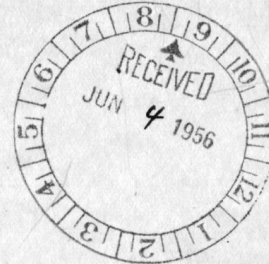


ADDRESS OFFICIAL COMMUNICATIONS TO  
THE SECRETARY OF STATE  
WASHINGTON 25, D. C.



DEPARTMENT OF STATE  
WASHINGTON



In reply refer to  
IES AIR MAIL

May 31, 1956

Dear Dr. Morales:

We have recently received copies of the narrative reports prepared by teachers from 45 countries of the world regarding their participation in the 1955 Teacher Development Program. As in past years, more than 300 foreign teachers and school administrators came to the continental United States this year for six-month programs of specialized study and observation of educational methods.

Among the grantees this year there was a group of 12 Filipinos who, as you may recall, visited Puerto Rico for part of their grant period. Since you may be interested in knowing their reactions, I have summarized below the Filipinos' impressions of their visit to Puerto Rico.

On the whole the group impression of Puerto Rico was favorable. The Filipinos were grateful for the cordial reception and hospitality extended to them wherever they went. Since these educators were primarily interested in the teaching of English as a foreign language, all were impressed by the development of this subject in Puerto Rico. One teacher reported that the teaching of English as a second language in the Commonwealth was an extensive program involving the whole island and enthusiastically supported by the administration. In the opinion of another there is no program of second language teaching better planned, directed and executed than that in Puerto Rico. In every school the teachers visited, whether in

Rio Piedras

The Honorable  
Arturo Morales Carrión,  
Under Secretary of State,  
Commonwealth of Puerto Rico,  
San Juan, Puerto Rico.

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Rio Piedras or in Caguas, they remarked upon the excellence of instruction. They commented enthusiastically on the Puerto Rican teachers' mastery of techniques for effective use of visual aids, and success in eliciting the needed response from the students.

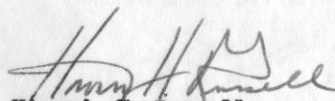
In the various communities where the Filipinos visited they reported that the school and city officials appeared to be "one big happy family" where everyone calls the other by his first name. This harmonious relationship was considered by the Filipino teachers as a beneficial influence on the school children and the community.

All of the teachers commented on the general excellence of the orientation provided by your Office of Technical Cooperation. The assistance that you and members of your staff provided this group is much appreciated. The hospitality and support accorded the teachers made their visit pleasant and profitable from every point of view.

We were, of course, gratified that the Filipino teachers found their stay in the Commonwealth such a valuable part of the Teacher Development Program. As a result of this experiment, as well as my own recent visit, I am convinced that Puerto Rico will play an increasingly important role in providing an additional opportunity for foreign educators under the Department's Teacher Development Program.

With best wishes, I am.

Sincerely yours,



Howard H. Russell  
Deputy Director

International Educational Exchange Service

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