

COORDINATOR'S REPORT

V.I

1953 - 1954

Southwest Texas State Teachers' College
San Marcos, Texas

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COORDINATOR'S REPORT, GERMAN TEACHER TRAINING
PROGRAM AT THE SOUTHWEST TEXAS STATE TEACHERS
COLLEGE, 1953-54

I INTRODUCTION

This is the story of the program carried on at the Southwest Texas State Teachers College at San Marcos, from October 5, 1953 to January 29, 1954, for nineteen elementary teachers from West Germany.¹ The program was under the immediate direction of the Division of International Education of the U. S. Office of Education, with Mr. Kenneth Bateman as the specialist for this particular program; the general program was sponsored by the Educational Exchange Service of the U. S. Department of State.

A. COMPOSITION OF THE GROUP

Nineteen young teachers participated in the program on this campus, eleven women, eight men. Their ages ranged from 22 to 32 years for the women, with a median age of 27; from 25 to 36 for the men, with a median of 29 1/2; the median age for the entire group was 27 years. Their names and home addresses were:

Gertrud Brachat---Rastatt/Baden; Ludw. Wilh. Str. 15
Dorothee Fleischmann---Mulheim-Ruhr; Sauerbruch Str. 3a
Gerhard Gehrman---Cuxhaven; Strichweg 96
Eva Holzhaeuer---Reutlingen; Walther Rathenau Str. 19
Heinz Hoppe---Krefeld; Nikolaus-Ehlen-weg 18
Rolf Hulke---Muenchehagen over Stadthager/Hannover
Hubert Klemp---Frankfurt/Main-Hoechst; Emmerich Josef Str. 11a
Liane Koch---Bensbeig Nr. Koeln; Dentsche; Platz 5
Anneliese Koenigstein---Ludwigshafer/Rhein; Goerdelerplatz 15
Harald Kotthaus---Remscheid-Luettringhausen; Lindenallee 11
Ursula Ortmann---Herdeckel Ruhr; Gerberstr. 5
Hannelore Schloeder---Sigmaringen/Hohenzotlern; Karlstr. 18
Ursula Schwenk ---Weingarten/Wrttbg.; Waldbeerstr. 5
Renate Stachel---Bremen; Humboldtstr. 200
Renate Thoma---Nuernberg; Kaulbach str. 35
Christel Toews---16 Hattersheim/Main; Im Wiesfeld 36
Heinrich Von Stuckrad---Post Hasbergen bei Osrabrueck; 23 Gaste 95
Joachim Winckler---17 a Konstanz; A. B. Kanzleistr. 1
Friedrich Wirth---22a Solingen-Ohligs; Maubeshouserstr. 17

¹For reasons of economy, this single report has been written to reach several audiences, hence may contain more detail than some readers would prefer. Some of the details have been placed in an appendix.

B. HOUSING

Given the alternatives of housing them in private homes and the resulting familiarity with family life, or of housing them in dormitories and giving some acquaintance with American college life, the latter choice seemed most desirable in our setting. Therefore they were housed in the regular dormitories on the college campus. Five women stayed at Sayers Hall, three at the Commons, three at Beretta Hall; six of the men were placed in Harris Hall. The president of the college kept two men in his home, the eight rotating this privilege so that each one lived there one month. All took their meals in the college dining hall at the Commons.

In almost every case, each German teacher was placed with an American roommate, chosen from those who had volunteered for this assignment. An attempt was made in assigning roommates, and in choosing women for each hall, to choose those who would be congenial, insofar as this could be judged from the preliminary biographical material.

C. TRANSPORTATION

Since all lived on the campus, and since both the elementary and junior high schools of the local school system are also housed there, there was no problem of local transportation. On longer out-of-town trips, a bus was chartered from either Greyhound or the Blue-Bonnet Lines; in some trips to nearby places, private cars and the college-owned station wagon were employed.

D. ADMINISTRATION

Two coordinators were appointed for the local program by Dr. J. G. Flowers, the college president: Dr. J. Lloyd Rogers, Professor of Elementary Education, for the overall direction and professional aspects; Miss Luverne Walton, Director of Student Life, for housing, social life, and recreational aspects. Although for sake of convenience referred to here as Coordinator and Assistant Coordinator respectively, they were actually coordinate in responsibility. For that matter, it early developed that it was extremely difficult to decide which portions of the program were curricular, which were not.

The central calendar of all activities was kept by the coordinator and all invitations were cleared through him, but social invitations were scheduled through the assistant coordinator, who also kept the German teachers informed of recreational opportunities, cultural programs, and so on.

Two committees were appointed to advise and assist the coordinators. One of these, the Steering Committee, was composed of faculty

personnel, to determine policies and assist in day-by-day program arrangements; the other was made up of representatives of the community and general area.² The steering committee met frequently at first, but as the program advanced, only on call. In many cases in the later stages, only those concerned with a particular problem or policy were called to meet. The German teachers were assigned to this committee also, in rotation, but not every one got an equal opportunity to meet with the full committee and help make decisions.

The larger committee of twenty members had representatives of local civic organizations and religious bodies, of the local and neighboring school systems, of the Texas Educational Agency, the regional Administrators' Association, the state and local Parent-Teachers Association, the neighboring University of Texas, publishers of the local newspaper and of a nearby German-language newspaper. This committee met as a group on only two occasions; for the remainder of the time contact was made by telephone, by letter, and by conferences with individuals.

The success of the program in its off-campus aspects is due in large part to the efforts of the members of this committee. They proved indispensable in making contacts and arrangements, especially for the out-of-town trips; the majority of them volunteered to sponsor a trip and many gave as much as a full day in acting as host or guide. One of the most gratifying features of the program was the splendid cooperation which these busy people gave, the manner in which they practically insisted on doing more work.

E. OBJECTIVES

The committees accepted as their broad purpose that stated by the prospectus issued by the Office of Education: "to promote understanding between the United States and other countries of the world," in this case Germany, of course. In preliminary discussions, they agreed that all concerned must keep in mind that a two-fold challenge was involved, that understanding was not one-sided, and that, therefore, plans should include opportunities for Americans to understand Germany as well as for these nineteen to understand America.

More specifically, the program was planned to provide:

1. A theoretical background in philosophy, psychology, sociology as a basis for understanding life and education in the United States--this through the seminars, classes, individual conferences, free reading.

²See Exhibit A at the end of the report for the names of the members of both these committees.

2. An opportunity for each one to follow individual interests, personal or professional--this through classes audited, individual conferences, admission to appropriate college clubs and organizations.
3. Extensive observation experiences and as much participation as possible in all types of schools and all levels; to include also professional meetings, parent-teachers associations.
4. Admission to all college activities such as athletic events, cultural series; also opportunities to attend concerts and other cultural events in the area.
5. First hand acquaintance with the pattern of social organizations and basic institutions--trips and visits to local and state agencies, industries, businesses, farms and ranches.
6. Contact with American families in the home; especially important since the group was to be housed in dormitories.
7. Opportunity to give information concerning Germany supplementary to the preceding activities, through appearances in talks and discussion groups.

F. PRELIMINARY PLANNING

In addition to preliminary arrangements already mentioned, certain other steps were taken before arrival of the German teachers.

1. The coordinators met with the housing directors and the students who were to be roommates, for briefing on the objectives, for discussion of ways of forestalling problems that might arise.
2. The coordinators also explained the program objectives and tentative plans to the student body in a called assembly.
3. A bulletin was distributed to the faculty, also describing objectives and plans, and including brief biographical data for each of the nineteen. (See Exhibit B for a copy of this memorandum)
4. Stories were released to the college newspaper, the local weekly and the dailies of nearby Austin and San Antonio, describing the program and the anticipated arrival of the teachers.
5. The coordinators, most of the American roommates, and a few of the steering committee studied the biographical information folders to know a little about our prospective guests, and also carefully examined their pictures. As a result the German

teachers were surprised and pleased when some, especially the assistant coordinator, were able to call each of them by name as they stepped from the train.

6. The assistant coordinator collected the calendars of all cultural organizations in the area and prepared a mimeographed list of such opportunities, which was later distributed to the German teachers. (See Exhibit C)
7. Many preliminary letters were written and contacts made by the coordinators concerning possible opportunities.

II CURRICULAR ACTIVITIES

Because the objectives themselves were so inter-related, and since many activities affect more than one objective, it is very difficult to classify experiences as curricular--extra-curricular.

A. COUNSELING AND ORIENTATION

From the time of the first explanatory meeting on the first afternoon after arrival and the coffee with the steering committee on Sunday afternoon, the first few days were spent almost completely in orientation activities. Various school officials came to the meeting room to discuss their functions and contribution to the college, or the group of nineteen visited their offices for the same purpose. The group had studied copies of the college catalog and class schedules during their train ride from Washington; the Dean and the coordinator explained further the content of various courses, a member of the library staff explained the library procedures, each of the nineteen was given a stack permit and assigned to an individual desk and carrell in the library stacks.

Later in the week the coordinator met each of the nineteen in turn for a private interview to make further explanations, answer questions, determine individual interests, both personal and professional, to discover individual talents and topics on which each would make contributions in talks or discussion groups. Information collected in this fashion was later very helpful in planning seminar topics.

B. SEMINARS

The Homemaking Department of the college was most cooperative in turning over for the program's exclusive use the room which had been used as a departmental library and seminar room. This was almost ideal for the purpose: attractively furnished, containing tables and chairs, also tablet-arm chairs, with blackboard space, bulletin boards, display racks, and a closed bookcase to hold books for display or for reference. This room was used for the seminars, also for meetings

of committees and smaller groups, and for the use of individuals who preferred it to their library carrels.

The seminars were planned for two sessions, each of approximately two hours length, one on Tuesday afternoons dealing with schools and educational problems, the other on Thursday afternoons dealing with American life and culture in general. It was soon discovered, however, that this schedule had to be flexible, not only for the convenience of speakers involved, but also for continuity when a topic was not completed at one session. Then too, some discussions were most meaningful either before or after a particular trip; for example, the discussion of parent-teacher associations both before and after the visit at the state convention of the P. T. A.; of Texas geography and resources before the trip to the State Fair. Not too much emphasis was placed on a rigid separation between discussions of American education and of American culture, especially so since one of the objectives was to show how the educational system stems from the culture.

Some rather obvious topics had been planned in advance, but others grew out of needs disclosed in the individual interviews, from suggestions of the German teachers serving on the steering committee, and from questions raised in the seminars. The general scheme followed was a presentation of a topic by a speaker followed by questions and discussions, which usually brought out contributions from individual members as to contrasts with Germany, or with the particular section they represented. On most occasions, the speaker had been furnished with a list of questions previously raised by the group concerning his topic. Speakers usually furnished a list of materials for further reading, often made arrangements for further discussion with interested individuals.

Some of those who, beside the coordinators, led one or more discussions with the group were:

President J. G. Flowers, who at different times discussed the question of religion in public schools, moral and spiritual values, general problems of teacher education, both in Germany and the U. S., and pertinent problems of U. S. -German relations in general;

Dean A. H. Nolle, who outlined the aims and program in our college, and of higher education generally in America;

Dr. Joe Wilson, who explained the function of American parent-teacher associations, relationship between parents and teachers, and the schools' place in the community;

Dr. D. F. Votaw, who discussed problems of measurement in education, and especially the use of standardized instruments;

Dr. L. N. Wright, on "American Life as Reflected in the American Novel;"

Dr. William C. Poole, on political parties and government in the United States;

Mr. Maurice J. Erickson, on some American economic problems;

Miss Verna Deckert, on "Art in American Life;"

Dr. A. A. Grusendorf on American family life;

Miss Elizabeth Sterry on the geography and resources of Texas.

Every faculty member who appeared before the seminar was very enthusiastic about the experience; many not only volunteered but requested further contacts with the group. They generally commented on the courteous hearing they received, the intellectual curiosity shown, and the intelligence exhibited. Typical comments were: "I wish my regular students were like that!"; and "I believe I got more from them than I was able to give."

It was necessary to use a portion of the seminar time for administrative routines. After the first few weeks, the German teachers were able to take over many of the details, and here they became acquainted with what they decided was very typical of Americans--committee work. Committees which were a great help were:

1. Program and Music, with the function of planning programs where the entire group was involved, of helping to distribute individual speaking assignments as requests multiplied;
2. Photography, to help make a collection of photographs representing activities of the group, and to arrange for pictures to be made when a professional photographer was required;
3. Audio-Visual, to help select and schedule motion picture films and strip films;
4. Individual activities, to keep a record of talks, invitations, trips, and so on of each individual, to help keep balance;
5. Book Selection, to make contacts with faculty people and other sources for book lists and displays.

In addition to the formal seminars, there were many on-the-spot discussions. It is impossible to list all the people involved, but the list should include contributions made by Dr. Lee Wilborn and others of the Texas Educational Agency; Dr. Buford Williams, principal of

of the San Marcos Elementary School; Miss Carrie Shepherd, director of the College Reading Clinic; Mrs. Gates Thomas of the College Museum; Mr. Bowden of the Casis School in Austin; Mr. Reagan Brown, Caldwell County Farm Agent; Mr. Parks Johnson of "Vox-Pop" fame at Wimberley.

C. CLASSES AUDITED

Everyone of the nineteen took advantage of the opportunity to audit at least one college class, a few did more than one. The courses in approximate order of popularity were:

General

- Masterpieces in American Literature
- The American Novel
- Contemporary History of the U. S.
- Applied Sociology
- Economic History of the U. S.
- Economic Problems
- Survey of the New Testament
- History of Western Civilization
- Ceramics
- French

Professional

- Child Growth and Development
- Curriculum and Methods
- Audio-Visual Education
- Guidance and Pupil Adjustment
- Pupil Personnel Problems
- The Education of Exceptional Children

D. OTHER CLASS EXPERIENCES

Practically all of the group participated on a voluntary basis in a twice-weekly meeting with Dr. Empress Zedler, director of the College Speech Clinic, working primarily on improving English pronunciation and accents, but also on general improvement in vocabulary, and indirectly dealing with many general topics.

In addition to the seminars, the coordinator and the audio-visual committee arranged for the showing of educational films paralleling topics of discussion, and other 16mm motion pictures. Some of these were from the college's own film library, others were from outside sources. These were usually shown on Friday afternoons, and they led to some of the most meaningful discussions. Some were shown at the seminar time. A portion of the schedule is shown in Exhibit D. Not shown on that list are those from the local library; nor those having to do with topics other than education, such as the geographical films which they ordered just before their Christmas vacation trips.

E. SCHOOL VISITS

The college has a contractual arrangement with the San Marcos Public Schools whereby the public school is used for observation purposes by the college. This was a very fortunate circumstance for the German teacher program, for they could observe in the elementary school and the junior high school, both located on the campus, between college classes or other appointments and obligations. They did more visitation in these schools than in any others, the elementary school with twenty-six teachers in kindergarten through grade five, and junior high with twenty-three teachers in grades six to eight.

Also located in San Marcos within walking distance of the college is the senior high school, a Negro school, and elementary school with a 100% Latin-American enrollment, a parochial school, and the San Marcos Academy. Some individuals were also much interested in these, and visited them on an individual basis.

In addition to local visitation, the group spent a day together in the Harlandale School, a suburban district in San Antonio; in the independent schools on Randolph Air Force Base; in the small town schools of Bertram, Burnet, and Marble Falls; in the Casis model school and O. Henry Junior High School in Austin. We also saw many school buildings on other trips, and individuals visited in other schools in nearby towns such as New Braunfels and Lockhart.

III EXTRACURRICULAR ACTIVITIES

A. PARTICIPATION IN COMMUNITY ACTIVITIES

1. Formal and Informal speaking engagements

No speaking engagements were made until the third week of the program, until the initial adjustments had been made and the coordinators had an opportunity to become acquainted with individuals. After that time not a week passed without many requests, some of which had to be refused to prevent over-exploitation of our guests. Requests for formal talks were cleared through the coordinator, who, with the help of the teacher committee already mentioned, tried to assign topics to the appropriate individuals, and also distribute the burden as equally as possible. Informal talks before classes were not so scheduled.

Especially for the early part of their visit, panels, or question and answer programs were arranged more often than individual speeches; as they gained in confidence and ability in English, more individual speeches were given. While unquestionably some appearances, especially spur-of-the-moment and informal talks were not

recorded, the records kept show a total of ninety-six individuals involved in talks, an average of more than five for each.

Groups or individuals talked to all three of the local service clubs, to one out-of-town; to parent-teacher associations at Buda and Flatonia; to three church groups locally, to six out-of-town; to five public and private school groups; to seven college organizations such as Kappa Delta Pi, the Fine Arts Club; to a local group of elementary teachers and to a similar group at Seguin. Talks were given before a meeting of 100 Junior Red Cross sponsors at San Antonio, the student body of Trinity University at San Antonio, an Officers Reserve Club, 200 teachers in the five-county Economic workshop at Burnet. Probably many more than the recorded thirty-three talks to college classes were given.

2. Attendance at Meetings, Conferences, Organizations

No attempt will be made to list all organizations and meetings, but rather only to classify them by types.

On Saturday of the first week the group was taken to Austin, where the Texas Education Agency was sponsoring a meeting of several hundred classroom teachers to discuss the function of the agency and means of improving its services. Here the German teachers got their first glimpse of democratic leadership in American education.

They spent three days of the second week-end as guests at the New Braunfels Saengerfest, celebrating the hundredth anniversary of German Singing Societies in Texas.

They were guests for dinner or church suppers of five different churches; full day sessions with three of them. Those of the group who were Lutherans attended a Synod meeting in San Antonio.

All were guests and participants in the five-county Economic Workshop for teachers and administrators, sponsored by the Better Business Bureau of Texas.

They visited, with the mothers who were delegates from San Marcos as hostesses, one all-day and evening session of the State Convention of the Parent Teachers Association. All later attended a regular meeting of the P. T. A. of Buda Rural High School.

The men attended a dinner meeting of the Alamo District Administrator's Association; the women a similar meeting of Kappa Delta Sigma, an educational organization of women teachers. All were dinner guests of a meeting of the area Association for Childhood Education, and also of the Bexar County Red Cross, in a meeting of over 100 Junior Red Cross sponsors.

A few of the women attended, with local women, the State meeting at Austin of the Federated Women's Club. All were invited to meetings of the Women's Faculty Club, as were the men to the corresponding Men's Faculty Club. All attended one general faculty meeting called by the president.

The group were dinner guests at meetings of the Business and Professional Women's Club, the San Marcos Kiwanis Club, of the student body and faculty at San Marcos Academy and of community groups in three rural communities. In one of these, at Wimberley, they were privileged to see, in the meeting of the Boosters Club, something very nearly like early town-hall meetings in this country.

3. Visits in Private Homes

Most of the members had a fair opportunity to see American homes. They reported that they had on the average, been invited into ten American homes (in addition to the nineteen inviting the group), and they had stayed overnight or longer in an average of four homes. Their Thanksgiving holidays of four days were spent in homes; each one also stayed in a German-American home for the three days at the New Braunfels Saengerfest. Several went home with roommates or other college friends to spend weekends.

4. Social, Cultural, Recreational Activities

Exhibit C lists the organized cultural and recreational opportunities in the area for the duration of the program; no accurate record is available for the actual participation of individuals. Most of the group did spend a day at the San Antonio River Art Show, the John Jacob Niles concert of Folk Songs, the sessions of the New Braunfels Saengerfest, and at least two concerts of the San Antonio Symphony, one when Yehudi Menuhin was the guest soloist, the other when our own college choir sang with them. Most of them saw the College Players production of "Pygmalion", many the professional productions of the "The Caine Mutiny" and "John Brown's Body." Some attended the state Square Dance Festival in Austin.

The group spent three days in a trip to the State Fair at Dallas, returning by way of Fort Worth to see the Botanical Gardens, and other points of interest. They enjoyed a visit to watch "Buck" Winn at work on a mural in his studio, to see the Lester Brenizer collection at the Pony Express. On the same trip they had a short tour of the Eagle Rock Guest Ranch.

They saw football and basketball games both college and high school, and learned about yell leaders, pep squads, and majorettes. They were introduced by the Baptist Student Union to an old American custom, the hayride.

As mentioned above, they ~~were~~ guests for meals with five different churches, with three rural community groups. They also were guests at the Gary Air Force Base, the Business and Professional Women's Club at Schwamakrug's German Gardens, and of the San Marcos Academy. Nineteen different families had the entire group for a meal or for an evening. The difficulty was in protecting the members from too much social activities rather than to provide enough.

It should be noted that the group also took their turns as hosts. When Mr. Bateman visited from Washington, they had a dinner at Schwampkrug's for him and the coordinators. At Christmas time, they had a German Christmas party for the faculty, a similar one for their roommates. During the last week they gave a farewell program of songs and skits for all of their friends; a program rated as one of the cleverest ever seen on this campus.

B. OTHER VISITS

During Newspaper Week, the group was taken on a tour of a small newspaper office. On another trip they saw cotton farms and cotton pickers, a cotton gin, a compress, and an oil mill. The county agent of Kerr County took them on a tour of ranches and of vacation camps; the county agent of Caldwell County showed us the different types of farms and ranches, also the research being carried on at the Luling Foundation Farm. On the Wimberley trip they observed other ranches.

Over half of the group were able to take a trip to see President Eisenhower dedicate Falcon Dam. All of them saw the Buchanan Dam and the other dams for water conservation in the same chain, the Lower Colorado River Authority's power plant at Lake Buchanan which provides power for several counties. They saw museums, an oil field, a rodeo, the State Capitol, the Gonzales Warm Springs Foundation for crippled children.

III EVALUATION OF PROGRAM

A. REACTION OF FACULTY AND STUDENTS

It can be said without qualification that the general reaction of the faculty was extremely favorable, both to the program and to the individual members. As would be expected, the most enthusiastic were those of the faculty whose classes they audited, those who participated in the seminar, and others who had some connection with the program.

The typical reaction of the first group mentioned was well expressed by Dr. Ralph Houston, Professor of English, who wrote, in part:

"Nothing that has happened on our campus in the years I have been here has exercised so general and salutary an influence as this experience we have had with our German visitors.....Our sympathies

and interests have undoubtedly been broadened. Though the problem of Western Europe has not been changed by this visit of nineteen Germans to Southwest Texas, our interest in the problem has changed, and we can never regard the fate of Germany quite so impersonally as we might have done in times past..... The experience has infused objective meaning into our abstractions concerning the brotherhood of man. I personally regard more highly than ever the efforts of church groups and of the United States Government to bring foreign students to this country. Like most Americans, I suspect, I have always assumed that the study here should prove most beneficial to the visitors. I now have a new appreciation of the values we can receive through such associations."

Dr. D. F. Votaw, one of the participants in the seminar, presents some other typical comments:

"It appears to me that it (the program) was highly successful. First, the group, unknown to each other before arrival in the U. S., became a harmonious unit. Secondly, they were genuinely accepted by our faculty and student body, even to the extent of forming deep attachments in some instances. Thirdly, they became appreciative of our democratic educational philosophy--one of the main points of difference between us and them. Fourthly, they increased our sensitivity to the fact that mobility, communication, and interdependence of peoples are shrinking us into a world community."

Dr. Empress Zedler, who saw most of the group twice weekly, commented that being with the German teachers was one of the finest experiences of her teaching career. She stated that she was particularly impressed by the intellectual curiosity and eagerness of the group.

Dr. William Pool seemed to express the attitude of the committee members in stating,

"I want to thank you for letting me serve with this committee. It has been an experience I shall never forget."

The college students, and again especially the ones most closely associated with the Germans, were also highly commendatory. The editor of the college newspaper, in the edition following their departure, stated in an editorial,

"Much sorrow prevailed over the Southwest Texas campus Sunday as the last of the 19 German teachers said their final goodbyes to roommates and other close friends on the Hill.

During the past four months, the faculty and many townspeople from San Marcos as well as the students were very fond of our exchange students and the tearstained eye was not an uncommon sight as farewell greetings were exchanged. Few if any of the students on the

campus have the same ideas about Germany today as was the case in September.

But the American viewpoints and customs were not the only ones to change. Some of the German women teachers wore aprons to the cafeteria during their first week and their hair-dos were completely different from Hill coeds. However two weeks later these women had adopted the same techniques as those of our own natives.

Yes, we all hated to see them leave, but we wish them the best of luck in any new experience that they may have and hope that they can better teach youngsters in Germany about life in democratic America.¹¹

Many close personal friendships were formed. The sharing of their homes, the turnout of students to the farewell program, the expressions of regret at the group's departure, all were concrete evidence of the warm acceptance by the students. Some of the best discussions, the Germans reported, were in dormitory sessions, and over coffee in The Lair, the college store. Many students made the same comments as the faculty, that we were receiving more than we could give to these visitors.

B. REACTION OF THE COMMUNITY

Probably no better expression of the community's reaction could be given than to quote at some length from a front page editorial in The San Marcos Record by its publisher, Mr. Walter Buckner:

"Joining hands with friends is always a fine and stimulating experience and I think it reached its finest and most significant moment Wednesday night when 30 or 40 citizens of San Marcos and nearby communities joined hands with the 19 German teachers who have lived among us these past four months while they were "going to school" at Southwest Texas State College.

These teachers have endeared themselves to faculty and students on the "hill," and they have, likewise, endeared themselves to many townspeople in San Marcos--and in other communities where they have visited the schools. Often, too, they have been invited as a group or by ones and twos to visit in our homes. It is in this more intimate association that lasting friendships have been created. It has been good for them, they say. And we know it has been good for us.

Their emotions showed through as they said goodbye. And ours did, too. We are going to miss them as they visit with us in our places of business and in our homes. Somehow, as we think of them as friends, it is a little hard to remember that we dropped bombs on some of them a few short years ago. It is hard for us to realize that four or five of the men--these young fellows who have been our guests--were flying planes or guiding tanks which were perhaps killing some of our boys in the 1940's. They just don't look and act like people who are or ever were our enemies. As individuals, they are not and were not. Gang fights don't start between individuals. There's got to be a crowd.

We believe that programs such as this one--the bringing of teachers and students over here from Germany and from other countries in Europe and from the other continents--is probably the best insurance we can buy against another horrible war. And it is much cheaper than building up armaments for the prevention of war. In the latter sense, we are simply trying to make ourselves so strong that an aggressor will not jump on us for fear of being shot or bombed. If, on the other hand, we visit one another as these teachers have visited us, we not only banish fear and distrust, but we actually make friends--and they make friends. And friends can settle arguments and differences without killing each other. It seems cheaper and more sensible and a lot safer for everybody all around.

Most gratifying were other comments such as that made by a local business man who had organized a tour and accompanied the group on the trip,

"I wouldn't mind paying taxes if I knew the money was going for things like this."

A portion of a letter from Mrs. Ray Rylander of the Buda P.T.A. offers proof of their acceptance in other communities:

"We appreciate their coming and being with us.....Our group was most interested in what they had to tell us.....I have talked to several people since then and they are all of the opinion that we can learn a lot from them....As a group they were most charming.... We enjoyed their songs and wondered if a cross-section of our country could produce anything like it."

One incident illustrates the way in which the local community had become interested. In the last week, one person knowing that one of the men was going to a colder climate for which he did not have appropriate clothing, lent him an overcoat for that part of his visit. Within a few days, with no appeal made, and only through word-of-mouth discussion of the event, two others were similarly outfitted in borrowed overcoats, and the coordinator was offered enough to have outfitted all the men had they needed it. There was no sense of charity involved, these were acts of friendship, just as was the action of the city's mayor (whose request for anonymity is being violated in reporting this incident). He heard that one of the men had burned his only good coat, thereupon called the coordinator and told him that a local clothing store had established a credit account for this man; that he should be taken to this store and fitted with a new suit and whatever else was needed. After his pastor had convinced the German teacher of the genuine spirit of the offer, it was accepted gratefully, with the comment, "These American people--how can you ever catch up with thanking them!"

C. SELECTION OF THE TEACHERS

While this is the first such program in which this college has participated, except for one or a very few foreign teachers at one time, and hence one has little basis for comparison, it seems that the screening for this group was most excellent. As can be judged by some comments previously quoted, the group made a strong impression everywhere they appeared, and similar reports were received from all small groups or individuals sent out.

A comment often heard was how different the nineteen were among themselves, which to our notion was a strong point. If anyone had any stereotyped notion of what "a German" is like, he could not but have it exploded by acquaintance with these nineteen.

Certainly one could expect in a group of any size, to find some with more pleasing personalities than others, and this was no exception. Some had considerably more personal charm, were more approachable than others, but there were no instances of serious negative factors in any of their personalities. Different as they might have been in some characteristics, they were surprisingly uniform in others. In addition to the intellectual curiosity mentioned, they all rated high in integrity and sincerity, in intelligence, in cooperativeness, and in their appreciation of the opportunities offered them. Everywhere we went, it was noted how adaptable they were, with what poise they met new people and new situations.

Although some could not have been called "fluent" in English even when they left, even the poorest was apparently not handicapped very much by language. A few did have some trouble with our colloquialisms, and in understanding some very rapid speakers, but taken altogether, they seemed well chosen as to language ability.

D. GENERAL SUMMARY

It is very difficult for one so close to a program as the coordinator was of necessity to this one, to give an unbiased evaluation. Certainly some discount must be allowed for his enthusiasm.

Perhaps the one strongest feature of the local program was the extent to which the nineteen grew to feel that they "belonged". In letters received from their new assignments, practically everyone expressed this idea in one way or another. Many instances could be cited where this showed up, such as, when introducing their Christmas program, one of them said, "In Germany, Christmas is a family matter, and rather personal. But we can share it with you, because we really feel that you are now our family." Or it was reflected in the pride with which they showed the German Consul, when she visited from Houston, about "our college". True, this was not a direct objective of the program but those most concerned with it felt that this feeling of acceptance

created an atmosphere in which the actual objectives were easier to realize.

Every bit of available evidence seems to suggest that considerable progress was made toward the goal of mutual understanding. If there were nothing more to judge by than the frequent repetition of the cliché "people are people everywhere", both by hosts and by visitors, one would have to conclude that at least the basis for understanding had been laid. In many instances where differences were not completely accepted, it was gratifying to note how often there was an expression of appreciation for the reasons for the differences.

Although acceptance of American democratic ideas was not set as a goal, one would like to know to what extent they were accepted, but this is most difficult to estimate. It did appear that many of the group began to truly appreciate our educational philosophy, especially as it concerns our respect for the individual. It was not uncommon to hear one of the group volunteer that he planned to adapt a particular idea to his own school, as far as was possible.

They did quite obviously improve in their own use of the group process. There was some disappointment on the part of the coordinator, and expressed by others as well, that a few of the group, even though they expressed admiration for the easy informality of college groups, were unable to attain it for themselves. Some never really "opened up" in group discussions, were hesitant at expressing dissenting opinions except in private conversations. This was interpreted as possibly due to several factors. Some of it may have been a carry-over of fears and distrust established during their early training in the Nazi youth. It may have been in part because of their deepseated attitude of respect for authority and the consciousness of rank of certain individuals within the group. Some of it may have been just courtesy, a refusal to express criticisms of one's hosts. It helped some in this last respect when they discovered that many Americans are self-critical of some of the very same aspects of our life about which they raised questions. This realization also, incidentally, brought about a more wholesome attitude in some who had seemed to be prepared for Americans who were confident that everything we did was perfect.

Probably many of the most effective influences toward understanding the true nature and spirit of democracy were unplanned and incidental. For example, the coordinator felt that one incident which they observed had more effect on their understanding of the democratic acceptance of individuals, the absence of the European class or rank consciousness, than all the lectures or discussion on the topic. The incident referred to was the occasion of the visit of Senator Lyndon Johnson on this campus, his alma mater. They saw the Senator place his arm affectionately around the shoulder of the aged janitor (of Mexican descent) who had served the school when the Senator was a student.

Similarly, when they wanted to send coffee home, and were advised to wait until the weekend to buy it, they asked the very natural question, "Why should coffee be cheaper on Saturday than on Tuesday?" This gave a very meaningful starting point for a discussion of free enterprise, and a firsthand example, limited as it may have been, of the benefits of competition to the consumer.

Apparently everyone concerned was highly pleased with the over-all program and would suggest no major changes. There were some mistakes made in the local administration which could be prevented another time. For example, it is quite likely that we over-scheduled them, particularly in the first days, also may have tried to see and do too many different things. In visiting schools for instance it might have been better to see fewer schools for longer periods of time, although it may be that the next phase of the program would take care of that need.

Whatever his bias may be in judging of its success, certainly the coordinator looks back upon the program with a feeling of gratification, views it as one of the most challenging and most satisfying assignments of his career.

EXHIBIT A.

ADVISORY COMMITTEE:

Representing:

Regional Administrators' Assn.	---	Mr.. R. E. Harris, Lockhart
A. A. U. W.	---	Mrs. Zeb Fitzgerald
B. & P. Women	---	Mrs. Norman L. Donaldson
Chamber of Commerce	---	Mr. Caesar Damon
Hays Co. Agent	---	Mr. Bert Johnson
Hays Co. Supt.	---	Mr. George Wentz
Kiwanis Club	---	Rev. Paul Geiger
Lions Club (and Upland Community)	---	Rev. Carl Kluge
Ministerial Alliance	---	Rev. John Deschner
New Braunfels Zeitung	---	Mr. Frederick Oheim
Parent-Teachers Assn.	---	Mrs. R. C. Van Gundy
Seguin Public Schools	---	Mr. A. J. Breisemeister
San Marcos Public Schools	---	Mr. Joe C. Hutchinson
San Marcos Record	---	Mr. Walter Buckner
Texas Congress of Parents and Teachers	---	Mrs. Fred Porter, Genl. Secy. Austin
Texas Education Agency	---	Dr. Lee Wilborn, Miss Ruby Bennett
University of Texas	---	Dr. Henry J. Otto
Wimberley Community	---	Mr. Parks Johnson
Rotary and San Marcos Academy	----	Dr. Robert Reed
New Braunfels Schools	---	Dr. E. A. Sahm

STEERING COMMITTEE:

Dr. J. G. Flowers, President
 Dr. Alfred Nolle, Dean
 Dr. E. O. Wiley, Director, Teacher Training
 Dr. Mildred Sayre, Director of Personnel
 Mr. H. E. Speck, Dean of Men
 Dr. J. Lloyd Read, Registrar
 Mr. Jack Cates, Business Manager
 Dr. Buford Williams, Principal Elem. School
 Mr. Joe Vogel, Public Relations
 Dr. William Pool, Social Studies Div.
 Dr. Lloyd Rogers, Prof. of Educ.
 Miss Luverne Walton, Director of Student Life

EXHIBIT B.

MEMORANDUM TO FACULTY

Dear Colleague:

You have undoubtedly seen the reports concerning the nineteen teachers from Germany, who are to be on our campus as "graduate observers" from October 5 to January 29, under the educational program of the Department of State. The broad purpose of this program is to promote understanding between the United States and other countries of the world. As stated by the U. S. Office of Education, our program will have as its major function that of "providing wide opportunities to observe and participate in American educational and community life and to interpret the experiences of the individual participants and of the group through special seminars. The entire facilities of the university which are normally open to students, such as library, athletic and social facilities, will be made available to the groups and to individuals. There will be a directed program of observation in laboratory schools and in public and private schools in the community in which the university is located and in the communities of the surrounding area. The coordinator will also help plan visits to homes, factories, farms, places of business, social agencies, athletic events, and cultural institutions and affairs."

While Miss Walton and I have been named coordinators, and a steering committee will be doing the detailed planning, the program belongs to the entire college, and you can all help in many ways. We will be calling on nearly every faculty member from time to time for some contributions, but you could also help by volunteering suggestions as to types of experiences you would consider helpful.

Here is a list of the names of the nineteen, together with certain notations concerning each individual's background and other information that might be helpful in becoming acquainted with members of the group more quickly. I have listed their stated hobbies and interests in case you find some with whom you might desire to share common interests. There may also be suggestions in the list as to contributions they in turn might make to classes or to organizations.

Some of you might be taking extension or other trips on which you could take along one or more of the German teachers, to give them a glimpse of another aspect of American life. Since they are to be housed in dormitories, they should have as many opportunities for experiences with home life as possible. Any help you can give will be appreciated, whether in the form of personal hospitality, for a meal for a weekend or longer, or in helping inform local citizens of the way in which they can contribute to the program. (For example, Dr. and Mrs. Flowers are taking two men at a time into their home, a different pair every few weeks, until all have had their turn.)

It is quite likely that some of them may wish to audit one of your courses in addition to the two seminars which we have planned. We hope you will accept any slight inconvenience this might cause, as an additional contribution you can make.

J. Lloyd Rogers
Coordinator

Personal Data on German Teachers

All members of the group are elementary teachers: most of them have several years of experience. They come in part from the American Zone: Bavaria, Hesse, Wuerttemberg-Baden, and Bremen, but more from the French and British Zone. We also have their photographs, and rather complete biographical sketches, which you are welcome to examine. The town given is the consulate, not their home towns.

WOMEN:

- (1) Gertrude Brachat--Freiburg; Age 26; English "acceptable"; leader of Catholic Youth Group; active in youth group; interested in reading, hiking, sports.
- (2) Dorothee Fleischman--Duesseldorf; Age 29; English "good"; interested in plastic and graphic arts, history of art; American Literature.
- (3) Eva Holzhaeuer--Stuttgart; Age 29; English "good"; has taught violin, "superintended" a boarding school; interested in teacher training system.
- (4) Liane Koch--Duesseldorf; Age 32; English "very good", spent half year as English governess to improve English; wants to know about teaching different groups at same time; interested in sports, reading, plays.
- (5) Anneliese Koenigstein--Frankfurt; Age 27; English "good"; leader of Catholic youth group; interested in improving methods.
- (6) Ursula Ortmann--Duesseldorf; Age 29; English "outstanding"; wanted to study medicine; father is teacher; interested in film-club, tennis, swimming, hiking.
- (7) Hannelore Schloeder--Stuttgart; Age 27; English "good"; active in teachers organization; interested in skiing, mountain climbing.

- (8) Ursula Schwenk--Stuttgart; Age 22; English "good"; father is professor of education; she taught in school for deaf and dumb; interested in guidance, clinics, community school; belongs to young farmer's group, interested in "agriculture for girls."
- (9) Renate Stachel--Bremen; Age 26; English "good"; a political refugee from Leipsic, father now POW in Russia; interested in audio-visual aids, libraries, foreign languages.
- (10) Renate ~~Stachel~~ ^{Thomas}--Nuernberg; Age 25; English "outstanding"; worked in England one year; interested in mental tests; American political and social history; music, art, foreign literature; swimming, tennis, skiing; member of International Youth Hostel Federation, Nurnberg Literary Society, Lutheran Youth Fellowship.
- (11) Christel Toews--Frankfurt; Age 31; English "good"; fled from Eastern Zone; interested in geography, sociology, psychological research.

MEN:

- (1) Gerhard Gehrman--Hamburg; Age 33, married, with one son; English "good"; interested in forestry before teaching; officer in WWII, POW of Russians; participated in International College of UNESCO; leader in sports groups, interested in various organizations, in group work in and out of school; interested especially in music and geography.
- (2) Heinz Hoppe--Duesseldorf; Age 25; English "outstanding"; taught English in Catholic elementary school; political refugee from Russian Zone; speaker of Catholic Youth, lectures on communism; interested in literature, art, sports, political affairs; wants to know about P.T.A.
- (3) Rolf Hulke--Hanover; Age 30, married; English "very good"; formerly with Hitler Youth, previously the Boy Scouts; lost arm as officer on Rhine front, was Canadian prisoner; "specialist" in geography, math; interested in sports, amateur photography, collection of fossils and stones; interested in sports for invalids, in professional organizations, in organizing children for group work.
- (4) Hubert Klemp--Frankfurt; Age 28, married with two children; English "fair"; former member Hitler Youth; interested in literature, art, books for youngsters, in adult education, guidance and youth work; in extra-curricular activities and school dramas; in reading and learning in the lower grades.
- (5) Harold Kotthaus--Duesseldorf; Age 26; English "outstanding"; member Hitler Youth, was prisoner 3 months; member German Protestant church, Y.M.C.A. Student Christian Movement;

interested in theology, literature and linguistics; in music (piano and choir).

- (6) Heinrich von Stuckrad--Bremen; Age 32, married, one son; English "good"; former member of Hitler Youth; transport pilot 5 years; POW; works with and especially interested in Junior Red Cross; interested in theater and music, plays the flute, leader of a children's flute group; wants to know about student self-government.

- (7) Dr. Joachim Winckler--Freiburg; Age 36, married; English "fair"; once a Boy Scout; formerly an S.S. man; P.O.W. of the Russians; once a Protestant, changed to Catholic, now a leader in Catholic Youth Group, including an acting group and a group of singers; member of trade union; doctorate is in philosophy, interested in that field and psychology, psychoanalysis; wants to be a lecturer in a "seminary for schoolmasters."

- (8) Friedrich Wirth--Duesseldorf; Age 29, married; English "very good"; former member Hitler Youth; wireless operator for Luftwaffe, POW of the English; interested in painting, sports, trumpet playing; wants to know about our system of national education, history, and geography tests.

EXHIBIT C.

ENTERTAINMENT OPPORTUNITIES

OCTOBER 31SAN ANTONIO

Roberta Peters-Coloratura Soprano-Municipal Auditorium

NOVEMBER 7SAN ANTONIO

Toshiya Eto-Violinist-Municipal Auditorium

NOVEMBER 11AUSTIN

San Antonio Symphony-Gregory Gymnasium-\$2.00

NOVEMBER 13AUSTIN

Il Trovatore-Gregory Gymnasium-\$2.50

NOVEMBER 12SAN ANTONIO

Puss 'N Boots (Childrens Theatre)-Municipal Auditorium

NOVEMBER 14SAN ANTONIO

Ariel Hall-Harpist-Municipal Auditorium

NOVEMBER 9-14AUSTIN

Hobson's Choice-X Hall Theatre

NOVEMBER 16AUSTIN

The Mikado-Gregory Gymnasium-\$2.00

NOVEMBER 21SAN ANTONIO

Karl Leifheit-Pianist; Leopold La Fosse-Violinist;

Robert Sayre-Cellist-Municipal Auditorium

NOVEMBER 28SAN ANTONIO

Jean Casadesus-Pianist-Municipal Auditorium

DECEMBER 5SAN ANTONIO

Yehudi Menuhin-Municipal Auditorium

DECEMBER 9-12AUSTIN

The Country Girl-Hogg Auditorium

DECEMBER 7AUSTIN

AGNES De Mille Dance Theatre-\$2.00

DECEMBER 11SAN ANTONIO

Mendelssohn's "Elijah"-Solo Quartet Chorus and Orchestra-Municipal Auditorium

DECEMBER 14SAN ANTONIO

Agnes De Mille Dance Theatre

DECEMBER 10SAN ANTONIO

Alice In Wonderland (Children's Theatre)-Municipal Auditorium

JANUARY 9SAN ANTONIO

Arthur Rubinstein-Pianist-Municipal Auditorium

JANUARY 16SAN ANTONIO

Camilla Wicks-Violinist-Municipal Auditorium

JANUARY 23SAN ANTONIO

Byron Janis-Pianist-Municipal Auditorium

EXHIBIT D

PARTIAL FILM SCHEDULE

SCHOOL AND COMMUNITY	Nov. 27
MAINTAINING CLASSROOM DISCIPLINE	Nov. 27
MOTIVATING THE CLASS	Nov. 27
SECURE THE BLESSINGS	Dec. 4
COMMUNITY RESOURCES IN LEARNING	Dec. 11
LEARNING DEMOCRACY THRU SCHOOL COMMUNITY PROJECTS	Dec. 11
LEARNING THRU COOPERATIVE PLANNING	Jan. 8
WILSON DAM SCHOOL	Jan. 8
FIGHT FOR BETTER SCHOOLS	Jan. 8
DESIGN OF AMER. PUBLIC EDUCATION	Jan. 15
AMERICAN TEACHER	Jan. 15
SCHOOLHOUSE IN THE RED	Jan. 15
THE ELEMENTARY SCHOOL --Parts I, II, III	Jan. 22