

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

January 28-31, 1959 Washington D. C.

Report of Workshop #1-6: Educators and Administrators: Secondary Education

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1. The workshop felt that the purpose of international education exchange at the secondary-school level is:

- (a) To promote world peace and understanding;
- (b) To gain insight into cultures other than ours;
- (c) To promote direct acquaintance and face-to-face contact between persons of different nations;
- (d) As a by-product, to encourage exchangees from America to learn more about America because of questions asked them abroad.

2. The most effective type of exchange is direct school-to-school teacher exchange. Next most effective is observation of schools and classroom practices in other countries. Also effective is study and research in teacher-training institutions and universities abroad.

3. Except for exchange with English-speaking countries, the language barrier is great. If possible, exchangees to non-English speaking countries should already possess some foreign language fluency or concentrate on developing some proficiency before or during the visit to the foreign country.

4. Exchange teaching assignments can become more effective through adequate initial and continuing orientation and advice. There is need for imaginative reception and approach so that individual exchangees adapt to aspects of work and life in the new country. The exchangee must be responsible for his own development too. There is room for improvement on both ends of the exchange program as it relates to preparation and adjustment of persons.



5. Exchange teachers to this country should not be overloaded with either completely full teaching assignments or administrative trivia so that they may engage in community activities, speaking engagements and cultural relations with families and small groups.

6. It is practical to exchange teachers but not to interchange administrators because their responsibilities and functions are so dissimilar from country to country.

7. Sponsored exchange programs are directly concerned with evaluation of outcomes, but returning exchangees cannot capitalize fully on their experience directly after they return. This process sometimes takes years. Evaluation, therefore, cannot be hurried if it is to be worthwhile. Also, realistic appraisal depends more on what returning exchangees do and feel rather than say.

8. Ideally, the United States should be exporter and importer in teacher exchanges. In "exotic language" countries, it is desirable for us to import more than we export so that prejudices against our country may dissolve more quickly through on-the-spot observation rather than through the reading of books about us.