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GERMAN TEACHER PROGRAM (II)
Southwest Texas State Teachers College
1954

COORDINATOR'S REPORT

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COORDINATOR'S REPORT, SECOND GERMAN TEACHER PROGRAM,
SOUTHWEST TEXAS STATE TEACHERS COLLEGE, 1954

I. INTRODUCTION

For the second year the Southwest Texas State Teachers College in San Marcos has had the privilege of participating in the International Teacher Education Program administered by the U. S. Office of Education in cooperation with the Department of State. Twenty elementary teachers from Germany have been assigned to this campus from September 19 to December 20, 1954. This is a report of the activities carried on for and by this group.

A. COMPOSITION OF THE GROUP

The twenty participants were young elementary teachers from Germany, ten women, ten men. They ranged in age from 25 to 35 years with a median age of $28\frac{1}{2}$. None had less than three years of teaching experience; the average was six years of experience. As can be seen from the following list of names and home addresses, they represented a fair cross-section of Western Germany:

Guenther Anderer, 13a Hainbronn-Pegnitz/Schulhaus
Ingrid Bellardi, Hamburg-Wilhelmsburg, Nieder Georgswerder
Deich 130 c/o, von Deyen
Rosa Boeckl, Gumpen-9-, Post Falkenberg, Oberpfalz, Bavaria
Uwe Carstensen, Kiel, Krummbogen 13
Liane Fleischmann, Lucklum/Braunschweig, Kupfermuhle
Raymund Follmann, Gelsenkirchen, Westfalen, Hildegard Str. 10
Hans Gloeckel, 13a Reichenschwand 11 bei Nuernberg
Hans Horn, Neustadt, Kreis Marburg-Hessen, Querallee 10
Irene Huss, Munich 42, 202 Aindorferstrasse
Johannes Kachel, Augsburg, Froelich Str. 1610
Karlheinz Kessler, Mannheim, U. 6 Nr. 23
Carola Krebs, Berlin-Schmargendorf, Ruhlaer Str. 10
Ilse Moeller, Berlin-Tempelhof, Wulfila Ufer 52
Herman Oesterwind, Oberhausen-Rhld, Post Str. 5
Hille Roeske, c/o Mrs. Lucie Roeske, Bottorffueber, Quaken-
bruck, Reg. Bef. Osnabrueck
Bertl Schmitt, Karlsruhe, Renckstr. 7
Margot Schubert, Krefeld, Kornstrasse 81
Horst Unvericht, Frankfurt A. M. - Hochst, Emmerich Josefstr.
23
Diether von Rosenberg, Koln-Klettenberg, Olbergstr. 41
Lise-Lore Weissner, Berlin-Friedenau, Rubenstrasse 93

B. HOUSING

Because of certain factors in San Marcos, such as the presence of an Airbase and the resulting housing problems, it seemed more desirable to house these teachers in college dormitories rather than to attempt to place them in private homes. The men were placed in the New Men's Dormitory, just completed; the women in Sallie Beretta Hall, a new

women's residence for upperclassmen. All took their meals in the college dining hall at the Commons.

Since the group arrived almost simultaneously with the opening of the fall term, there was no opportunity to select American roommates properly; therefore each German teacher was assigned to a roommate from his own group. It would have been difficult to select roommates of appropriate age, and since the schedule of the German group was irregular, there was less interference with dormitory life than there had been when others were placed with American roommates.

C. TRANSPORTATION

With all the group living on the campus, and the lower grades of the local school system also housed there, there was little problem of local transportation. The junior high school is located about a mile away, but a regular bus was available for those who wanted to visit there. On the longer out-of-town trips, a bus was chartered from the Bluebonnet Lines, but for most of the trips to nearby places, members of the faculty and of the advisory committee were very generous in providing private cars.

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 Laverne Walton, Director of Student Life, for housing, social life and recreation. Many activities were difficult to classify under these logical bases, so the two worked together closely in planning all activities, and while here referred to as coordinator and assistant coordinator respectively for the sake of clarity, were actually coordinate in responsibility.

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. (For example, see Exhibit B at the end of the report for an example of her notices).

Two committees were appointed to advise and assist the coordinators. One of these, the Campus Committee, was composed of faculty personnel, to determine policies and to assist in day-by-day program arrangements; the other, the Advisory Committee, was made up of representatives of the community and general area. (See Exhibit A at the end of the report for the names of the members of both these committees).

The larger committee of twenty-five members had representatives of local civic organizations and religious bodies, the local and neighboring school systems, the Texas Educational Agency, the regional Administrators' Association, the 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.

One of the most gratifying features of the program was the splendid cooperation which these busy people gave, the manner in which they accepted the challenges of its objectives, and took the initiative in planning activities. 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. Exhibit C gives a typical day planned by one of this committee, in this case, Mr. Reagan Brown, county agent of a neighboring county

E. OBJECTIVES

The committees accepted as their broad purposes those stated in the manual provided by the Office of Education. Since this list may not be available to some readers, portions are repeated here:

- "1. To preserve world peace as essential to survival.
2. To promote a better mutual understanding among the peoples of the world through: a. understanding other peoples and their culture (in this case, Germany); b. being understood by others; c. understanding ourselves...
3. To win friends for the United States; to counter propaganda against the U. S."

More specifically, the local program was planned to provide for these teachers from Germany:

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.
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 experienced 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 before groups and in discussion groups.

F. PRELIMINARY PLANNING

The advance planning was much simplified this year by two factors: one, the previous year's experience; the other, the excellent detailed suggestions in the Manual provided for coordinators. The planning included these steps:

1. Preliminary arrangements were made for administrative provisions, such as financial costs, housing, transportation, medical services, registration procedures, securing of meal tickets and student activity tickets.
2. The housing directors met with their house councils to discuss the arrival of their guests and the necessary adjustments that needed to be made.
3. Stories were released to the local press, nearby dailies, and the college paper describing the program and the anticipated arrival of the teachers.
4. The program was explained before a meeting of the general faculty; later a bulletin was distributed to faculty members, giving brief biographical data for each of the twenty participants. (See Exhibit D for a copy of this memorandum).
5. A room adjoining the coordinator's office was obtained and prepared for the exclusive use of the group. It was equipped with tables and chairs, tablet-arm chairs, blackboard space, generous bulletin board space, shelves for books, and a pigeon-hole cabinet for distribution of mail and individual notices.
6. A packet of materials was assembled for each teacher. These included such things as a map of the campus, a map of the city, a copy of the handbook for new students, the booklet on housing regulations, the list of cultural and entertainment features.
7. A tentative schedule was planned for the seminars, and necessary arrangements made with the proposed leaders.

8. The master control chart to keep a record of appointments for the group was prepared; a second chart was readied for a record of individual activities. To facilitate the keeping of the latter record, summary blanks were prepared for a weekly report from each teacher (Exhibit E). In addition, a personnel folder for each of the twenty was started as suggested in the Manual.
9. Several preliminary letters were written and contacts made by the coordinators concerning possible opportunities for field trips.
10. The coordinators and some of the campus committee studied the biographical information from the application form AE-312, and also carefully examined the pictures. As a result, the German teachers were surprised and pleased to be called by name as they stepped from the train. The rewarding response to this simple gesture more than paid for the time used.

II CURIULAR ACTIVITIES

A. COUNSELING AND ORIENTATION

The activities of the first two weeks were deliberately held to a slow pace; in fact, no formal seminars were held until the third week. The group were met at the train by members of the Campus and of the Advisory committees, students, and interested townspeople. The editor of a German-language newspaper had driven nearly twenty miles to be present. They were transported to their dormitories by private cars and after a chance to rest and clean up, met the members of the Campus Committee at an informal buffet.

The first few days were spent almost entirely in orientation activities. Various school officials came to the meeting room to discuss their functions, or the group visited their offices for the same purpose. Copies of the college catalogue and class schedules had been sent ahead to Washington, and the German teachers had been studying them during their train ride. The Dean and coordinator explained further the content of the various courses, and advised individuals as to those most suited to their purposes.

With a campus as compact as this one, there was no need for an elaborate tour; the group were, however, shown the main points of interest on the campus. The librarian and his staff showed them over the library, explained procedures and regulations, gave each one a stack permit, and assigned him to an individual carrell in the library stacks. On the second day, the twenty were invited by President Flowers to be present at his regular faculty meeting, and were presented at that time to the entire faculty.

Later in the week, the coordinator began his individual interviews. Despite all explanations concerning the college courses, decisions as to which ones to audit still required considerable "shopping around," and it was during this exploratory period that a fairly extensive interview was scheduled with each one during a free period. The results of these interviews supplemented the information gained from their application forms, helped the coordinator to make further explanations, answer questions, determine individual interests, both personal and professional, estimate the proficiency in English of each one. These were very helpful in discovering individual talents, and topics on which each could make contributions later in talks or discussion groups, in suggesting additional seminar topics, in furnishing a basis for counseling on the selection of courses to audit.

Early in the second week, the Campus committee invited the group to a chicken barbecue at the College Camp. The informality of the occasion was very helpful in acquainting everyone quickly with those with whom they would work.

B. SEMINARS

Two seminars were scheduled, each of approximately two-hours length, on Tuesday and Thursday mornings. These hours were chosen because they would conflict least with courses to be audited, and because afternoon hours had not proven very satisfactory for this purpose.

Originally, it had been planned to have one seminar deal with schools and educational problems, the other with American life and culture in general. This division was soon discarded in effect, however, because the two areas were so interrelated, especially so since one of our objectives was to show how the educational system stems from the culture, and in a college where the main function is teacher education, every staff member rather naturally sees the implications for education in his topic. For example, Mrs. Verna Deckert, Head of the Department of Art, was scheduled to lead the discussion on the topic "Art in American Life." As it turned out, a major portion of the discussion turned toward the place of art and art instruction in the public school.

As previously noted, some topics had been planned in advance, but others grew out of needs disclosed in individual interviews, from questions raised in the seminars. The list of topics as originally planned, together with the instructions given to seminar leaders is Exhibit P in the Appendix. As can be noted there, the intent was to place emphasis on true seminar procedures rather than lectures. On most occasions, the speaker had been furnished with a list of questions previously raised by the group concerning

his topic. The general scheme followed was a presentation of the topic by the speaker, followed by questions and discussion, which usually brought out contributions from individual members as to contrasts with Germany or with that particular section which they represented. Speakers were also asked to furnish a list of selected references for further reading, also the names of books in the particular field which the German teachers might want to purchase.

The warnings in the coordinator's manual concerning the necessity of flexibility were very apt. In addition to the reasons suggested there, the schedule of topics had to be flexible to meet the convenience of speakers, to assure continuity when a topic was not completed at one session, and to allow for follow-up discussions of unanticipated problems raised on a particular field trip.

Again very person who appeared before the seminar was enthusiastic about the experience. Many volunteered further services, and some even requested further contacts with the group. They were impressed by the intellectual curiosity shown, the serious purpose of most participants, the courteous hearing they received, and most of all seemed pleasantly surprised at the tolerance and open-mindedness exhibited. The comment often made was that the instructor would like to deal with groups of American students who would react like these Germans.

As well as could be judged, the German teachers found the seminars interesting as well as challenging. Of course, there were differences among the group and from seminar to seminar, depending on differing degrees of interest in a given topic and on differing abilities of seminar leaders. While it is evidence of a purely negative nature, not a single one mentioned the seminars when listing either experiences of little value or suggestions for improvements in later programs.

It was necessary to use a portion of the seminar time for administrative routine. After the first weeks, the German teachers were able to take over many of the details through what they decided was a typical American procedure--committees. Committees which were most helpful were:

1. Program and Music (Hans Horn, Ilse Moeller, Herman Ostervind, Ingrid Bellardi). This committee had the function of planning programs where the entire group was involved, of helping to distribute individual speaking assignments as requests multiplied.
2. Photographs and Publicity (Johannes Rachel, Guenther Anderer, Margot Schubert, Carola Krebs), to help make a collection of photographs representing activities of the group, and of newspaper clippings concerning them.
3. Concerts, Entertainment (Karlheinz Kessler, Horst

- Unvericht, Hille Roeske, Rosa Boeckl) to keep informed on cultural and entertainment events, to notify other members of opportunities, to plan any group entertainment.
4. Book Selection (Hans Glockel, Raymond Follman, Bertl Schmitt, Lise-Lore Weissner) to make contacts with faculty members and others concerning books for purchase, to consolidate recommendations of individual members, arrange displays.
 5. Audio-Visual (Diether von Rosenberg, Uwe Carstensen, Liane Fleischmann, Irene Huss) to help select and schedule motion picture films and other aids.

Some of the films shown by this last committee made a valuable contribution and led to some of the most meaningful discussions, especially where they paralleled the topic of the seminars. They were scheduled on afternoons of the same day as the seminars, but attendance was purely voluntary. Films shown consisted of three types: (1) professional films, such as "School Board in Action", (2) films for use in school such as "Shy Guy," and (3) some films of personal interest, such as "Navajo Indians", "Maine". Exhibit G shows a partial schedule of these films, for the last weeks.

C. CLASSES AUDITED

Every one of the twenty took advantage of the opportunity to audit at least one college class, a few did more than one. As was usual, their enthusiasms led many to schedule entirely too many. Although they were warned against overloading themselves, they were not forbidden to schedule these heavy loads; the demands of the program activities soon took care of the reduction, and they settled on a more reasonable load. The courses chosen, in approximate order of popularity were:

Professional

- Curriculum and Methods
- Education of the Exceptional Child
- Music Methods and Materials for Elementary Grades
- Problems of Pupil Personnel
- Improvement of Reading Instruction
- Methods and Materials for Elementary Grades
- Audio Visual Education
- Creative Dramatics

General and Personal

- Reading and Writing English
- English Grammar
- Phonetics
- History, American and European
- Ceramics
- Public Discussion and Debate
- Spanish

A rather striking contrast of this list with those selected by a similar group the previous year is the heavy emphasis upon the improvement of English, both oral and written, and the lack of interest in American History and Literature. There is no apparent explanation for these differences, but some of the committee felt that these latter courses would have been more helpful toward realizing the objectives of the program, and the coordinators and others had recommended them.

OTHER CLASS EXPERIENCES

Practically all of the group worked on a voluntary basis for one or more hours weekly, either with Dr. Empress Zedler, director of the College Speech Clinic, or with Miss Glenda James, of the Speech Department, interested primarily in improving English pronunciation and accents, but also working on general improvement in vocabulary, and indirectly dealing with many general topics.

About half of the group obtained Texas drivers' licenses, for which they prepared in a special class in driver education offered by the instructor in the local high school (and organized, incidentally, on the initiative of some of the group, not the coordinator.)

D. SCHOOL VISITS

The college has a contractual arrangement with the San Marcos School District to use the public schools as laboratory school. Linked with the fine cooperation of the superintendent and his staff, this was a very fortunate circumstance for the German teacher program, for they could observe in the lower grades, located on the college campus, between college classes or other appointments. Also within a reasonable walking distance of the college is the senior high school, the Negro school, and an elementary school with a 100% Latin-American enrollment.

The coordinator took the entire group to each of these schools, as well as to the junior high school, for acquaintance visits, then individuals returned as they wished. Some preferred to make many return visits to one teacher or one grade; others desired the wider experiences of visiting various schools and different levels.

Also located in San Marcos is the San Marcos Baptist Academy, one of the few remaining private boarding schools of its type, teaching all grades. The group was invited for a visit to this school, and then many returned for further visits.

In addition to this local visitation, the group spent a day together in the Harlandale Schools, a suburban district of San Antonio; in the independent schools on

Randolph Air Force Base; in the public schools of Lockhart, Texas, an average size district; and in Buda, Texas, a rural high school district. Profiting from the experience of earlier programs, the coordinator asked the hosts not to attempt to show the visiting teachers everything in a short time, but to allow them time to observe in one place long enough to provide some basis for understanding.

The group also visited the village school at Wimberley, Texas, a good example of a community school, and the Casis Model school in Austin, operated cooperatively by the Austin Public Schools and the University of Texas, and especially noted for its provision for exceptional children.

Besides return visits to some of the schools mentioned, individuals or smaller groups had opportunity to visit schools in Kyle, New Braunfels, Sabinal, Del Rio, rural schools in Guadalupe County, the Lutheran Elementary School in San Marcos, a Catholic parochial school in Austin, an Episcopalian Kindergarten in San Antonio, the State School for the Blind and the State School for the Deaf. Other colleges visited were the University of Texas, Sul Ross State College, St. Mary's University, Our Lady of the Lake College, and Trinity University. As typical of one teacher's total acquaintance with schools, one, Ilse Hoeller, reports that she visited "16 different elementary schools and 5 high schools."

Other visits related to schools was that to a Child Guidance Clinic at Austin, and to Friday Mountain School Camp. At the clinic, the director, after a tour of the building, discussed with the group the purposes and functioning of a child guidance clinic. At the camp, the group spent a half-day following the activities of sixth graders, and discussed with the staff the place of the camping program in public schools.

III. EXTRACURRICULAR ACTIVITIES

A. PARTICIPATION IN COMMUNITY ACTIVITIES

1. Formal and Informal Speaking Engagements

Requests for formal talks were cleared through the coordinator, who with the help of the program committee mentioned, tried to assign topics to the appropriate individuals, and also to distribute the burden and the opportunities as equally as possible. At times it became necessary to refuse invitations or to postpone acceptance to prevent over-exploitation of our guests. No attempt was made to schedule informal talks to classes, for which the request was usually addressed directly to an individual German teacher.

No speaking engagements were made during the first weeks until the initial adjustments had been made and the coordinators had an opportunity to become acquainted with individuals. 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 proficiency in English, more individual talks were given.

A summary of the individual reports show that a total of 145 talks were made, although of course this represents some duplication where a panel discussion was held. This would represent an average of seven each, and probably many informal, or spur-of-the-moment contributions were not included. The number of appearances before particular groups which were identified in the reports, were as follows:

- 20 to public school classes
- 18 to college clubs and organizations
- 16 to college classes
- 16 to civic groups and service clubs
- 13 to church groups
- 6 to teacher groups
- 4 to parochial schools
- 4 to women's clubs
- 4 to Parent-Teacher Associations
- 2 to Red Cross

The record for distance traveled for an appearance goes to Johannes Kachel. He was flown by the Harlingen Rotary Club, approximately 300 miles to meet with them, and then to spend a week-end as their guest in the Rio Grande Valley. He came back an honorary member of their Chamber of Commerce. An interesting sidelight grew out of the publicity given this meeting. The newspaper story reporting it stated that Johannes had been a prisoner of war in an Oklahoma camp. The next week he received a warm letter of welcome from a retired army officer who had read the story, and who had formerly been his commanding officer in this camp. Such unplanned incidents as this probably do more toward accomplishing the objectives of the program than many of the more formal activities.

2. Attendance at meetings, conferences, with organizations

It seems better to classify meetings by types rather than to use the space necessary to present an exhaustive list of all organizations and meetings.

The group were invited by various churches for dinners or suppers, for instance: dinner and family night with the San Marcos Methodist Church, all day meeting and picnic with the Lutheran Church, dinners with the Niederwald Evangelical Church, with the San Antonio First Baptist

Church, the McMahon Community Church. Many met with the Uhland E. and B. Church, then with families for the rest of the day.

Many were also guests of the Catholic Women's Guild; several attended a meeting of the Church Women of America. Other religious groups with which some met were the Newman Club, the Baptist Student Union, and the Lutheran Student Association at the college, and the Lutheran Brotherhood. Besides the Lutheran and Catholic churches to which the majority belonged, some members attended the services of ten other Protestant churches and an interdenominational community church. A few saw what a Baptist Youth Revival was like, others sat in on a board meeting of a Methodist Church.

The men attended a dinner meeting and discussion of the District Association of Administrators and School Board Members. All were dinner guests of the Area Association for Childhood Education, and took part in a regular meeting of the Hays County Branch of the Texas State Teachers Association. Some attended the state convention of the Texas Society for Crippled Children, some that of the Southern Speech Association. The Texas Education Agency were hosts to the group for one day.

All were dinner guests of the local Business and Professional Women's Club, were guests with other foreign students at the International Tea of the San Antonio B. & P. W. Some of the women met with the A. A. U. W. and with the Brackenridge Club, a local discussion club. Other visits listed by individuals were to the Beethoven Club, the Saengerbund in San Antonio, the Grange, the Latin-American Social Center, the Society for the Preservation of Barbershop Singing, the Red Cross.

Some college organizations similarly listed were the Future Farmers, Association for Childhood Education, English Club, Council for Exceptional Children, the Philosophians and the Jeffersonians, literary clubs.

All were invited to meetings of the local Kiwanis and Rotary Clubs, and the Austin Kiwanis Club. In addition, a committee of the Rotary Club planned trips with groups of four German teachers each to five other towns in the area. These groups usually met with the Rotary Club, then made a tour of points of interest in the town, in some cases also visited the schools.

3. Visits in private homes

The committee was especially concerned to see that individuals had adequate opportunity to see American home life, since they were living in dormitories. Judging from their individual reports, this was achieved satisfactorily for most of them, although still not as much as

would be desirable. They were invited as a group into about a dozen homes, but since these were usually such occasions as dinners or teas, they often saw little more than the physical appearance of American homes.

This represented only a small part of the home visits reported, however. Individuals listed from four to twenty-eight visits to additional homes, with a median of seven. During a trip to San Antonio each was housed for the three days in a private home. Some spent the four day Thanksgiving period in homes, others went home with college friends for weekends. Probably the most satisfying visits were those which came late in their stay, when certain families began to "adopt" a particular German teacher, and he spent considerable time with that one family.

As is usual with such programs, they saw little of lower class home life, since invitations tend to come from middle and upper class families. The few who were privileged to accompany local teachers on their regular home visits were the only ones who saw a fair cross-section of homes.

4. Social, Cultural, Recreational Activities

Except for the summary of the individual reports, no actual record is available of the extent of participation in the cultural and recreational opportunities in the area, such as those listed in Exhibit B. Apparently practically all attended concerts of the San Antonio Symphony, some twice, about half also hearing their performances of the Austin Symphony. Nearly all saw the College Players' production of "Pinian's Rainbow," the Children's Theater's performance of "The Emperor's New Clothes," the college Fine Arts Series, such as the concert by Andrew Gaines. Three participated in the performance of "The Messiah" by a community choir. Many took part in the annual Socrgerfest of German singing clubs of the area, held this year in San Antonio. "The King and I", "Jazzat the Philharmonic", and Margo's Theater in the Round's "As You Like It" were others listed.

Many were interested in the various fine arts exhibits of the college. Several saw the annual San Antonio River Art Show, a smaller number the Witte Museum, and one, the Museum of Fine Arts in Houston. Five other museums were included in the list of places visited.

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 Buck Winn's Studio where his celebrated

murals are executed, on the same trip a tour of the Eagle Rock Guest Ranch. They were introduced by the Baptist Student Union to two old American customs, the hayride and the wiener roast. Five of the men participated in another typical American event, a "coon" hunt, while other men in the group took part in "Barbershop Singing." Several attended a rodeo, some a county fair. They saw football and basketball games, both college and high school, and were amazed by yell leaders, pep squads and majorettes.

The problem was one of protecting the members from too many social engagements rather than that of providing enough activities. As an example, they were guests as a group for meals with five different churches, seven homes, two rural community groups, two dinners and a chicken barbecue with the committee, the college Homemaking club, a women's club, a teachers' organization, and the staff of a private academy.

During their last week before Christmas, they took their turns as host, with a Christmas party for the committee and other friends they had made. They decorated the Student Union in typical German style and gave a very impressive program on Christmas in Germany.

5. Other Visits

One of the most appreciated tours was that which is outlined in Exhibit C. They got a well-rounded picture of farming and ranching in this area, of farm homes, and of farm people. Although only a small minority of the twenty teachers were from rural areas, most of the group seemed unusually interested in rural life. They reported other visits to farms and ranches on their own.

They also toured a television studio, the state Capitol and governor's office, an oil field, stockyards and packing houses, Gary and Randolph Air Force Bases. Smaller numbers saw a cotton gin, cotton mills, an Indian reservation, a Latin-American Social Center, and a court in session.

There must have been many other individual visits not reported, since besides the ten different cities and communities visited as a group, the names of thirty-one other cities appear on individual reports, and they must have seen many other things on these trips.

They attended a meeting of the Wimberley "Boosters Club". In an unincorporated community, this club takes the place of an organized government, and the visitors saw something closely resembling an early American town-hall meeting.

IV. EVALUATION OF PROGRAM

A. REACTION OF FACULTY AND STUDENTS

During this program a common greeting from faculty members to the coordinator was "How are your Germans getting along?" All indications, however, suggested that this was merely a conversational opener rather than a true reflection of their attitude, for all their actions showed their acceptance of it as a college program, not the coordinators' program, nor even the committee's program. One could hardly have asked for better cooperation from the faculty in general. As was reported in the previous program, the most favorable reactions came from those who had the closest connection with the program, such as those who participated in the seminars, and those whose classes the German teachers audited, but no unfavorable comments came from anyone as to the project in general.

The consensus of faculty members who expressed an opinion on the matter seemed to be that an organized group project such as this is superior to the isolated exchange teachers than through exchange of college students. Some expressed the opinion that three months was too short a time for such a program to be most effective.

A few quotations will suffice to indicate some faculty reactions:

"My students have not only learned something about the German educational system, but both they and I have been forced to re-examine our own more closely."

"I didn't realize I had certain prejudices, but the two who audited my class couldn't have been better chosen to break down these prejudices."

"Not only do I hope that my students' viewpoints have been broadened through these contacts, but I must confess that my own point of view has been somewhat changed."

Difficult as it is for one person to speak for a college faculty, it is even more so to evaluate the reaction of an entire student body. If the small minority from whom reactions were obtained are at all representative, then the students were equally as favorable as the faculty toward the program. There was less evidence of any tension in dormitories than before. There may have been a slight tinge of envy on the part of some students, the feeling, and maybe with some reason, that this group of visitors was getting more attention than they, but if so it had no effect on the cordial reception given the visitors. They

were genuinely accepted in classes, welcomed in organizational meetings and discussions, and many close personal ties were formed. The two gains most emphasized by student spokesmen was that of human relationships, in finding that all people are the same fundamentally and second, the opportunity to exchange ideas, and to see how one's own opinions may be limited by his horizons.

B. THE COMMUNITY'S ATTITUDE

Not only the organizations represented on the advisory committee but many others in the community took an active interest in these visiting teachers. Granted that some of the original interest might have been partially selfish in terms of what the teachers could contribute to particular groups, many of them became genuinely interested in what they could do for the program, and especially for individual participants. Just as in a small college the twenty German teachers stood out more than they might have in a large university, so also in a relatively small town, they probably got more attention than they would receive in a larger city. The people of the community were very hospitable, both informally and on formal occasions, and some very warm friendships were formed between certain townspeople and individual teachers.

C. REACTIONS OF THE GERMAN TEACHERS

A more systematic effort was made than had been done the preceding year to obtain the reactions of the individual German teachers. During the last week of their stay, each was asked to respond in writing to such questions as:

"What were the highlight of your experiences here; what has impressed you most?
What experiences have been of little value? What would you recommend not be repeated?
What suggestions do you have for the committee and the coordinators as to how similar programs might be improved in subsequent years?"

In response to the first question, practically every one listed in various ways, "hospitality", "the will to be helpful", "the kindness" of American people. Next in frequency of mention was their discovery of the part the church plays in American life and "the way congregations work together"; and their interest in finding such good relations between parents and children. Many mentioned how they had appreciated a chance to get an inside view of American college life and to take an active part in some classes.

Some admired our frankness in discussing our own problems and our weaknesses. One man expressed considerable surprise at finding college professors so frank in expressing criticism of shortcomings in education and government. Several suggested that Germans generally think that those who would limit freedom of expression here are more powerful than they really are.

As to our schools, they seemed most impressed by the attempts to develop self-responsibility in children, by the respect shown for individuals and for individual differences, and by the extent to which students participate in discussions and in making decisions.

Some stated that they had been familiar with the concepts of American democracy, but they found it very gratifying to find various evidences of people living it, of "respect for differences in people, in their opinions", of "tolerance", of a demonstration how "individualism and cooperation can get along well with each other".

Various aspects of human relationships got much more mention than the material and physical. "The high standard of living", and "the tremendous number of automobiles", and the "kitchen machines" that housewives have to work with were impressive but apparently not so much as the "way Americans have learned to live together." Several reported that they hoped to correct impressions at home that Americans were purely materialistic, to tell fellow countrymen of the interest they found here in ethical and religious values.

On the negative side the most common criticism of the project was that too much was attempted in large groups, that more visits by smaller groups or by individuals would be better. Of the groups' social invitations, for example, several commented that they rarely offered any chance for "real visiting, to get acquainted." Although a definite effort had been made to overcome a weakness apparent from last year's experience, some still thought that at times "we rushed through an entire school too fast", or "we tried to see too much on one trip." About one-third of the group would have preferred to stay in homes to dormitory life, at least for the early weeks of their stay; about one-fourth stated they would rather have been housed with older students; two or three would have preferred American roommates. A considerable number would have preferred a longer stay; as one put it, "we are just now ready to learn."

While undoubtedly one should make some discount in their reports to allow for politeness and the desire to please, they seemed to feel generally that the program

is very worthwhile. Perhaps some direct quotations, although not always expressed in the most precise English, will best show this.

"There are erected living bridges from continent to continent, bridges of fondness and understanding that will be a good mental [sic] weapon against selfishness and intolerance which are the most dangerous reasons for war."

"Such programs will do more than all the pamphlets and books, more than organizations."

"People at home will believe me more than radio broadcasts and pamphlets, which are suspected of being propaganda."

"What harm can a wrong advertisement [sic] do when I have seen with my own eyes the truth?"

"I told everyone who asked about who paid for the program that it was he or she, the taxpayer, and I didn't meet a single one who was not happy about the aims for which their money was being spent."

"It is to be hoped that this program will get a longer basis and the number of exchange persons will increase in order to support the high ideal of peace and human understanding."

D. SELECTION OF THE TEACHERS

The previous comments concerning the strong impressions the group made on all with whom they came in contact suggests that they were well selected. They rated high in intellectual curiosity, and in seriousness of purpose. They seemed sincerely interested in getting the most possible out of the opportunities offered them, and appreciative for this chance. In only one or two instances was there any hint of a participant's personal interests becoming paramount to those of the project.

Some had a very good academic background, and possibly there were more in this group, as compared with last year's group, who seemed to represent a more liberal and progressive spirit. While apparently feeling free to criticize what they experienced here, the group as a whole also seemed fairly open-minded toward new ideas. The interest in small children and in teaching was especially noted. Even on those occasions when the intent was a preliminary overview of a school system, one or two of them would be found lagging behind to talk with a particular child, or to help one with his work.

As with any group of twenty, there was a wide range of personality types, some more attractive than others. One or two never quite gained full acceptance in their own group, but this was not because of serious personality defects. Many people who knew both groups commented that this year's group offered a more pleasing appearance and made a more favorable first impression than last year's group. On the other hand, for some unidentified reason, many felt that this group was not as approachable, that we could not get as close to them.

They seemed also to have a better command of English to begin with than did the previous group, both in expressing themselves and in understanding others. A few had to hunt for words at first or had to have their colleagues' help in understanding a speaker, but as a whole, they seemed to have been well screened as to language ability.

E. RECOMMENDATIONS FOR IMPROVEMENT

From three different groups, the faculty, the advisory committee, and the teachers themselves have come independently the recommendation that the period of stay on the campus be lengthened if possible. On the basis of comparing experiences in this and in a somewhat longer program, the coordinator would concur in this suggestion. The feeling expressed is that a certain period is necessary in establishing rapport and communication, in providing a basis for comparisons, and that at the conclusion of the three month's stay, they were just ready to profit the most from observation and discussion.

Not a recommendation for change, but rather in support of present practice, is the suggestion that the U. S. Office continue to send groups to the same college for two or more successive years. Besides the gain in experience on the part of those administering the program, there is the additional background of information which the coordinator has gained. Thus, in the present program, the coordinator found that he could somewhat shorten the period mentioned above, that because of the acquaintance he had gained the previous year with the German school system he could make more meaningful comparisons with American schools much earlier.

F. GENERAL SUMMARY

When one hears on all sides, from colleagues, from students, from people in the community, from participants, little else but commendation for a project, then it is quite natural for one to agree with such statements as that from one committee member from another community:

"I believe this is one of the finest programs our government is participating in." Certainly under such circumstances and having been as close to the program as the coordinator is of necessity, it is extremely difficult to be properly critical of its details.

Despite the planning that went into the project, one would have to again concede that some of the most effective occasions for realizing the program's purposes were unplanned. Take three unrelated experiences concerning our problem with minority groups as cases in point. On a visit to a service club they got new insight into the Negro's own attitudes when they heard a speech by Dr. Davage, Negro president of Houston-Tillotson College. They discovered that the student whose voice they admired in a prominent role in the college's music groups was the daughter of a Latin-American employee of the maintenance department. They overheard the Negro janitor and the coordinator bragging to each other about their respective sons: the janitor, about his son becoming a dentist, the coordinator, about his son's doctor's degree. Exposure to such incidents as these could easily make a more lasting impression than all our lectures about democracy and opportunities in America.

Upon re-reading the general objectives and thinking back over the entire experience, it seems to the coordinator that some significant contributions have been made toward each of the objectives listed. This view has been in part supported by previous parts of this report, but some can not, of course, be documented with concrete evidence. It would seem that in at least three different meanings that might be given the word "understanding", there have been marked gains toward mutual understanding.

1. It might be said that one "understands" when he sympathetically aware of the situations and problems of others. This is illustrated by their added insight, for example, into our minority problems; by our fuller appreciation of their refugee problems.
2. Or one "understands" when he has insight into another's artistic, cultural and religious expressions, when he realizes the values common to different cultures; as in our sharing of Christmas; in a joint performance of the Messiah.
3. Finally, one "understands" when he comprehends another's beliefs and his reasons for holding them. It is hoped that they got this kind of understanding of the American attitudes toward religion in the public schools, as President Flowers discussed this topic with them; that

we learned to understand some of the German attitudes toward rearmament.

It has been most gratifying to find numerous expressions of increased understanding in certain areas in which, according to their own testimony, the German people seem to hold most misconceptions, as for example, such beliefs as that Americans are a wholly materialistic people without any place for spiritual or ethical values, and that they live in a cultural wilderness.

As President Flowers said in his farewell remarks to the group, those of us who have participated in these experiences "can never again be the same people as before." It is impossible to estimate, but interesting to speculate upon how many hundreds of Americans (and perhaps later many generations of school children in Germany?) will never be the same people because of the activities reported herein.

For a second time the coordinator would have to say that this has been one of the most challenging and most satisfying assignments of his career.

SUPPLEMENTARY EXHIBITS

- A. Membership of Campus and Advisory Committees
- B. Schedule of Cultural Opportunities
- C. Schedule of Caldwell County Tour
- D. Memorandum to the Faculty
- E. Form for Weekly Report of Activities
- F. Schedule of Seminars; Suggestions to Leaders
- G. Film Schedule
- H. Extracts from Letters

EXHIBIT A

Members of Advisory Committee, German Teacher
Program, 1954

A. J. Briesemeister, Supt. of Schools, Seguin
J. L. Buckley, Supt. of Schools, Lockhart
Joe C. Hutchinson, Supt. of School, San Marcos
Dr. E. A. Salm, Supt. of Schools, New Braunfels
Dillard McCollum, Supt. of Schools, Harlandale
Dr. George Wentz, Hays Co. Supt., San Marcos
Mrs. Warren Powell, San Antonio
Howard Schulze, San Marcos Academy
Dr. Henry J. Otto, U. T., Austin
Dr. Lee Wilborn, Texas Education Agency, Austin
Miss Ruby Bennett, Texas Education Agency, Austin
Mrs. R. C. Van Gundy, P. T. A., San Marcos
Mrs. Ray Rylander, Buda
Mr. Addison Buckner, San Marcos Record
Frederich Oheim, New Braunfels Zeitung, New Braunfels
Frank Dietterich, Mayor, San Marcos
Caesar Damon, Chamber of Commerce, San Marcos
the Rev. Fred Wolf, San Marcos
the Rev. Paul Geiger, Kiwanis Club, San Marcos
the Rev. Carl Kluge, S. M. Lions Club, Uhland
Willard Pennington, Rotary Club, San Marcos
Regan Brown, Caldwell Co. Agent, Lockhart
Mrs. Dudley Johnson, San Marcos
Parks Johnson, Wimberley
Miss Mary Brogdon, B. & P. W., San Marcos

EXHIBIT B

CULTURAL AND ENTERTAINMENT OPPORTUNITIES

SAN ANTONIO-AUSTIN-SAN MARCOS

SEPTEMBER-DECEMBER, 1954

SEPTEMBER 14-OCTOBER 1SAN MARCOS--Texas Fine Arts Exhibit, Room 310, Fine Arts BuildingOCTOBER 4-22SAN MARCOS--Print Show, Room 310, Fine Arts BuildingOCTOBER 5SAN ANTONIO--Jazz at the Philharmonic, Municipal AuditoriumOCTOBER 17-24SAN ANTONIO--Shrine Circus, Municipal AuditoriumOCTOBER 22AUSTIN--The Gay Tyroliers, native singers and dancers from the Austrian Alps. Music Building on University CampusSAN MARCOS--Cranbrook Academy Student Art Show, Room 310, Fine Arts Building, October 22-November 15NOVEMBER 6AUSTIN--"The Barber of Seville," by Rossini, in English, with Boris Goldovsky's New England Opera Company and symphony orchestraSAN ANTONIO--Symphony Concert, George London, Bass-Baritone, Guest ArtistNOVEMBER 10AUSTIN--The Longines Symphonette with solo dancer, Music Building on University Campus

NOVEMBER 13

*SAN ANTONIO--Symphony Concert, The Rabinofs, Violin-Piano Duo, Guest Artists, Municipal Auditorium

NOVEMBER 15

SAN MARCOS--Current Student Art Work Show, Room 310, Fine Arts Building, November 15-December 4.

NOVEMBER 17

AUSTIN--The San Antonio Symphony Orchestra, Victor Alessandro, conductor, Dorothy Dow, of the Metropolitan Opera singing the last act of Strauss' "Salome."

NOVEMBER 20

*SAN ANTONIO--Symphony Concert, Dorothy Dow, Guest Artist. Probably the same program as scheduled for Austin, November 17. Music Building on University campus.

NOVEMBER 23

AUSTIN--Yma Sumac, South American soprano, and her company of instrumentalists and dancers, Music Building on University campus.

SAN MARCOS--San Antonio Symphony Concert, Evans Auditorium.

NOVEMBER 27

*SAN ANTONIO--Symphony Concert, Leopold LaFosse, Violinist, and Robert Sayre, Cellist, Guest Artists, Municipal Auditorium.

DECEMBER 4

*SAN ANTONIO--Symphony Concert, Leonard Pennario, Pianist, Guest Artist, Municipal Auditorium.

SAN MARCOS--Christmas Art Show, Room 310, Fine Arts Building, December 4 - December 18.

DECEMBER 10

SAN ANTONIO--Symphony Concert, Municipal Auditorium

DECEMBER 15

AUSTIN--The Marge and Gower Champion Show, with Walter

Schumann and chorus, Music Building on University campus.

DECEMBER 18

*SAN ANTONIO--Symphony Concert, Karl Leifheit, Pianist,
Guest Artist, Municipal Auditorium.

*It may be possible to secure inexpensive tickets and transportation to these performances through Mr. Ira Bowles in the Fine Arts Building. If interested, please contact him.

All Austin and San Antonio events listed are evening performances. Admission prices have been requested and will be made available to you upon receipt.

When information is received concerning activities not listed here, it will be posted on the bulletin board in the seminar room.

EXHIBIT C

Herzliches Willkommen Zu
Caldwell County, "The Seed
Bin of Texas".

9:00 - 9:30	<u>Colored Slides</u>
9:30 - 10:00	<u>Lockhart Compress</u> - One of the country's biggest cotton warehouses.
10:15 - 11:00	<u>Donald Callihan's Turkey Farm.</u> Turkeys and turkey hatching eggs are produced here.
11:30 - 12:00	<u>Werner Ohlendorf Farm.</u> Swine, sheep, Chickens and Crops.
12:00 - <u>Lunch</u>	<u>Niederwald Community.</u>
1:15 - 2:00	<u>Harper Seed Farms.</u> Caldwell County is famous for seed production. Here is seen a part of the corn seed industry.
2:30 - 3:00	<u>Home Demonstration Achievement Exhibit.</u> These ladies are learning home making methods. Miss Le Jean Alexander does similar work with the ladies that the County Agent does with men.
3:00 - 4:00	<u>Luling Foundation Farm.</u> This is a famous farm devoted to finding better agricultural practices.
4:00 - 5:00	<u>C. H. Foote Ranch.</u> Mr. Foote has 290 head of cattle on feed.
6:00 - 6:30	Rest and Relax at <u>Lockhart Country Club.</u>
7:00 - 9:00	Supper at <u>McMahan Community.</u>

EXHIBIT D

August 1954

Dear Colleague:

You have probably seen the press reports concerning the twenty elementary teachers from Germany to be on our campus for a program similar to last year's, except that the time will be shorter, September 20 to December 20. The coordinators and the committee again request your help in this project.

You seemed to find the personal data helpful last year, so we are providing this information again, adding some personal statistics to help you identify individuals earlier. You will, of course, recognize this time that the ratings given of their ability in the English language, such as "good", are strictly relative terms. I have their pictures and complete biographical sketches, which you are welcome to examine.

J. Lloyd Rogers
Coordinator

Personal Data

WOMEN:

1. INGRID BELLARDI, age 25, 5'7" tall, brown hair, single, Protestant, from Hamburg. Two years' teaching experience; now teaching English, music, art, in a suburban school of Hamburg. Hobbies and interests: swimming, skiing, singing in chorus, painting, folk dances. Wants to learn about cooperation between teachers and parents, freedom and authority in American schools. Member German Teachers Union, "Woman" Club. English, fair.

2. ROSA BOCKL, age 26, 5'3", black hair, single, Catholic, from Waldsassen, Bavaria. Five years' experience, now teaching a sixth grade in a Catholic school for girls. Interests: swimming, skiing, needlework, member Bavarian Red Cross. English, fair.

3. LIANE FLEISCHMANN, age 29, 5'7", brown hair, single, Lutheran, from Braunschweig. Ten years' experience, now teaching a displaced persons kindergarten of 120 children. Interests: recreation and sports for handicapped children, singing in a Madrigal chorus, flute, piano. Wants to learn methods of dealing with problem children. English, good; French, fair.

4. IRENE HUSS, age 29, 5'4", brown hair, single, Christian Science, from Munich. Seven years' experience, now teaching a city kindergarten. Interests: piano, musical and rhythmic development of children. Member Christian Science Youth Forum, Wildlife Conservation Club. English, good.

5. CAROLA KREBS, age 28, 5'5", brown hair, married since January, 1953, no religious affiliation, from Berlin. Four years' experience, now teaching a fourth grade and English to two sixth grades. Interests: swimming, tennis, skiing, skating, music, painting, photography, designing own clothes, biological excursions, wants to know about school activities, pupils' self-government, teaching social studies. Her father, a school supervisor, was dismissed from the Soviet sector in 1949. She worked as an interpreter for the French Military Gov't. Eng. & Fr., good.

6. ILSE MOLLER, age 26, 5'7", fair, single, Protestant, from Berlin. Six years' teaching experience, now teaching German, English, geography, mathematics to 4 classes. Interests: sailing, horseback riding, skiing. Member: Music Club, Life-Saving Club; author of an operatta, "Little Snow White", parts of which have been on television. English, good.

7. HILLE ROESKE, age 28, 5'3", fair, single, Protestant, from Delmenhorst. Seven years experience, now teaching a fifth grade, English to two other groups. Interests: swimming, music, dancing, piano, concerts. Takes groups of children on ten day stay at a holiday camp. English, very good; French, fair.

8. BERTL SCHMITT, age 28, 5'9", brown hair, single, Catholic, from Karlsruhe. Eight years experience, now teaching all subjects, especially German Literature, to fourth grade and seventh grade girls. Interests: gymnastics, singing, working with youth. Member: Club of Working Women, German-French Club. English, good; French, fair.

9. MARGOT SCHUBERT, age 35, 5'4", blond, single, Catholic, from Krefeld. Ten years experience, now teaching all subjects to girls twelve to fourteen years of age. Interests: gymnastics, skiing, swimming, riding, painting. Member: Parent Teacher Association, Catholic Teacher Association. Wants to study youth activities, women's organizations. English, good; French, good.

10. LISE-LORE WEISSNER, age 32, 5'4", blond, single, Protestant, from Berlin. Seven years' experience, now teaching German, English, math, geography to six classes. Interests: Arts and crafts (weaving, etc.), theater.

MEN:

1. GUENTHER ANDERER, age 27, 5'5", fair, married (three-year-old son, Gunthard), Lutheran, from Hainbron. Two years experience, one teacher school. Interests: swimming, skiing, shooting, gardening, choral singing. Member: Bavarian Teachers Association, Union for Education and Science, choral group. President of political club in college. English, good.

2. UWE CARSTENSEN, age 29, 6'3", blond, married (two-year-old daughter, Solveig), Protestant, from Kiel. Four years experience, now teaching science and religion in a boys' Middleschool. Interests: gymnastics, swimming, crafts, especially woodwork, has written booklet on regional plants and animals. Member: Trade Union for Education, World's Student Christian Federation, Study Group for Botany, League for Birds' Protection. English, good; Danish, fair.

3. RAYMUND FOLLMAN, age 29, 5'10", dark, married, Catholic, from Geisenkirchen. Three years experience, teaching German, English, arithmetic, geography to fourth grade. Interests: swimming, rowing, motorcycling; treasurer of the German-English Society of Essen. English, very good.

4. HANS GLOCKEL, age 26, 5'9", dark blonde, single, Lutheran, from Reichenswand. Six years experience, now teaching all subjects to eighth grade boys. Interests: skiing, swimming (teacher for life-saving), tennis. Member: Bavarian Teachers, Parent-Teachers Council, Teachers Work Council. Wants to become teacher in a teachers college. English, good.

5. HANS HORN, age 23, 6'2", fair, single, Protestant, from Neustadt. Four years experience, now teaching all subjects to one class. Interests: swimming, music, hiking; conducts a mixed choir. Representative of young teachers of the County Teachers Union. English, good; French, good.

6. JOHANNES KACHEL, age 30, 5'9", blonde, married, Catholic, from Augsburg. Four years experience, one in a school for backward children, now teaching 8th grade boys. Interests: track and field events, hunting, drawing, motorcycling, film club. Spent one and one-half years as a P.O.W. in Oklahoma and Arkansas, then two years in Great Britain. Wants to become lecturer in a teachers college. Member of Bavarian Teacher Association, Young Bavarian Teachers Group, Film Club, theater ring. English, very good.

Personal Data--Men
(cont')

7. KARLHEINZ KESSLER, age 30, 5'8", fair, married, Catholic, from Mannheim. Seven years experience, now teaching upper-grade gifted children. Interests: athletics, swimming, politics; preparing for psychological guidance work. Member German Teacher Union, Study Groups in English and American literature in the America House. English, good.

8. HELVAN OESTERWIND, age 27, 5'7", dark blond, married (one child, Gudreen, age 3), Evangelical, from Bottrop. Six years experience, now teaching a class of 14 and 15-year-olds, conducting the school choir and a children's flute group. Interests: football, handball, photography, violin, flute, piano. Member Y.M.C.A., Junior Red Cross, Church Choir, work-groups for music, science and sport. English, good.

9. HORST UNVERICHT, age 31, 5'5", blond, widowed, Evangelic, from Frankfurt. Six years experience, now teaching all subjects in one grade. Interests: sports, current affairs, singing member Men's Glee Club. Interested in learning about the teaching of social studies, social problems, P.T.A. activities. English, good.

10. DIETHER VonROSENBERG, age 30, 5'11", brown hair, single, Protestant from Cologne. Five years teaching experience, now teaching all subjects to higher grades. Interests: rowing, hiking, group work. Member Y.M.C.A., Europa Union. P.O.W. in Camp Cooke, California, for two years. Wants to see "how democracy works, how pupils are taught to make own decisions, how a sense of responsibility is developed." English, very good.

EXHIBIT E

WEEKLY ACCOUNT OF INDIVIDUAL ACTIVITIES, C. T. P.

of _____ 1954

Attentions to Dinner, etc:es:es Made:rs, Concerts, Exhibits, etc. attended:ings with clubs, organizations:ferences, meetings:icipation in Church activities:ses visited, college:ses visited, public school:er experiences:

(NAME)

EXHIBIT F

TENTATIVE SCHEDULE FOR SEMINARS
GERMAN TEACHER PROGRAM*

Tuesdays and Thursdays, 10-12 A. M., Ed. 102

TUESDAY

- OCTOBER 5: Dr. Pat Norwood: "The Organization of American Schools, with Emphasis on Texas"
- OCTOBER 12: Faculty meeting
- OCTOBER 19: Pres. J. G. Flowers: "Moral and Spiritual Values in Public Schools"
- OCTOBER 26: Mrs. Mary Buchanan: "Music in the Elementary School"
- NOVEMBER 2: Dr. Hazel McCanne, "Unit Teaching in Elementary Schools"
- NOVEMBER 9: Dr. Buford Williams: "Recent Developments in the Elementary School"
- NOVEMBER 16: Miss Irma Bruce, Mr. Earl Allen: "Effects of the Child-Development Movement on the Elementary School"
- NOVEMBER 23: Dr. Joe Wilson: "Relationships Between Teachers and Parents; Community Relationships"
- NOVEMBER 30: Dr. D. F. Votaw: "Objective Evaluation; Standardized Measureing Instruments"
- DECEMBER 6: Summarize: "Emerging Philosophy and Psychology of Learning in American Public Schools"

THURSDAY

- SEPTEMBER 30: W. K. Davis: "Geology, Flora and Fauna of the Region"
- OCTOBER 7: Dr. A. A. Grusendorf: "American Family Life"
- OCTOBER 14: Rev. John Deschner: "The Church in American Life"

- OCTOBER 21: Miss Elizabeth Sterry: "Texas Geography and Resources"
- OCTOBER 28: Mr. Ira Bowles: "Music in American Life"
- NOVEMBER 4: Mrs. Verna Deckert: "Art in American Life"
- NOVEMBER 11: Armistice Day
- NOVEMBER 18: Dr. William Pool: "American Political Parties and the System of Elections"
- NOVEMBER 25: Thanksgiving
- DECEMBER 2: Dr. M. J. Erickson: "Our Free Enterprise System; American Economic Problems"
- DECEMBER 9: "American Life as Depicted in American Novels."
- Week of December 13: Prepare reports.

* If unable to meet at the scheduled time, please notify the coordinator in advance; perhaps some dates can be interchanged. In turn, you will be notified when out-of-town trips necessitate changes.

JLF

SUGGESTIONS TO SEMINAR LEADERS

Our German Teacher Program seminars are set from 10 to 11:50 on Tuesdays and Thursdays--use as much of this time as needed.

The members of the group have indicated that they prefer a major portion of the time in general devoted to discussion and questions rather than to lecture. Since the relative time allotted to these purposes will depend on the nature of your topic, use your own judgement.

You will find, I believe, an interested and alert group. While they understand English better than they speak it, you will find it necessary to keep their limitations in mind. Most speakers will need to speak more slowly than they ordinarily do.

It will be helpful if you can, when the subject permits, furnish a brief list of selected references for further reading. Since each participant has an allowance with which to buy books, you may also want to suggest books in your field which they might want to purchase. Perhaps you can bring along copies for them to examine with this purpose in mind.

If you duplicate any materials, twenty copies will be needed for each of the group to have one.

Thanks in advance for your help.

EXHIBIT G

PARTIAL FILE SCHEDULE

- November 8: Community Resources
Learning Through School and Community Projects
- November 11: Secure the Blessing's
School in Centerville
Shy Guy
- November 16: School Board in Action
Learning Through Cooperative Planning
Feeling of Rejection
- November 18: Schoolhouse in the Red
Wilson Dam School
- November 23: Shippy and the 3 R's
The Teacher
California
Laine
- November 30: Are you Popular?
Havajo Indians
People of Mexico
- December 2: The Elementary School
(Parts I, II, III)
- December 7: The School and Community
Freedom to Learn
- December 10: Discussion in a Democracy
Developing Leadership
Developing Responsibility

EXHIBIT H

EXCERPTS FROM LETTERS, 1953 PARTICIPANTS

(NOTE: While these excerpts come from letters written by individuals participating in the 1953 program, they are added here with the idea that some readers might find them helpful in evaluating the present program. Whether favorable or otherwise, they are suggestive of the strong impact the program made. Equally revealing are they many expressions of continued warm friendship, not included here. It should be remembered that these are unsolicited comments extracted from personal letters, some written soon after their return to Germany, some a year later.)

"I must force my ideas to hold them here and this situation is like living with one leg in this world and with the other in another one....." _____ A.K.

"The whole village where my parents are living had taken part in my reports and you can imagine that the whole time I was home before starting teaching, I couldn't find half a day free of visitors....." _____ A.K.

"It took indeed some days to readjust myself from 'Americanism' because my stay in America has influenced pretty good my whole personality..... I look now upon several European ideas with American eyes, as I did the opposite way when I came to America....." _____ G.G.

"I am feeling a little bit sad, for my stay in the U. S. opened my eyes to many important facts in the social and educational situation that I'm so critical against my own country and our school..... They have me already very busy in making speeches about my experiences. I'm feeling now myself as a kind of liaison officer between American and Germany....." _____ R.H.

"Very often, the pupils almost cannot stop asking about my experiences. And I really know, now, that we can do a lot in giving a true picture of the people in your country, that we can help to avoid misunderstandings. So I think our program has not only been successful in the past, it will show fruits in the future, too....."
_____ G.B.

" 'How do you see American and Germany now?' I am often asked; it is difficult to answer in a letter. I was rather astonished about the economic progress we made during the time I spent in America.....Of course, we do not have as much cars, refrigerators and televisions as you do, but compared to the years just after the war, everything is wo
not make America great, the big freedom in your attitude,

your tolerance, the hospitality that is a part of America, too, which we do not have at all in this extent....."
 U.S.

"My most favorite lesson is Geography about America. Teacher and pupils are 'crazy' about these hours! That's now a teaching filled with life. Of course, I told a lot about TEXAS, and when I asked my class to count down some states, they all began with Texas!" H.S.

"When anyone starts to talk about America I cannot be silent, and when I start telling I can not come to an end. And I don't talk so much about the fine and interesting schools but about the people and how they get along.....Many German people have a wrong idea about what the American people are like, and some think that we -- who talk so positively -- were deceived by you. I can understand them to some extent because even we tried in the beginning not to get influenced by showing our negative criticism. The longer I was in your country the more I appreciated the people....." R.S.

"Some weeks ago, when you had the elections, I always looked in the newspapers for Senator Johnson's name and when I found it I was so proud and told everybody who did want to hear it or did not want to, that I know him and that he comes from our college....." G.B.

"Now I myself am in the middle of the problem: who of my 10-year-old students is capable of going on to the Secondary School? Although there are possibilities enough in pursuance of the elementary school, a lot of parents think, 'my child must go on to the higher school'... Very often I think of Dr. Flowers' words he said about our selective educational system. He has seen many things correctly....." F.W.

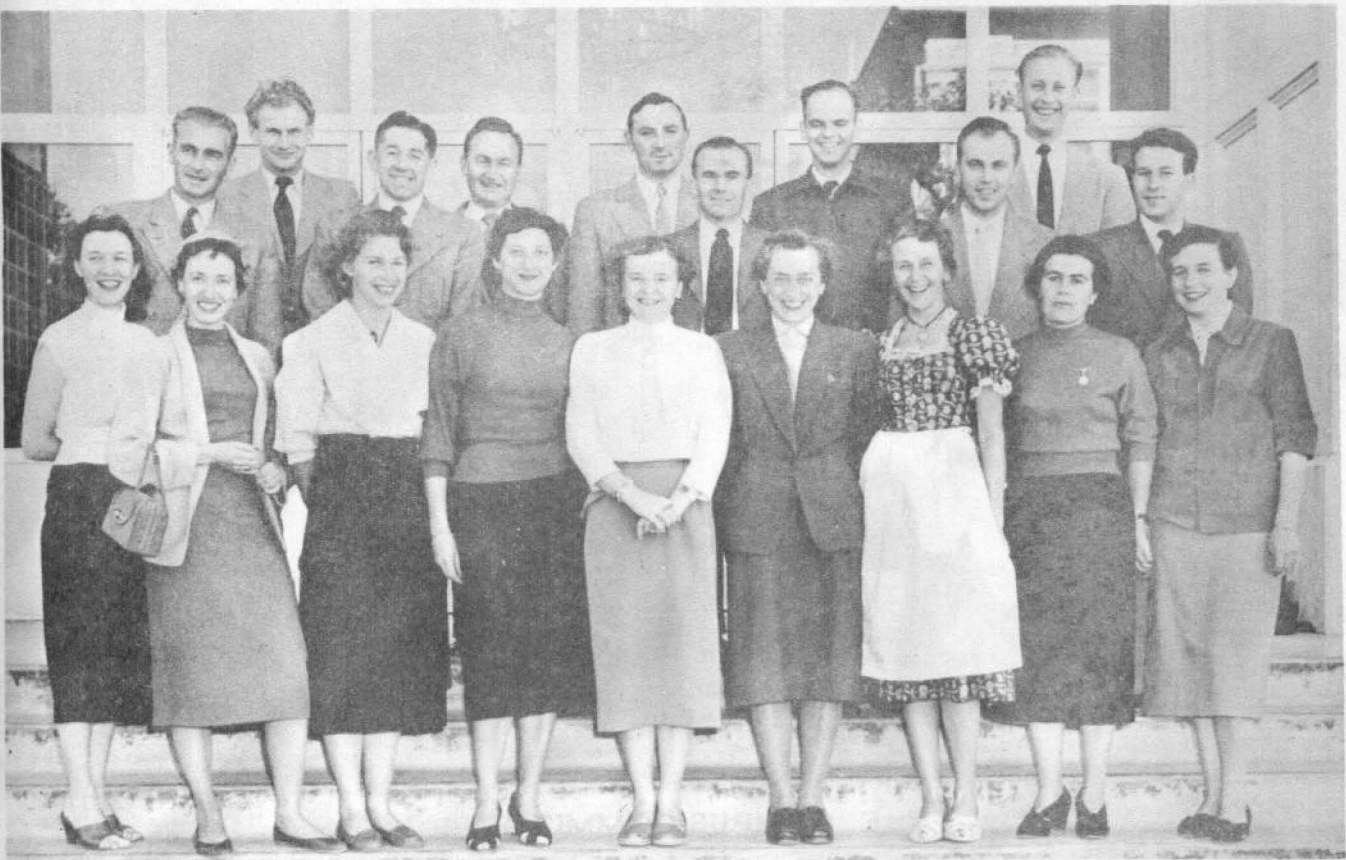
"It has been difficult for us to settle back to ordinary life here. There is one thing which I definitely learned in your country--to be tolerant and broad-minded and to see the good and bad in both our countries.....I was set back in my promotion because of the American trip, but I am quite willing to suffer some professional drawbacks, as no one could make up for an experience like my stay in the states....." R.T.

"I think back of our College times, especially now before Christmas.....Sometimes it seems to me I'm dreaming when I think of all what I have seen. But I can use all things I had learned. I try to join all good American methods I saw with our German teaching methods....." H.S.

CAMPUS COMMITTEE

President J. G. Flowers
Dean A. H. Nolle
Dr. J. Lloyd Read, Registrar
Dr. E. O. Wiley, Director of Teacher Training
Mr. H. E. Speck, Dean of Men
Mr. J. C. Cates, Business Manager
Mr. Bryce Rucker, Publicity
Dr. Buford Williams, Principal Campus School
Miss Betty Brooke Eakle, History
Miss Eileen O'Meara, English
Miss Glenda James, Speech
Dr. Joe Wilson, Education
Dr. M. J. Erickson, Economics
Dr. William Pool, History
Mrs. Martha Dillon, Director, Womens Dormitory
Mr. Jack Hughes, Director, Mens Dormitory
Miss Marjorie Stewart, Personnel Office
Miss Luverne Walton, Coordinator
Dr. J. Lloyd Rogers, Coordinator

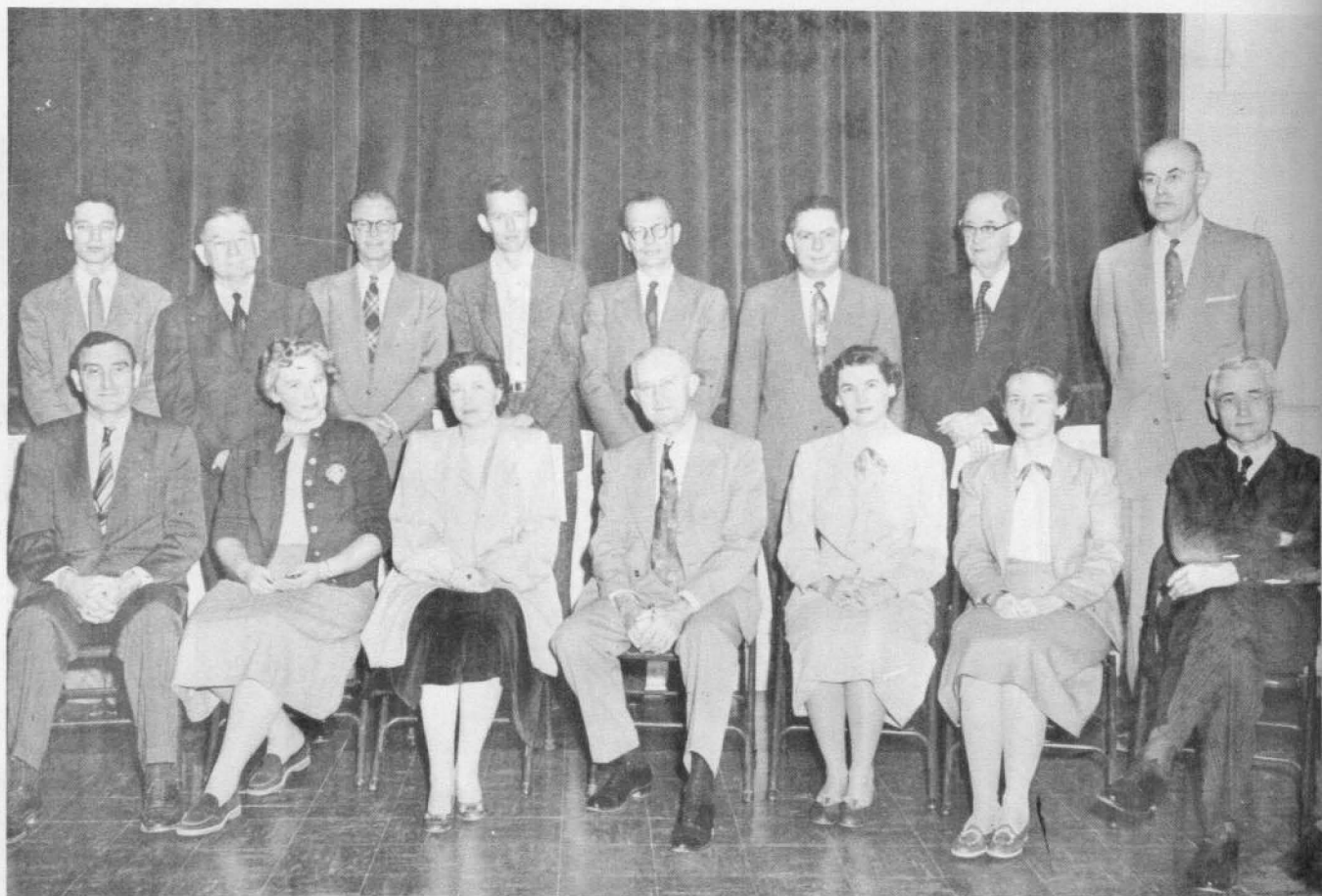
Photographic Supplement to Coordinator's Report
German Teacher Program, Southwest Texas State Teachers College, 1954



THE PARTICIPANTS



THE ADVISORY COMMITTEE



THE CAMPUS COMMITTEE



OTHER PARTICIPANTS IN THE SEMINARS



Dr. Crane from
the U.S. Office
meets with
the coordinators

Singing at the
Welcoming
Dinner -----



-----At the
Lockhart School

When four met
with the
Seguin Rotary



A Poteet
Rotarian gives
samples of their
strawberries

Introduced to
an American
"coke" party





In the Latin-
American School,
San Marcos



The San Marcos
Negro High School



Supt. Hearn
describes the
Randolph School



One of
Randolph's Rooms



A group
at work



Examining
materials and
Audio-Visual
Aids



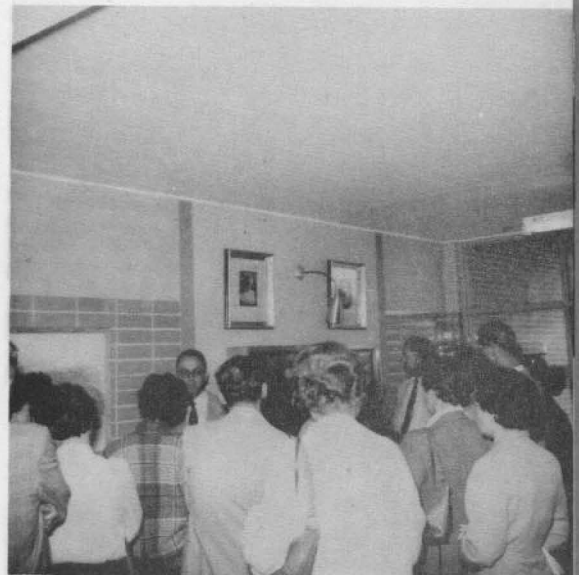
Buda
First Grade



Lockhart
Homemaking
Class



Casis School,
Austin



The Casis
Principal
Explains---



----- the
hydro therapy
room



Wimberley
School materials



Travel by
Bus-----



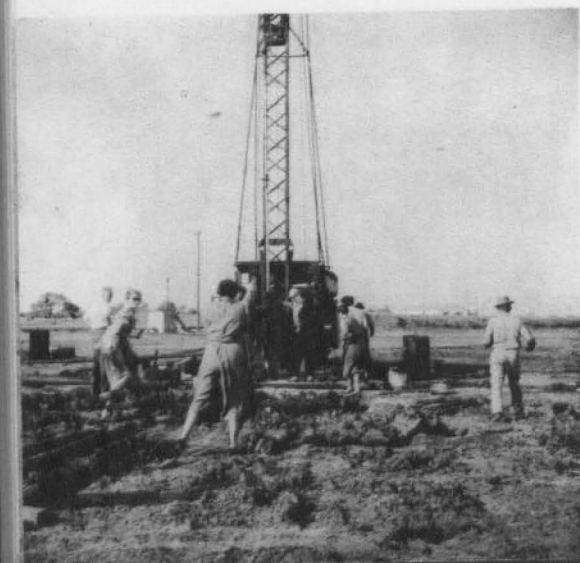
-----to
see B-29



--to watch
TV studios--



---to visit a
muvalist's studio



----- a new
oil well



The Governor's
Office



A field trip to
a school camp



The camp's
pet fawn



The camp's
electric quiz
board



A child
guidance clinic

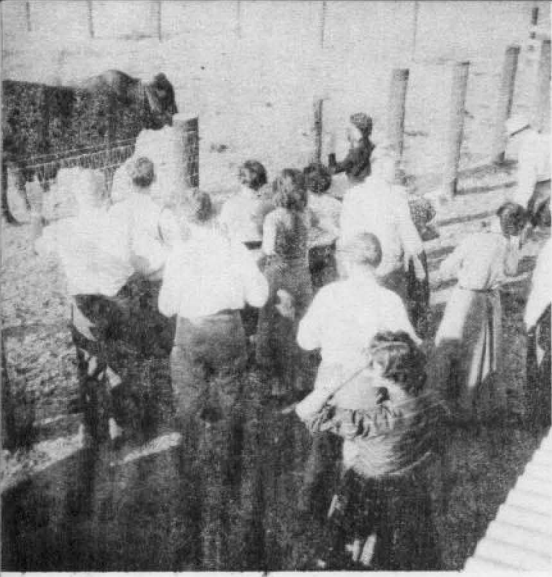


A cotton
compress

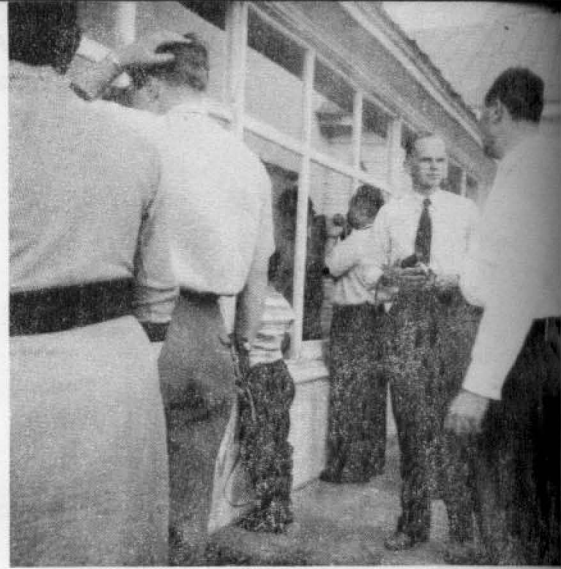


A turkey
farm

\$40,000 worth
of Bull



A model
dairy farm



Time for
coffee with
Supt. Hearn



A community
supper at
Wimberley



Family Night
At San Marcos
Methodist Church



A smile for
PAY DAY

