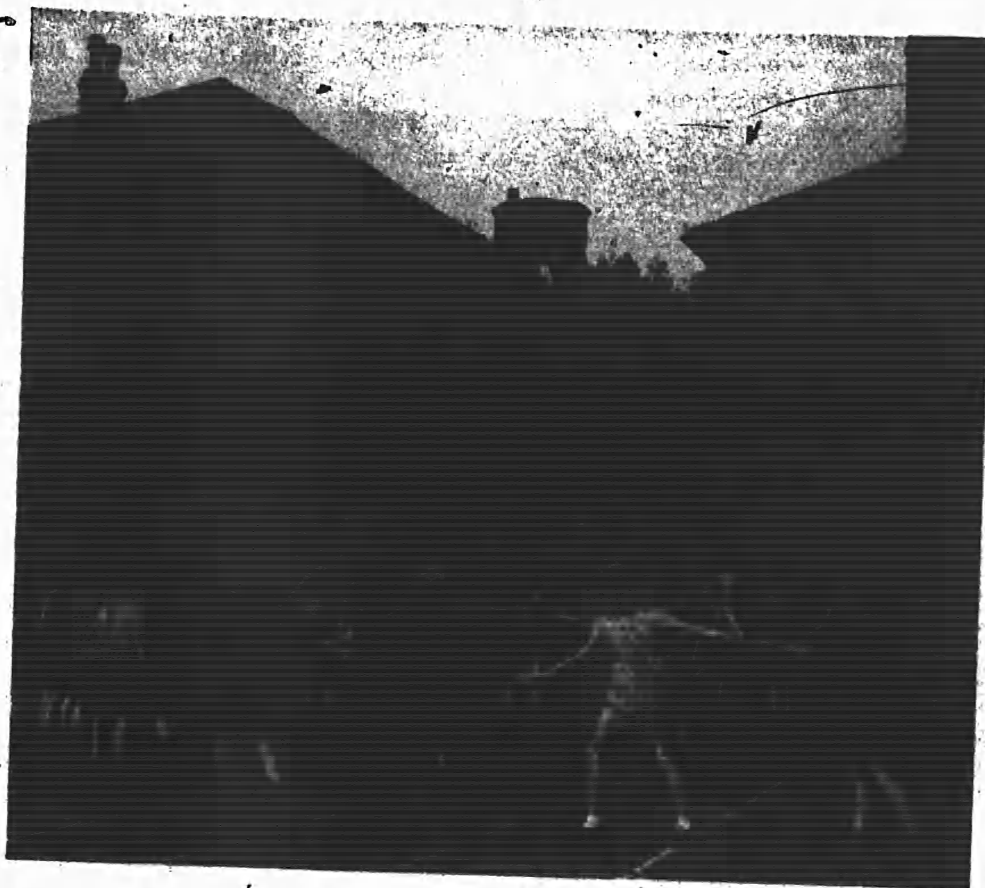
To the individual teacher the year abroad is most gratifying. There is a delayed reaction, so to speak, because on returning teachers have an opportunity to assess their schools and their work more realistically. In retrospect, for one of them, the "year as an exchange teacher is like a lovely mosaic, each precious stone of which fits in to make a memorial of beauty long to be remembered and cherished. True, indeed, there were buffetings but they only serve to bring out the true luster of the finished accomplishment." To another teacher:

It was the most satisfying and continuously inspiring year of my life. I had a chance: (1) to know and exchange ideas with many people of many lands (lived at Crosby Hall, an international center); (2) to live English history and literature; (3) to study the English system of schools and compare it with our American; (4) to explain our American way of life and schools to many English people; (5) to make lasting friendships; and (6) to broaden my whole outlook and my interest in people, places, and philosophies.

One of many thrilling examples of the carry-over of the interchange year is this account of what a single teacher accomplished on her return.

When I returned to Orange, a professional organization of women teachers to which I belong (Delta Kappa Gamma) wanted to do something for the teachers who had been so kind to me. Our Each-One-Adopt-One plan developed whereby each member of the local chapter "adopted" a friend of mine to send food and clothing and to write friendly, personal letters in the hope of making life a bit easier and brighter for the overworked and overtired English teachers. Very soon the plan spread throughout Texas and by the time I had been back in the States eight months, over 900 English teachers had been "adopted." Eighteen hundred teachers were being directly affected by the fact that one teacher had been sent to England! There is no way to know how many "friends of friends" are now involved in the plan, nor how many school children are exchanging letters and gift parcels. The figure surely runs into the thousands. And, the thing that is significant is that the Texas teachers and children are perhaps even more delighted

with the plan than the English, if that can be possible. There are hundreds of stories of friendships that have developed that will last a lifetime, giving satisfaction to all those concerned. The particularly significant thing about this plan for international friendship is its *personal* aspect. You can see that not only am I a teacher better able to combat prejudice and misunderstanding, but hundreds of teachers who will never have the wonderful opportunity that I had are also better teachers as an indirect result of the exchange plan.



Courtesy, Parade Publications, Inc.

Teacher from United States joins hands with British friends at recess time

The exchange teachers are really ambassadors of good will without portfolio. They have learned much more than how to make a good cup of tea. They have taught much more than how to make a good cup of coffee. They have had a rich experience not only academically and personally, but internationally. They had an opportunity to become better teachers, but of far greater importance—better citizens, not only of their own nations but of the world. Theirs was and is a monumental contribution to understanding and to world peace.

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