71-12,626

WELLS, Virgil Ray, 1930-
CERTIFICATION AND EMPLOYMENT PRACTICES OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM.

The University of Oklahoma, Ed.D., 1970
Education, teacher training

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

CERTIFICATION AND EMPLOYMENT PRACTICES OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

BY

VIRGIL RAY WELLS

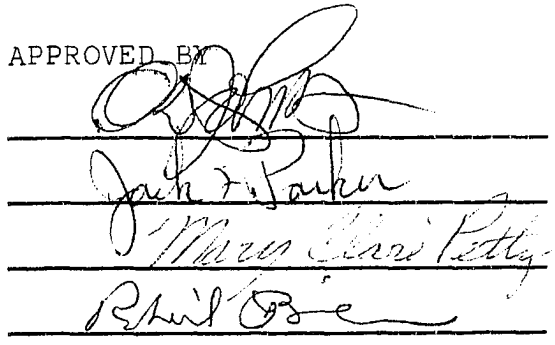
Norman, Oklahoma

1970

CERTIFICATION AND EMPLOYMENT PRACTICES OF THE

INTERNATIONAL TEACHER EXCHANGE PROGRAM

APPROVED BY



DISSERTATION COMMITTEE

ACKNOWLEDGMENT

The writer wishes to express his sincere appreciation to Dr. Oliver D. Johns, Chairman of his Doctoral Committee, for his able direction, valuable suggestions, and constructive criticism. Gratitude is also expressed to the following committee members for their assistance and guidance in the development of this study: Dr. Jack F. Parker, Dr. Robert F. Bibens, and Dr. Mary C. Petty.

The writer is indebted to many other persons for their assistance in the preparation of this dissertation: to Dr. Robert E. Crane, Director of the Teacher Exchange Program, Department of Health, Education, and Welfare, Washington, D.C., who suggested the study and furnished information that made the study possible; to directors of certification of the fifty states in the United States; principals in schools that participated in the exchange program; and to foreign exchange teachers in the United States in 1968-1969 for the time and consideration given the writer in responding to the surveys.

To my wife, Ilene, and children, Bruce and Kim, I owe a debt of gratitude for their patience and understanding during the writing of this dissertation.

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CERTIFICATION AND EMPLOYMENT PRACTICES OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

CHAPTER I

INTRODUCTION

The International Teacher Exchange Program is in the Division of International Exchange and Training, United States Office of Education, United States Department of Health, Education, and Welfare. The program is one of a number of programs aimed at promoting cultural understanding and friendly relations with other countries. Programs having similar objectives include the exchange of students, the exchange of college professors, and the Peace Corps.

This study was concerned with the teacher certification and employment practices of the fifty states in the International Teacher Exchange Program, and with the opinions of exchange teachers and their public school supervisors with respect to significant aspects of the program.

Background of the Problem

In 1948 Congress passed the United States Information and Educational Exchange Act, the objectives of which were to promote a better understanding of the United States in

other countries and to increase mutual understanding between the people of the United States and the people of other countries.[1]

In 1956 Congress passed Public Law 860, the "International Cultural Exchange and Trade Fair Participation Act," which had as its purpose,

> to strengthen the ties which unite us with other nations by demonstrating the cultural interests, developments, and other achievements of the people of the United States, and the contributions being made by the United States economic and social system toward a peaceful and more fruitful life for its own people and other people throughout the world; and thus to assist in the development of friendly, sympathetic, and peaceful relations between the United States and the other countries of the world.[2]

Other Acts passed by Congress to promote cultural relations with foreign countries were "The Agricultural Trade Development and Assistance Act of 1954," and "The Mutual Educational and Cultural Exchange Act of 1961." In 1966-1967 there were 7,378 new grantees on State Department awards between the United States and 135 countries and territories.[3]

Certification requirements for teachers vary from state to state in the United States. For example, thirty-one

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[1]Committee on Education and Labor, A Compendium of Federal Education Laws, House of Representatives, May, 1967, p. 305.

[2]U.S. Congress, House, International Cultural Exchange and Trade Fair Participation Act, Public Law 860, 84th Congress, 2nd Session, 1948, p. 1.

[3]A Report of Educational and Cultural Affairs, Department of State, International Exchange--1967 (Washington, D.C.: Department of State Publications, 8357, April, 1968).

states require a prospective teacher to be a citizen of the United States or to have filed a declaration of intent; twenty-eight states require that the applicant subscribe to an oath of allegiance or loyalty to the United States; thirteen states require evidence of employment as a prerequisite to the issuance of a teacher's certificate; forty-two states have a requirement that an applicant be recommended by the preparing college, if a beginning teacher; while nine states actually require special courses which can usually be secured only in an institution within the state, such as state history.[4]

Conant pointed out the lack of uniformity in practices for the certification of teachers among the fifty states. He noted that by 1957 all states had some general certification requirements which usually referred to age, citizenship, and health of teachers, however they differed greatly from state to state.[5]

Elsbree commented on the problem of varying standards for certification:

> Two states side by side may have had widely different systems of certification for a period of seventy-five

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[4]T. M. Stinnett, A Manual on Certification Requirements for School Personnel in the United States, The National Commission on Teacher Education and Professional Standards, National Education Association, 1967, pp. 25-26.

[5]James B. Conant, The Child, The Parent, and the State (Cambridge: Harvard University Press, 1959), pp. 161-164.

> years, each modifying their requirements several times and only occasionally in the same direction.[6]

The importance of international exchanges was emphasized by President Johnson in his message to Congress on International Education in February, 1966:

> Our Nation has no better ambassadors than the young volunteers who serve in forty-six countries in the Peace Corps. I propose that we welcome similar ambassadors to our shores. We need their special skills and understanding, just as they need ours.[7]

Need

There has been no comprehensive study on the international exchange of teachers and there is little information available for background in the area. Although hundreds of exchange teachers enter and leave the United States each year, the United States Office of Education does not have adequate information concerning the certification and employment practices of the fifty states for exchange teachers. The information gained from this study should be of value to individuals and agencies interested in expanding and improving the program of teacher exchanges between the United States and foreign countries.

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[6]Willard S. Elsbree, The American Teacher (New York: American Book Company, 1939), p. 337.

[7]Benjamin H. Pearse, "Volunteers to America," American Education, U.S. Department of Health, Education, and Welfare, Office of Education, July-August, 1968, p. 22.

Purpose

The purpose of this study was to determine the status of certification and employment practices in the International Teacher Exchange Program in the United States as perceived by directors of certification of the fifty state departments of education, principals or persons assigned to coordinate the exchange program in participating schools, and foreign exchange teachers in United States schools.

Statement of the Problem

This study was designed to discover answers to the following questions:

1. What were the current practices in the certification and employment of exchange teachers in the United States as perceived by the directors of certification of the fifty state departments of education, by principals or supervisors of exchange teachers, and by exchange teachers who participated in the exchange program during the school year 1968-1969?

2. What were the views of directors of certification, principals, and exchange teachers with respect to significant aspects of the International Teacher Exchange Program.

Delimitations of the Study

This study was limited to exchange teachers entering the United States under the auspices of the International

Teacher Exchange Program during the school year 1968-1969, and with conditions affecting the program during that year.

Definition of Terms

Exchange Teacher. A teacher sponsored by a supporting agency, public or private, who enters the United States with the intent to teach on an exchange basis for a specified period of time.

Certification. The legal requirements which teachers must satisfy in order to be eligible to teach in the respective states.

Sponsoring Agencies. Agencies, public or private, that sponsor exchange teachers.

The Data

The primary data in this study consisted of responses to questionnaires from directors of certification of the fifty state departments of education, principals or persons in charge of exchange teachers in participating schools, and foreign exchange teachers in the United States during the school year 1968-1969. The secondary data were obtained from the literature and from letters, publications, and other descriptive materials from the United States Office of Education, the Institute of International Education, the National Education Association, and the International Teacher Exchange Program.

Method of Research

The descriptive and the survey methods were utilized in the study. Sax describes descriptive research as involving the use of correlations, surveys, case studies, direct observational techniques, cross-cultural methods, growth studies, etc., which are designed to describe existing conditions without their being influenced by the investigator. During the initial stages of an investigation, descriptive research methods help point out the extent and current status of a problem.[8]

Cook states that descriptive research primarily aims at answering the general question "what exists?" and the observations carried out in the field of "natural" setting.[9]

Good defines the purpose of descriptive-survey investigations as:

> 1. To secure evidence concerning an existing situation or current condition.
> 2. To identify standards or norms with which to compare present conditions in order to plan the next step.
> 3. To determine how to make the next step (having determined where we are and where we wish to go).[10]

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[8]Gilbert Sax, Empirical Foundations of Educational Research (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 61.

[9]David R. Cook, A Guide to Educational Research (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1968), p. 39.

[10]Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1966), p. 192.

The questionnaire was chosen as the appropriate instrument for gathering the information needed for the study. Barr points out that the term "questionnaire" generally refers to a systematic compilation of questions that are submitted to a sampling of population from whom information is desired, and that its effectiveness may be increased by requesting information which can be supplied with a minimum of difficulty.[11] Sax describes the questionnaire as a means of gathering information for specific purposes.[12]

According to Kerlinger, an effective questionnaire must have content validity:

> . . . the representativeness or sampling adequacy of the content--the substance, the matter, the topics--of a measuring instrument. Content validation is guided by the question: Is the substance or content of the property being measured . . . ?
>
> . . . content validation, then, is basically judgmental. The items of a test must be studied, each item being weighed for its presumed representativeness of the universe. This means that each item must be judged for its presumed relevance to the property being measured.
>
> . . . In many cases, other competent judges must also judge the content of the items. The universe of content must, if possible, be clearly defined; that is, the judges must be furnished with specific directions for making judgments, as well as with specifications of what they are judging. Then, some method for pooling independent judgments must be used.[13]

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[11]Arvil S. Barr, Robert A. Davis, and Palmer O. Johnson, Educational Research and Appraisal (New York: J. B. Lippincott Company, 1953), pp. 65-66.

[12]Sax, op. cit., p. 216.

[13]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1964), pp. 445-447.

Research Design and Procedure

The secondary data were used to develop the background of the study and provided the basic information for the construction of three questionnaires. The primary data, consisting of questionnaire responses from directors of teacher certification in the fifty states of the United States, from principals or persons working directly with exchange teachers in the participating United States school systems, and from exchange teachers teaching in United States schools, were used in identifying current practices, and determining the opinions of respondents concerning these practices.

Development of the Questionnaires

Each of the three questionnaires was designed for ease of response and interpretation. Most of the questionnaire items could be completed by circling a "Yes" or "No" response, or one of a number of short statements. Other items provided opportunities for respondents to express their views about selected aspects of the program but were so organized that minimum effort would be required.

Questionnaire to Directors of Teacher Certification. A comprehensive set of statements describing teacher certification and employment practices in the respective states was developed from materials received from the United States Office of Education and other secondary sources. These statements provided the information base for a questionnaire, requesting

twenty-four items of information, directed to directors of certification of the respective states, designed to yield information concerning certification and employment practices affecting the teacher exchange program. A preliminary form of the questionnaire was submitted to the Director of Certification of the Oklahoma State Department of Education to test it for clarity of questions and statements, and ease of response.

On February 6, 1969, the questionnaire in its final form, together with an explanatory letter and a stamped self-addressed envelope was mailed to the directors of teacher certification in each of the fifty states. Thirty-six or 72 percent returned completed questionnaires as a result of the initial request. A 100 percent return was achieved through follow-up efforts. Copies of the letter and questionnaire are found in Appendix A.

Questionnaire to Principals. A questionnaire designed to determine the views of principals or persons in charge of the exchange program in participating United States schools concerning significant aspects of the program was constructed from a review and analysis of the secondary data. The questionnaire was submitted to the principals and personnel directors of four city school systems to test it for clarity and ease of response.

On February 6, 1969, an explanatory letter, and a copy of the questionnaire in its revised form, together with

a stamped self-addressed envelope were sent to the principals of each of the 128 school systems identified by the United States Office of Education as participating in the International Teacher Exchange Program in 1968-1969. The initial and follow-up requests yielded usable responses from 120 school systems, or a return of 94 percent. Copies of the letter and questionnaire are found in Appendix B.

Questionnaire to Exchange Teachers. A questionnaire designed to discover certification and employment practices affecting exchange teachers, and other significant aspects of the International Teacher Exchange Program as perceived by exchange teachers in United States schools was constructed from a review and analysis of the secondary data. Assistance in testing the questionnaire for clarity and ease of response was provided by an exchange teacher from England, teaching in the Oklahoma City school system.

On February 6, 1969, an explanatory letter and a copy of the questionnaire in its final form together with a self-addressed stamped envelope were mailed to the 128 exchange teachers identified by the United States Office of Education as participating in the program in United States schools for the year 1968-1969. Table I shows the number of exchange teachers and the number of questionnaire responses from each state. The initial request and subsequent follow-ups yielded usable responses from 112, or 87 percent of the teachers. Copies of the letter and questionnaire are found in Appendix C.

TABLE I

NUMBER OF INTERNATIONAL EXCHANGE TEACHERS IN UNITED STATES PUBLIC SCHOOLS AND NUMBER OF QUESTIONNAIRE RESPONDENTS BY STATES, 1968-1969

	Exchange Teachers 1968-1969			Exchange Teachers 1968-1969	
State	Number	Number Respondents	State	Number	Number Respondents
Alabama	1	1	Nebraska	1	1
Arkansas	1	1	Nevada	1	1
Arizona	1	1	New Hampshire	1	1
California	17	16	New Jersey	3	2
Colorado	4	3	New York	15	14
Connecticut	1	1	North Carolina	1	1
Florida	1	1	North Dakota	1	1
Georgia	1	1	Ohio	5	4
Hawaii	1	1	Oklahoma	1	1
Idaho	1	1	Oregon	1	1
Illinois	7	6	Pennsylvania	8	7
Indiana	2	2	South Carolina	2	2
Iowa	1	1	South Dakota	1	1
Kansas	3	2	Texas	3	2
Kentucky	1	1	Vermont	2	2
Louisiana	1	0	Virginia	1	1
Maine	1	1	Washington	10	9
Maryland	1	1	West Virginia	1	1
Massachusetts	6	5	Wisconsin	6	5
Michigan	1	1	Wyoming	1	1
Minnesota	6	5			
Missouri	4	3	Total	128	112

Treatment of the Data

The secondary data were used in writing the introductory portions of Chapter I, and all of Chapter II, "The Background of the International Teacher Exchange Program."

The primary data, consisting of responses to three questionnaires were organized and compiled into tables, showing numbers and percentages of responses by categories of respondents and individual questionnaire items. Responses to open-ended questions were organized and reported by categories, or interpreted independently. Detailed analyses and interpretations of the information presented in the tables were made, and reported in Chapter III.

Organization of the Report

Chapter I includes the background of the study, needs and purposes of the study, a statement of the problem, the kinds and sources of data, the method of research, and the research design and procedure.

Chapter II reviews the background of the International Teacher Exchange Program, the philosophy and objectives of the program, the need for the program, the federal role in international education, the United Nations Educational, Scientific, and Cultural Organization, obstacles to international exchanges, the Fulbright Act, the private sector in international education, and teacher certification practices in the United States.

Chapter III examines the certification and employment practices affecting the teacher exchange program in the 50 states, and presents views of principals and exchange teachers concerning employment conditions and other significant aspects of the program.

Chapter IV includes a summary of the study, conclusions, and recommendations.

CHAPTER II

BACKGROUND OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

The International Teacher Exchange Program represents an effort on the part of the United States to promote better relations between the United States and foreign countries through educational exchanges. This chapter is concerned with the historical background of the International Teacher Exchange Program; with its philosophy and objectives; its need; the federal role in international education; the United Nations Educational, Scientific, and Cultural Organization; obstacles to international exchange; the Fulbright Act; the private sector in international education; and with teacher certification practices as they affect the program.

Historical Background of the International Teacher Exchange Program

International exchanges in education, early proved to be desirable, may be traced to ancient times. Hellenistic Athens attracted students from many foreign countries to its institutions of higher learning as a result of the international character of the famous library of Alexandria, known

to all students of history.[14] Christianity was another international force for educational unity from its beginnings until the Reformation. Throughout its formative years and during the medieval period, Christianity undertook missionary work across all frontiers. In addition, culture, learning, and science became further internationalized when the Arabs and the Jews assumed the role of intermediaries between the East and the West.[15]

In "Le droit des gens," published in 1754, De Vattel, a Swiss diplomat, states that the exchange of teachers is one of the "common duties," one of the "services to humanity," which the nations should render to each other.[16]

Educational theories and practices have been objects of sustained international attention since the latter half of the eighteenth century. Such great educators as Rousseau and Pestalozzi had international influence of a profound nature. The ideas and methods of Herbart, Grundtvig, and Froebel likewise reached across frontiers during the nineteenth century and later. More recently Montessori and Dewey, to mention but two among the leading twentieth-century educators, have seen their work continued by ardent disciples

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[14]W. W. Capes, University Life in Ancient Athens, (London: Longmans, 1877), p. 42.

[15]C. D. Burns, A Short History of International Intercourse (London: G. Allen and Unwin, 1924), pp. 33-34.

[16]Emmerich de Vattel, Le droit des gens, 3 Volumes, (Washington, D.C.: Carnegie Institution of Washington, 1916).

on other continents. The monotorial system of instruction, associated with the names of Bell and Lancaster, was derived from India, introduced into England in the eighteenth century, and later transported to North and South America. Still another illustration of the international and intercontinental migration of educational ideas is the adoption of Pestalozzian practices by Horace Mann.[17]

Virtually every field of learning had some type of international organization by the end of the nineteenth century. The pedagogical profession was represented by the International Union (1873), International Conference of Technical Education (1886), International Bureau of Teachers Federation (1905), International Commission of Congress for Family Education (1905), and others.[18]

The first decade of the twentieth century marked the beginning of international scholarships. The Rhodes Scholarships have aimed since 1904 at the unity of English-speaking people. At the present time there are more than 1,000 American Rhodes Scholars, all of whom have been described by the American Secretary of the Rhodes Trustees as "citizens of the World" and as "internationalists of the human rather than merely theoretical sort."[19]

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[17]T. R. Adam, Education for International Understanding, Institute of Adult Education, Teachers College, 1948, p. 46.

[18]David G. Scanlon, International Education, A Documentary History, Teachers College, 1960, pp. 4-5.

[19]Frank Aydelotte, The American Rhodes Scholars, Princeton University Press, 1964, p. 112.

A notable event, unique in international education, was the arrangement between China and the United States to send a number of Chinese students to American colleges and universities with expenses paid by money derived from the remission of the Boxer indemnity. In 1911 a portion of this fund was used to establish Tsing Hua College for the purpose of preparing Chinese students for their subsequent studies in the United States.[20]

The advent of World War I suspended the international educational activities of the warring nations; however, with peace came an unprecedented interest in international organizations, and much of this interest was centered around schools as a medium for international understanding.[21]

Milestones in the history of the participation of the United States Government in international education are:

1. Exchange of published materials with foreign libraries begun by the Library of Congress in 1840.
2. Provision in 1867 for international exchange of public documents, to be carried on by the Smithsonian Institution.
3. Congressional action in 1896 assigning the United States Office of Education a statutory responsibility for carrying out and publishing studies of education in other countries.
4. United States Government participation by membership in the Pan American Union's educational programs which began in 1906.

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[20]The United States and International Education, The Sixty-Eighth Yearbook of the National Society for the Study of Education, edited by Harold G. Shane, 1969, p. 96.

[21]David G. Scanlon, op. cit., pp. 13-14.

5. United States Government participation in providing for exchange of students and teachers under the Buenos Aires Cultural Convention, adopted by assembled delegates of the American States in 1936.

6. Congressional authorization in 1936 for activation of a broad program of exchange of persons between the United States and other American Republics.[22]

The establishment of the Inter-American Conference for the Maintenance of Peace (1936) appears to have marked the beginning of United States participation in programs of international education. This conference arranged for the exchange of students and teachers throughout the western hemisphere. Later, in 1939, its activities were expanded to include the loan of United States educational experts to Latin America, Liberia, and the Philippines.[23]

Only since World War II has the United States Government taken its place as a leading agent in supporting international education and cultural activities. One of the momentous events in the history of international education was the passage of the Fulbright Act in 1946 authorizing the exchange of scholars financed by the sale of surplus United States war materials abroad.[24]

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[22] Government Programs in International Education, (A Survey and Handbook), Forty-second Report, U.S. Committee on Government Operations, Washington Printing Office, 1959, pp. 25-26.

[23] Temporary Detail of United States Employees to Designated Governments, Public Law 63, 76th Congress, 1st Session, 1939.

[24] International Educational Exchange: The Opening Decades, 1946-1966, Report of the Board of Foreign Scholarships, (Washington, D.C.: Government Printing Office, 1966), p. 4.

Other events of importance to international education occurred between the years 1946 and 1965. A historic address of particular significance was delivered in 1965 at the Smithsonian Institution by the President of the United States. In this address President Johnson called for increased international cooperation in education and recommended that the colleges and universities of the United States be strengthened for this endeavor. Subsequently, the President proposed the International Education Act (I.E.A.) of 1966. It was passed by the Congress in October, 1966, and signed into law by the President a few days later in Thailand. A new chapter was opened in the history of international education in the United States.

Briefly summarized, the Act contains three principal titles. Title I provides grants to colleges and universities, nonprofit organizations, and scholarly associations for two distinct purposes: authorizes the establishment, strengthening, and operation of centers of advanced international study; and assists a wide variety of under-graduate programs with the aim of diffusing international studies to all possible segments of the undergraduate college enrollment of the country. Title II covers amendments to existing legislation related to I.E.A. such as the broadening and strengthening of Title VI of the National Defense Education Act (N.D.E.A.) regarding language and area centers. There is provision for new coverage under Title XI of the N.D.E.A. for a program

of institutes in international affairs for secondary school teachers. Under this title, the Mutual Educational and Cultural Exchange Act of 1961 was amended to permit foreign students of all levels from less developed countries to exchange their currencies for American dollars at American embassies. This exchange could finance their stay in the United States for study or research. The benefits of the guaranteed loan insurance program of the Higher Education Act of 1965 are also extended to American students studying abroad. Title III, the last title of the I.E.A. authorizes funds to study the migration of the skilled and talented around the globe, especially in relation to the so-called "brain-drain."[25]

Philosophy and Objectives of International Exchange

International education offers to the serious student an opportunity to appreciate through understanding the educational systems of other nations. Study abroad should bring a realization that world progress will be accelerated by an exchange of experiences in education as in other scientific fields. For some there is a conviction that educational systems cannot be transferred from one country to another, but the practices and devices developed under one set of

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[25]Mutual Educational and Cultural Exchange Act of 1961, Public Law 87-256, 84th Congress, 2nd Session, 1961, pp. 1-11.

institutions can always prove suggestive for improvement in others.

The term international education has emerged in the late 1960's as a kind of all-embracing concept referring to the various ways in which nations use educational means for educational ends. Such means should include how to learn or borrow from one another, how to influence or assist the development of one another, and how to respond educationally at home to the action and ideas emanating from outside their borders. This may be accomplished by reshaping or modifying the curriculum and the teaching in schools and in higher educational institutions.[26]

Most studies of international education show that what the world needs more than common textbooks, curricula and courses of study--or even an international agency for instruction with the grandiose functions which are proposed for it--is a change of spirit and a readiness to put forward the same efforts and to make the same sacrifices for the constructive but less spectacular tasks of peace, as for the waging of destructive wars.[27]

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[26]The United States and International Education, National Society for the Study of Education, 66th Yearbook Committee and Associated Contributors, The University of Chicago Press, Chicago, Illinois, 1969, p. 67.

[27]Stewart E. Fraser and William W. Brickman, A History of International and Comparative Education, Nineteenth Century Documents (Glenview, Ill.: Scott-Foresman and Company, 1968), pp. 17-18.

Exchange today is not seen merely as a means for mutual understanding, but as a necessity in the contemporary world. International communication between the United States and foreign leaders and scholars, between scientists, students and teachers, has become a vital part of learning and of intellectual and cultural growth. Representing each country and its people at their best, exchange is now an inescapable requirement for any fruitful relationship between nations.[28]

Statements of approval of the various programs sponsored by Congress for the exchange of teachers indicate that the improvement of the United States image abroad is a major interest of Congress in sponsoring the program. The following excerpts were taken from official statements approving the exchange programs:

> The Congress declares that the objectives of this Act are to enable the Government of the United States to promote a better understanding between the people of the United States and the people of other countries.[29]

Congress, in the Peace Corps Act, set forth these purposes:

> . . . to promote world peace and friendship through a Peace Corps, which shall make available to interested countries men and women of the United States qualified

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[28] International Exchange, A Report of the Bureau of Educational and Cultural Affairs, Department of State, Department of State Publication 8357, International and Cultural Series 94, Released April, 1968, p. 7.

[29] U.S. Information and Educational Exchange Act of 1948, A Compendium of Federal Education Laws, Committee on Education and Labor, House of Representatives, May, 1967, 9th Congress, 1st Session, p. 305.

> for service abroad and willing to serve, under conditions of hardship if necessary, to help the people of such countries and areas in meeting the needs for trained manpower, and to help promote a better understanding of the American people on the part of peoples served, and a better understanding of other people on the part of the American people.[30]

One of the major objectives of the international exchange of teachers is to bring a better understanding of the educational and political systems of our country to foreign exchange teachers and, hopefully, through the teachers to their students and colleagues. The experience of participating in the exchange program indisputably leaves an impression on the exchange teacher. It is recognized that in some cases the experience may not leave the desired impression; however, the majority of experiences accomplish the objectives of the exchange program as is reflected in an excerpt from a letter written by an exchange teacher from Scotland:

> The effect on the individual of exchange teaching in the United States is so much a combination of shock and exhilaration that it is not until perhaps a year after that one is able to feel far enough back from the trees to see the shape of the woods. And a valuable experience it is, for a country's education mirrors one aspect of its philosophy as its literature and politics mirror others. Probably this is the value of the exchange scheme when all the pinpricks and the parties are forgotten. One of the minor shocks is to find how much the Americans believe in education in a deep seated way which we as a nation do not.[31]

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[30] Wanted: 3,000 Teachers, R. Sargent Shriver, Jr., Director, The Peace Corps, Michigan Education Journal, Vol. XXXIX, March 1, 1962, p. 473.

[31] On Exchange in the United States, By a Scottish Teacher, The Times Educational Supplement, Friday, August 5, 1966, p. 283.

Need for the International Exchange Program

The need for the international exchange of students and teachers has been an issue in Congress for many years. This, perhaps, explains the difficulty in securing adequate financial support for the exchange program. In the opening statements of legislative acts designed to promote the international exchange of teachers, Congress expressed the need for exchanges. One example is the following:

> The Congress hereby finds and declares that a knowledge of other countries is of the utmost importance in promoting mutual understanding and cooperation between nations; that strong American educational resources are a necessary base for strengthening our relations with other countries; that this and future generations of Americans should be assured ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures; and that it is therefore both necessary and appropriate for the Federal Government to assist in the development of resources and trained personnel in the academic and professional fields, and to coordinate the existing and future programs of the Federal Government in international education, to meet the requirements of world leadership.[32]

The International Education Act of 1966 was intended to refine the communication and understanding between the United States and other countries with educational and cultural exchanges. There was also, the objective of strengthening the relationship between the United States and other countries by demonstrations of our educational and cultural

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[32]International Education Act of 1966, (P.L. 89-689), A Compendium of Federal Education Laws, Committee on Education and Labor, May, 1967, p. 299.

interests and development, and by our studying and understanding similar programs in other countries.

Concern for a world view on the part of Americans is expressed by the National Education Association:

> 1. The world minded American realizes that civilization may be imperiled by another world war.
> 2. The world minded American wants a world at peace in which liberty and justice are assured for all.
> 3. The world minded American knows that nothing in human nature makes war inevitable.
> 4. The world minded American believes that education can become a powerful force for achieving international understanding and world peace.
> 5. The world minded American knows and understands how people in other lands live and recognizes the common humanity which underlies all differences of culture.
> 6. The world minded American believes that unlimited national sovereignty is a threat to world peace and that nations must cooperate to achieve peace and human progress.
> 7. The world minded American knows that modern technology holds promise of solving the problem of economic security and that international cooperation can contribute to an increase of well-being for all men.
> 8. The world minded American has a deep concern for the well being of humanity.
> 9. The world minded American has a continuing interest in world affairs and devotes himself seriously to the analysis of international problems with all the skill and judgement he can command.
> 10. The world minded American acts to help bring about a world at peace in which liberty and justice are assured for all.[33]

The perspective of real participation in international education is required to gain insight into cultures other than our own. Indeed, understanding of our own culture is often deepened by transcending it and, through the eyes of others,

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[33]National Education Association, Education for International Understanding in American Schools, (Washington, D.C.: The Association, 1948), p. 274.

seeing ourselves in a new light. The understanding of attitudes, values, and the roots of responsible action lying beneath the surface of "statistical surveys" or "observable facts" is critical to twentieth-century citizenship. It requires personal encounter--the crossing of real as well as symbolic boundaries of the mind. To this end policies have been developed and are awaiting final action by the United States Congress which would make it possible for any qualified student to study anywhere in the world at comparable cost to himself and the university.[34]

The Federal Role in International Education

In the early days of our Republic, actually until the late eighteen hundreds, education was a personal or at most a local problem. The wealthy and the influential arranged for the education of their children on an individual or collective basis, whereas the remainder of the children received little or no education and seldom on an organized basis. Furthermore, school was a reality to only a very small percentage of the population. The twentieth century was to change all this.

After 1900, financial and other burdens were so great on the local units that the states were required to render massive assistance. To perform the required functions

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[34]Mutual Educational and Cultural Exchange Act of 1961, op. cit., p. 3.

necessitated by accepting responsibility for the education of its youth, the states were required to establish some type of regulatory body, usually called the state department of education. The state legislatures enacted whole codes of laws governing public education. These codes prescribed that all local school units were legally creatures of the state, and their organizations, management, powers, and functions were spelled out in the law in considerable detail. The regulatory bodies administered all grants in aid.

Paralleling the actions of the states and recognizing the financial burden that had been placed upon them, the Federal Government became involved in education. Many contend that the Federal Government had no legal right to become involved; however, the authority of the Congress to tax for the purposes of public education has been assumed under the General Welfare Clause of the Preamble to the United States Constitution and has not been questioned in the courts.

The Ordinances of 1785 and 1787 provided that "lot #16 of every township shall be reserved for the maintenance of public schools." The Morrill Act (1862) granted 30,000 acres to each state for each representative and senator then in Congress; in the case of a new state the grant would go into effect when the state was admitted to the Union. The proceeds from the sale of the land were to be used for the endowments, maintenance and support of at least one college where branches of learning related to agriculture and mechanical arts were included.

The Smith-Hughes Act (1917), provided money for vocational education of below college level. It required state and local school units to match the federal appropriations dollar for dollar. In 1949-50 there were 298 federal programs for education. Throughout the historical development of aid to public education the role of the Federal Government has been categorical in nature with the basic responsibility for administering and controlling education belonging to the states.

Although educational assistance to other nations was a minor consideration until after World War II, the United States was involved somewhat in the early activities of the Coordinator of Inter-American Affairs. As a result, many North Americans were employed in the services or bureaus set up in the ministries of education in several Latin-American countries.

The shift, when it came, however, was sudden and dramatic. The key events that led to the shift in American foreign policy occurred during the period from 1947 to 1950 under President Truman. At about the time the wartime alliance with Soviet Russia began to dissolve and Soviet probes in the Middle East took on alarming proportions in view of Britain's withdrawal, the Truman Doctrine proclaimed in 1947 that the United States would send military and economic aid to Turkey and Greece to assist them in withstanding Soviet pressure. This was a historic change in America's peacetime

stance from one of traditional isolationism to one of becoming deeply involved in internationalism.

The Truman Doctrine was followed within a few months by the Marshall Plan, in which the United States proposed to assist the war-devastated nations of Europe to rehabilitate themselves with massive financial and economic aid. Britain and France agreed to accept this assistance, but the Soviet Union did not, and thus the war-time coalition was finally broken. In the next two years the Cominform was resuscitated by Russia; N.A.T.O. was formed by the western allies; the communists were narrowly defeated in Italy and France but won control of governments in Eastern Europe and China; and the Cold War was accelerated. It became apparent that the political and economic contest was now to be worldwide, just as the military struggle had been worldwide.

Another key embodied in "Point Four" of President Truman's inaugural address in 1949 was, in simplest terms, the offer to "make available to the peace-loving peoples the benefits of our store of technical knowledge in order to help them realize their aspirations for a better life."[35] This historic offer was followed by the Act for International Development in 1950, which extended American technical assistance to the underdeveloped nations of the world as well as those of war torn Europe. At first this assistance was viewed

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[35]U.S. President, 1945-1953 (Truman), Inaugural Address, Washington, D.C., 1949.

as primarily technical, scientific, engineering, and agricultural. By 1953, however, educational aid, especially in the training of teachers, began to be recognized as important, and the university contract system was developed to enlist whole institutions in projects or programs of technical assistance. In 1955 the International Cooperation Administration was created as a semi-autonomous agency within the Department of State, and in 1961 the Agency for International Development (A.I.D.) was created under President Kennedy.[36]

The most significant aspect of governmental interest is that the basic governmental policy finally put education and human resource development at the very heart of the technical assistance program. To be sure, technical assistance was only a drop in the bucket compared to economic and military assistance, but its ultimate influence promised to be as great, if not greater. In March of 1968, sixty-seven American universities held 148 A.I.D. contracts for technical assistance involving forty countries; of these contracts nearly half involved education.

Although the government structure for the administration of technical assistance has changed four times since President Truman proposed it, the United States economic and technical assistance program is still called "Point Four" in many countries of the developing world. This is especially

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[36]The United States and International Education, op. cit., p. 26.

true in South America. In other parts of the world, the acronym A.I.D. has made progress toward becoming a verbal symbol for United States assistance.[37]

One of the most useful single references to help one grasp the extent and significance of events and forces affecting international education is a publication of the United States Congress, "International Education: Past, Present, Problems and Prospects."[38] This selection of readings, prepared by a special task force on international education under the chairmanship of Representative John Brademas of Indiana, lays an ample foundation for future programs now being considered by the United States. It appears almost certain that present efforts in technical assistance will be continued and that the highly successful Fulbright program will continue to expand. Two adjustments and refinements are in the making: (1) the close examination of the peculiar role of the United States universities in overseas educational activities, and (2) the construction of an effective offering of international studies suitable for all levels of schooling.

Paralleling its increasing interest in domestic education, as reflected in multibillion dollar legislation and

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[37]The United States and International Education, op. cit., p. 96.

[38]International Education: Past, Present, Problems and Prospects, Selected Readings to supplement H.R. 14643, prepared by the Task Force on International Education, Committee on Education and Labor, House Doc. No. 527, 89th Congress; 2nd Session, October, 1966.

a vastly expanded Office of Education, the development of the interest of the United States Government in international education is reflected in the passage of the International Education Act. President Johnson in 1966 set forth the broad outlines of federal participation in international education in a special message to Congress:

> Schooled in the grief of war, we know certain truths to be self-evident to every nation on this earth: Ideas, not armaments, will shape our lasting prospects for peace. The conduct of our foreign policy will advance no faster than the curriculum of our classrooms.
>
> The knowledge of our citizens is one treasure that grows only when it is shared.
>
> International education cannot be the work of one country, it is the responsibility and promise of all nations. It calls for free exchange and full collaboration. We expect to receive as much as we give, to learn as well as to teach.
>
> Let this nation play its part. To this end I propose: To strengthen our capacity for international education cooperation; To stimulate exchange with students and teachers of other lands; and To build new bridges of international understanding.[39]

The broad outline was clear. The government was looking to the academic community for the energy and talent to carry out an ambitious program made possible by the growing realization that direct investment capital was not the only important ingredient in economic development. There was evidence of an ever-increasing willingness to assist education in the emerging nations through technical assistance. Consequently, the extent of educational aid which

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[39] International Education and Health, (Message from the President, February 2, 1966; House Doc., No. 375, 89th Congress, 2nd Session, [Washington: Government Printing Office, 1966]).

is available for use in the developing nations is virtually unlimited. The extent of this willingness by the United States Government can be seen in the 1963 budget of the Agency for International Development in which over $170,000,000 was earmarked for direct educational assistance (educational personnel and university contracts), and nearly a half billion dollars went into all types of educational programs. Additional direct assistance provided under such auspices as U.S.I.A., the Peace Corps, and the Fulbright Act makes this support even more impressive; and indirect American aid through the financing of multilateral educational programs such as those of UNESCO is most extensive. Indispensable as the financial aspect of our contribution is, it is not sufficient; education for development requires not only dollars but, even more urgently, well qualified personnel and new ideas that these dollars can provide.[40]

United Nations Educational, Scientific, and Cultural Organization

At the international level, the effort toward education for international understanding, given impetus by the United Nations, has been neither disconcerted nor sporadic. In October, 1942, the Conference of Allied Ministers of Education, representing nine nations occupied by Germany, met

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[40]The United States and International Education, op. cit., pp. 38-42.

in London and planned for the educational and cultural organization of the United Nations. In November, 1945, the work of the Conference culminated in the framing of the Constitution of the United Nations Educational, Scientific, and Cultural Organization. A portion of the opening paragraph of the preamble has since become proverbial:

> Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.[41]

One year later, after more than twenty nations had ratified the constitution, UNESCO became an official specialized agency of the United Nations.

Realizing that another League of Nations disillusionment must be avoided, the young United Nations set up auxiliary branches to gather all the strength possible in its struggle for international understanding and world harmony. The acronym UNESCO has since been added to American and world vocabularies.

In order to translate its philosophy into concrete achievements and with the view of bettering international understanding, UNESCO scheduled international conventions of educators for the purpose of suggesting curriculum and textbook revision, particularly in the fields of history and

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[41]Conference for the Establishment of the United Nations Educational, Scientific, and Cultural Organization (London, UNESCO, 1946), p. 93.

geography. UNESCO's objectives in this specific area of education were:

> UNESCO shall assist in developing education designed to promote understanding, tolerance and friendship among all nations, racial or religious groups, and to further the activities of the United Nations for the maintenance of peace, in conformity with Article 26 of the Universal Declaration of Human Rights.
>
> To this end, it will:
>
> Assist educational authorities and teachers to prepare for use in primary and secondary schools examples of curricula and methods designed to increase, through all school subjects, particularly history, geography, literature, modern languages and civics, international understanding and sense of objectivity;
>
> Encourage the training of teachers and the improvement of textbooks and teaching materials from the point of view of international understanding;
>
> Assist member states to develop higher education dealing with the various aspects of international relations and the inter-action of the various cultures and the various civilizations;
>
> Encourage the development of experimental research into education for international understanding and the obstacles that stand in its way; assist in extending and improving teaching about the United Nations and specialized agencies; and
>
> Encourage the teaching, by appropriate methods, of the principles of human rights and their application.[42]

The concept of an organization to promote world education, within the framework of the United Nations Charter, was an objective of the designers of the Charter who saw world peace as an attainable goal. World education is the study of the world as an entire social system in which both society and culture play an integral part, and each can be seen to possess a set of common problems and characteristics.

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[42] The Basic Programme adopted by the fifth session of the General Conference, Florence, 1950, (Paris: UNESCO, 1950), p. 23.

The purpose in learning about that world system is to discover and affirm the common heritage of the race and to find ways of useful and peaceful cooperation for common ends.[43]

Obstacles to Education for International Understanding

Research has pointed out many obstacles to international education, psychological as well as pedagogical. Existing problems include: lack of room in school timetables; overloaded syllabuses; resistance from the family where cultural standards are too low, limited or prejudiced; inadequate research on international questions; unfortunate personal experiences; etc. One country also points out that the secondary school, in view of the pupil's age range, is particularly liable to produce prejudice and preconceived ideas. Similarly, lack of interest and motivation seems to play some part since pupils are not interested in a subject in which there is no examination.[44]

There are, above all, the obstacles which are beyond the schools control and which are inherent in modern life and current events, including the frequently contrary action of radio, television, movies, political situations and crises,

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[43]World Education for Teachers, Harold Taylor, Phi Delta Kappan, December, 1967, Vol. XLIX, No. 4, Pub. Phi Delta Kappan, Dayton, Ohio, p. 178.

[44]International Understanding as an Integral Part of the School Curriculum, Geneva, 1968, International Bureau of Education, Geneva, UNESCO, Place de Fontenoy, Paris, Pub. No. 312, pp. 31-32.

violations of agreements and treaties, particularly those of the U.N., and other groups.[45]

In 1961 many states limited or prohibited the international exchange of teachers by legislation that required all employees of the state, county, and municipal government to be citizens of the United States. Other legislation stated that a non-citizen teacher could not be paid by a board of education. In some instances the exchange teacher was even required to sign an oath of allegiance whose form was such that a foreign teacher could have objected to signing it.[46] However, the majority of states have now repealed legislation limiting or prohibiting the international exchange of teachers, and forty-nine states participated in the exchange program during the 1968-1969 school year.

The Fulbright Act

A study of the international teacher exchange program would be incomplete without mention of the Fulbright Program. The Fulbright Act was passed because Congress saw the need for international educational exchanges. The need was recognized primarily through the efforts of Senator William J. Fulbright, Democrat, Arkansas. In 1944 Congress passed the

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[45] Ibid., p. 34.

[46] Report from the United States Office of Education, State Legislation Restricting the Interchange of Teachers, Information obtained in 1954, revised in 1957, and again in 1961.

Surplus Property Act which indirectly led to the proposal by Senator Fulbright of the Fulbright Act of 1946.

The Surplus Property Act of 1944 authorized the orderly disposal of surplus war materials belonging to the United States at prices as close as possible to their fair value. Foreign governments were among the eligible purchasers. Senator Fulbright proposed that the monies from the sale of surplus property abroad be used for educational exchanges to further the interests of peace among all nations. His proposal culminated in the Fulbright Act of 1946, which authorized the Secretary of State to dispose of surplus property outside the United States and its possessions and to accept in payment foreign currency to be used to finance educational exchanges with the United States. All nations are eligible to participate if they buy United States surplus property and if it is specified in the sales agreement that a certain portion of the remittance be paid in local currencies for the support of educational exchanges.[47]

The Fulbright Act made educational exchanges truly international. The program started with twenty-two nations around the globe. The two-way exchanges were developed by non-governmental boards on a merit basis, the only judgment required being of the applicants' ability to act as responsible

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[47]U.S. Department of State, Regulations and Orders Pertaining to Foreign Surplus Disposal, Publication 2704, (Washington, D.C.: U.S. Government Printing Office, December, 1946).

and mature exemplars of their countries. The goal of increasing mutual understanding was to be considered, in short, as important as that of good scholarship.[48]

It quickly became evident that the enormously expanding program required more support. In 1948 the Smith-Mundt Act, sponsored by Senator Alexander Smith of New Jersey and Congressman Karl E. Mundt of South Dakota, was passed. Among the wide variety of activities that it authorized were interchanges of persons in the same educational and scholarly categories as those provided for in the Fulbright Act.[49]

The Smith-Mundt Act included more countries in the exchange program and provided additional dollar amounts. In 1953-1954 further legislation authorized the use in the program of foreign currencies derived from the sale of surplus agricultural commodities. This action more than doubled the number of countries eligible to enter into formal agreements with the United States and greatly increased the money available. Finally, in 1961, the Fulbright-Hays Act pulled all the legislation together and placed all exchange programs under the department of State.[50]

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[48]Walter Johnson and Francis J. Colligan, The Fulbright Program: A History, The University of Chicago Press, Chicago and London, 1965, pp. 204-205.

[49]United States Information and Educational Exchange Act of 1948, op. cit., p. 2.

[50]International Education Exchange: The Opening Decades, 1946-1966, op. cit., p. 8.

The Private Sector in International Education

Although the United States Government sponsors the majority of exchange students and teachers, private sources in the United States sponsor additional exchanges. The Carnegie Corporation is allowed by its Charter to allocate seven percent of its income to educational exchanges. This approximated $11,500,000 in 1963. Likewise, the Rockefeller Foundation has accomplished much through its programs in health and medical research and through its program to provide greater quantity and better quality food for the poor. Today, however, its overseas educational activities are concentrated chiefly in its university development program. On the other hand, the Ford Foundation's more important activity in international exchange is the International Training and Research Program. In 1966 this program provided $46,000,000 to American Universities to strengthen their international studies programs; and provided fellowships abroad and money for foreign area research, studies in international legal problems and linguistics. Also contributing to international education prior to World War II, the W. K. Kellogg Foundation supported public health programs in Canada, Great Britain, and South America, and further strengthened its Latin American work by extending its program to include the agricultural sciences.[51]

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[51]Walter Johnson and Francis J. Colligan, op. cit., pp. 269-270.

Teacher Certification Practices Affecting the International Teacher Exchange Program

A brief review of teacher certification practices among the various states is included in this background report since the problem of certification is a major one for exchange teachers.

There has been no centralizing of authority in the certification practices of the fifty states since each state certifies its teachers according to recommendations of state legislatures and state boards of education. For this reason there has been a lack of uniformity of practices in certification in the fifty states. By 1957 all states had some general certification requirements. These requirements usually referred to age, citizenship, and health of teachers, but differed greatly from state to state.[52]

Richey summarizes the problem of varying standards for certification as follows:

> All states and territories now have laws governing the certification of teachers in their respective states. It would be impossible to describe adequately the provisions governing certification without discussing separately the laws of each state. There is no uniformity among the states in regard to the amount of training required for certification or the types of certificates granted.[53]

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[52]Elsbree, op. cit., pp. 354-357.

[53]Robert W. Richey, Planning for Teaching (New York: McGraw-Hill Book Company, Inc., 1952), pp. 76-77.

While the years following World War II saw marked improvements in the standards of certification for teachers in the various states, the diversity in standards has continued. Labue states:

> Great diversity in teacher certification practices was also reflected in the professional course requirements specified. There was great diversity among the states for both elementary and secondary school certificates with regard to requirements such as citizenship status, required oath of allegiance, recommendation of a teacher education institution, minimum age, health status, and special course requirements, usually of history and constitution of the particular state.[54]

By 1960, however, all states required at least a bachelors degree, and some required five years of college preparation for teaching in the secondary schools. Some states require a fifth year of college or university preparation for both elementary and secondary teachers within a specified period of time after the granting of the initial certificate.

Much remains to be done on the problem of reciprocity in certification in the United States. The rapid increase in means of communication, transportation, the mobile nature of our national population, and the increasing demands of our technological society suggest the need for greater reciprocity in teacher certification between states. Hodenfield and Stinnett comment:

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[54]Anthony C. Labue, "Teacher Certification in the United States," The Education of Teachers: Certification (Washington, D.C.: National Education Association, 1960), p. 63.

> The solution is obvious, and it sounds easy if you say it fast enough: Let us have national standards and just one teaching certificate, good in any school district in any state in the Union. The ideal situation may be achieved some day--but as of right now it seems a long way in the future.[55]

Despite the variety of certification practices in the fifty states, certain trends are apparent. Conant cites eight trends in current certification regulations as follows:

> 1. In all fifty states, the state limits freedom of local authorities to hire teachers by certification requirements.
> 2. Certification requirements are quite generally in the process of revision.
> 3. An increasing number of states are requiring a fifth year of preparation for standard or regular certificates.
> 4. There is a tendency to decrease the number of specific education courses required for certification.
> 5. There has been a general increasing of requirements in areas of general education and subject matter specialization for certification.
> 6. There has been a tendency to get away from specific course requirements in favor of the approved program approach to certification with the states doing the approving.
> 7. Most states have legal provisions which allow for circumventing the certification requirements.
> 8. The role of the Teacher Education and Professional Standards Commission and the National Council for Accreditation of Teacher Education in certification is important and the importance is increasing.[56]

Commenting on the status of certification practices today in the fifty states, Kinney noted that even with the wide diversity of patterns that exist, no wholly satisfactory

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[55] G. K. Hodenfield and T. M. Stinnett, The Education of Teachers (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961), p. 100.

[56] James B. Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, Inc., 1963), pp. 42-55.

program has emerged. Furthermore, there is no indication that present studies on certification are leading to greater uniformity of practices among the states. The tendency for each state to go its own way still prevails.[57]

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[57]Lucien B. Kinney, Certification in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 30.

CHAPTER III

CERTIFICATION AND EMPLOYMENT PRACTICES OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

This chapter is concerned with existing practices in the certification and employment of foreign exchange teachers in the United States as perceived by directors of teacher certification in the respective states, principals or persons in charge of the exchange program in participating school systems, and foreign exchange teachers. Efforts were made to identify conditions which contributed to the success of the program and those which were less favorable.

The first part of the chapter examines certification and employment practices for exchange teachers as perceived by directors of certification. The second part presents the opinions of principals or persons responsible for coordinating the program in the participating school systems concerning different aspects of the program. The third part deals with the views of exchange teachers concerning broad aspects of the program.

Certification and Employment Practices as Reported by Directors of Certification

Table II shows the certification and employment practices for exchange teachers in the fifty states of the United States as summarized from questionnaire responses from the directors of certification. Forty-nine of the fifty directors reported that their states approved participation in the program and all but eight had at least one exchange teacher during the 1968-1969 school year. Alaska did not approve participation.

TABLE II

CERTIFICATION AND EMPLOYMENT PRACTICES OF THE FIFTY STATES FOR EXCHANGE TEACHERS AS REPORTED BY THE DIRECTORS OF CERTIFICATION OF THE STATE DEPARTMENTS OF EDUCATION

	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. State participates in the teacher exchange program.	49	98	1	2					50	100
2. Exchanges are restricted to certain countries.	5	10	42	84	2	4	1	2	50	100
3. Restrictions are due to State legislation.	3	6	2	4	5	10	40	80	50	100
4. Exchanges are possible because of special legislation.	17	34	28	56	4	8	1	2	50	100

TABLE II--Continued

	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
5. Certification requirements are waived for exchange teachers.	29	58	21	42					50	100
6. Legal restrictions prohibit payment of dollar salary to foreign teacher.	6	12	39	78	5	10			50	100
7. State requires citizenship or filing of intent to become a citizen for teachers.	30	60	20	40					50	100
8. Citizenship or filing of intent requirement is waived for exchange teachers.	29	58	1	2			20	40	50	100
9. Loyalty oath is required for teachers.	18	36	30	60	1	2	1	2	50	100
10. Oath may be taken by a foreign teacher.	12	24	6	12	4	8	28	56	50	100
11. Oath is waived for exchange teacher.	6	12	1	2			43	86	50	100
12. State legislation prohibits payment of dollar salary to American teacher exchanging positions abroad.	3	6	41	82	6	12			50	100
13. Retirement benefit status for American teachers exchanging positions abroad has been determined.	28	56	14	28	7	14	1	2	50	100

TABLE II--Continued

	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
14. American teacher from this state can get retirement benefits while exchanging positions abroad without conditions.	17	34	19	38	6	12			50	100
15. American teacher from this state can get retirement benefits while exchanging positions abroad with conditions.	11	22	7	14	13	26	18	36	50	100

Four states restricted exchanges to certain countries; restrictions were imposed by state legislation in Mississippi and West Virginia; Florida schools may not exchange teachers with "Iron Curtain" countries or unfriendly nations; and restrictions may be imposed by local school systems in Louisiana.

Participation in the program was provided for by special legislation in seventeen states. All states required certification of teachers, but this requirement was waived for exchange teachers in 29 states. Special provisions to meet certification requirements were made in 21 states. These provisions are given in the State by State summary. Nineteen states required that public school teachers meet citizenship

requirements and 11 states required filing of intent to become a citizen. Twenty-nine of the states that required citizenship or the filing of intent waived the requirement for exchange teachers; state legislation prohibited waiving the requirement in Alaska.

A loyalty oath was required in 18 states, but in 12 of the 18 the oath may be taken by exchange teachers since it contains no phraseology which might be deemed objectionable to a foreign teacher; in the other six states, the oath may be waived.

Legal restrictions prohibited the payment of a dollar salary to foreign teachers in six states, while only three states prohibited the payment of a dollar salary to American teachers exchanging positions abroad.

Retirement benefits were available to American teachers exchanging positions abroad in 28 states but in 11 of these certain conditions had to be satisfied. It was apparent from the responses to questions relating to retirement benefits that most of the states had not developed clear cut procedures for dealing with this problem.

Directors of certification responded to open ended questions seeking their attitudes toward the teacher exchange program in their states in the following manner: 24 (48 percent) expressed general satisfaction with the program's operation and felt that it should be broadened; 15 (30 percent) expressed the view that the program was beneficial to teachers,

students, and to the Nation; 11 (22 percent) did not respond to the question.

Suggestions for the improvement of the program offered by directors of certification included the following: (1) Teachers and administrators should be encouraged to take greater advantage of the program, (seven, or 14 percent); (2) More publicity should be given the program, (six, or 12 percent); (3) The exchange procedure should be shortened and simplified, (six, or 12 percent); (4) The exchange teacher should be competent in the English language, (four, or 8 percent); (5) More money should be provided to assist foreign exchange teachers, (three, or 6 percent); (6) The United States Office of Education should give more emphasis to the program, (three, or 6 percent); (7) The exchange teacher should receive clearance from the federal government as a matter of course, (two, or 4 percent). No suggestions were offered by fourteen, or 28 percent of the directors.

State by State Summary of Certification and Employment Practices for the International Teacher Exchange Program

The information reported in this state by state summary of certification and employment practices was obtained from questionnaire responses and supplementary materials from directors of certification of the fifty states.

Alabama. Alabama participates in the teacher exchange program with all countries permitted by the State Department.

Exchanges are authorized by the State Department of Education and require no special legislation. Certification requirements that cannot be met by exchange teachers are waived. There are no restrictions to paying a dollar salary to foreign teachers, and there are no restrictions to paying a dollar salary to American teachers from Alabama exchanging positions abroad. Alabama does not require her exchange teachers to be citizens of the United States, nor does she require filing of intent to become a citizen. No oath of allegiance or loyalty is required. An American exchange teacher teaching abroad must pay into the teacher retirement system and the year may be included in his retirement program.[58]

Alaska. Alaska does not participate in the International Teacher Exchange Program due to state legislation. However, Alaska does exchange teachers with schools in the United States.[59]

Arizona. Arizona participates in the International Teacher Exchange Program with all countries permitted by the State Department. Special legislation was required to permit teacher exchanges. An exchange teacher must have certification, or qualifications equivalent to that of the exchange

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[58]Summarized from questionnaire responses from W. Morrison McCall, Director of Teacher Education and Certification, State Department of Education, Montgomery, Alabama.

[59]Summarized from questionnaire responses from Mrs. Roberta Dowell, Supervisor of Certification, State Department of Education, Juneau, Alaska.

teacher from Arizona. There is no legal restriction to paying a dollar salary to foreign teachers nor to paying a dollar salary to American teachers exchanging positions abroad. Citizenship and the oath of allegiance may be waived for exchange teachers. An exchange teacher from Arizona can get retirement benefits when leave of absence is granted. He can pay into the retirement system, but the retirement status for exchange teachers is not fully established at this time. Other factors that may affect an exchange teacher in Arizona are: (1) An exchange teacher shall be issued a temporary certificate; (2) An exchange teacher may not be employed for more than one school year except by mutual consent of the contracting parties; (3) Salaries may be paid by the home school or by the school where the service is rendered.[60]

Arkansas. Arkansas participates in the International Teacher Exchange Program but there have been no requests from local schools to participate. Certification requirements that cannot be met by exchange teachers are waived. United States citizenship is required of all teachers employed in the public schools in Arkansas except those under the teacher exchange program.[61]

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[60]Summarized from questionnaire responses from John A. Freestone, Director of Teacher Education and Certification, State Department of Public Instruction, Phoenix, Arizona.

[61]Summarized from questionnaire responses from Curtis R. Swaim, Assistant Commissioner for Instructional Services, State Department of Education, Little Rock, Arkansas.

California. California participates in the International Teacher Exchange Program with all countries permitted by the State Department. Special legislation was necessary for California to participate in the program. Certification requirements that cannot be met by exchange teachers are waived. There are no restrictions to paying a dollar salary to foreign teachers in California nor to paying a dollar salary to American exchange teachers abroad. This state does not require citizenship nor filing of intent to become a citizen of her exchange teachers. California does not require an oath of allegiance. An American teacher can get retirement benefits while abroad without conditions and can pay into the retirement system.[62]

Colorado. Colorado participates in the International Teacher Exchange Program with all countries except those excluded by the State Department. Exchanges are possible on a temporary basis because of special legislation. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Colorado nor to paying a dollar salary to American exchange teachers abroad. Colorado does not require a loyalty oath, but the Director of Certification states that "some change is likely with respect

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[62]Summarized from questionnaire responses from Carl A. Larson, Chief, Bureau of Teacher Education and Certification, State Department of Education, Sacramento, California.

to this matter." An American teacher from this state can get retirement benefits while abroad; his salary is subject to withholding for retirement if paid by the American school.[63]

Connecticut. Connecticut participates in the teacher exchange program with all countries permitted by the State Department. There is no legislation governing participation other than that which applies to all teachers. Exchanges are possible, on a temporary basis, with no special conditions to be met. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Connecticut nor to paying a dollar salary to American exchange teachers abroad. This state requires citizenship for her teachers, but the requirement is waived for exchange teachers. Connecticut does not require an oath of allegiance. An American teacher from this state can get retirement benefits while abroad with the following conditions: (1) Must have leave of absence; (2) Limited to one year; (3) Payment during absence, or upon return to Connecticut system, into the retirement system; (4) A teacher from this state may pay into the retirement system while teaching abroad.[64]

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[63]Summarized from questionnaire responses from Otto G. Ruff, Director of Teacher Education and Certification, State Department of Education, Denver, Colorado.

[64]Summarized from questionnaire responses from Willis H. Umberger, Chief, Bureau of Federal-State-Local Relations, State Department of Education, Hartford, Connecticut.

Delaware. Delaware participates in the exchange program with all countries permitted by the State Department. There is no special legislation governing participation. There are no special conditions to be met other than those mentioned below. The teacher need not be certified in Delaware, but must be fully certified or licensed in his own country. There are no legal restrictions prohibiting the payment of a dollar salary to a foreign teacher. The Director of Certification did not know whether there were legal restrictions to paying a dollar salary to an American teacher from Delaware teaching abroad. Delaware does not require exchange teachers to be United States citizens nor does she require filing of intent to become a citizen. A loyalty oath is required and the Certification Director stated that the question of whether or not it can be taken by a foreign teacher has never arisen. Apparently it may be taken by the exchange teacher or it is waived since Delaware has exchange teachers. The Director of Certification stated that an exchange teacher from Delaware can get retirement benefits while abroad only if he is on sabbatical leave. The exchange teacher must be on the state payroll before he can pay into the retirement system. Some aspects of the retirement benefit status for exchange teachers have not been definitely determined at this time.[65]

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[65]Summarized from questionnaire responses from Elizabeth C. Lloyd, Director of Teacher Education and Professional Standards, State Department of Public Instruction, Dover, Delaware.

Florida. Florida participates in the International Teacher Exchange Program with restrictions, but the restrictions are not due to state legislation. Florida schools are not permitted exchange with "Iron Curtain" countries or countries who are not friendly to the United States. Exchanges are possible on a temporary basis. Certification requirements are waived but the exchange teacher must meet Florida's accreditation standards. There are no legal restrictions to paying a dollar salary to foreign teachers in this state, and there are no legal restrictions to paying a dollar salary to American teachers going abroad. Florida does not require her exchange teachers to be United States citizens nor the filing of intent to become a citizen. Foreign exchange teachers may teach in Florida on a temporary basis for one year. An American teacher from Florida can get retirement benefits while abroad without conditions and can pay into the retirement system while abroad.[66]

Georgia. Georgia participates in the teacher exchange program with all countries permitted by the State Department. There is no special legislation concerning Georgia teachers' participation in the program, and no special conditions must be met by exchange teachers. Certification requirements that cannot be met by exchange teachers are

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[66]Summarized from questionnaire responses from Ray V. Pottorf, Assistant Director, Certification, State Department of Education, Tallahassee, Florida.

waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Georgia nor to paying a dollar salary to American teachers going abroad. Georgia does not require citizenship of her exchange teachers, nor does she require filing of intent to become a citizen. No oath of allegiance is required. An American teacher from Georgia cannot get retirement benefits while abroad, but he can pay into the retirement system and presumably can apply the year to his retirement program.[67]

Hawaii. Hawaii participates in the exchange program with all countries permitted by the State Department. There is no special legislation concerning teacher exchanges. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers nor to paying a dollar salary to American teachers exchanging positions abroad. Hawaii does not require exchange teachers to be United States citizens nor the filing of intent to become a citizen. A loyalty oath is required and can be taken by an exchange teacher. An American exchange teacher from Hawaii can get retirement benefits while abroad without conditions and can pay into the retirement system.[68]

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[67]Summarized from questionnaire responses from H. Titus Singletary, Jr., Associate State School Superintendent, State Department of Education, Atlanta, Georgia.

[68]Summarized from questionnaire responses from Leonard T. Murayama, Director of Certification, Personnel Administration, State Department of Education, Honolulu, Hawaii.

Idaho. Idaho participates in the exchange program with all countries permitted by the State Department. There is no special legislation required for teachers to participate, and no special conditions must be met. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Idaho nor to paying a dollar salary to American teachers going abroad. Idaho does not require citizenship of her teachers though a declaration of intent to become a citizen must be filed. The filing of intent is waived for foreign exchange teachers. Idaho does not require an oath of allegiance or loyalty. The retirement benefit status for exchange teachers is not determined at this time.[69]

Illinois. Illinois participates in the exchange program with all countries permitted by the State Department. Special legislation was required to permit participation, and special conditions must be met. Certification requirements that cannot be met by exchange teachers are waived. There are legal restrictions to paying a dollar salary to foreign teachers in Illinois though there are no restrictions to paying a dollar salary to American teachers from Illinois exchanging positions abroad. An oath of allegiance is

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[69]Summarized from questionnaire responses from Dorcey S. Riggs, Director of Teacher Education and Certification, State Department of Education, Boise, Idaho.

required but the oath is waived for exchange teachers. An American exchange teacher from Illinois can get retirement benefits while abroad. Illinois law provides that the local district that pays the salary will include the teacher on the annual report and deduct pension contributions for one year. An American teacher from Illinois can pay into the retirement system while abroad and the retirement status for exchange teachers is protected.[70]

Indiana. Indiana reported that teacher exchanges take place at the local level. The State Department of Education has little to do with exchanges. There has been no special legislation to permit exchanges, leaving all special conditions to be set by local schools. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Indiana nor to paying a dollar salary to American teachers going abroad. Indiana does not require citizenship nor the filing of intent to become a citizen of her teachers. This state requires an oath of allegiance, though it can be taken by a foreign teacher. A teacher from this state can get retirement benefits while abroad, with conditions. The conditions are: (1) A statement of the period of time overseas and payment of three

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[70]Summarized from questionnaire responses from Robert L. Brissenden, Secretary, State Certification Board, Springfield, Illinois.

percent on earnings; (2) Must return to Indiana service to get payment credited to account. The retirement benefit status has been determined. The Director of Certification reported that the account remains intact until the teacher returns.[71]

Iowa. Iowa participates in the teacher exchange program with all countries permitted by the State Department. Exchanges are possible because of special legislation which sets special conditions that must be met. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Iowa and no restrictions to paying a dollar salary to exchange teachers from Iowa teaching abroad. Iowa does not require citizenship nor the filing of intent to become a citizen for her exchange teachers. Iowa does not require an oath of allegiance. The retirement benefit status for exchange teachers is not determined at this time.[72]

Kansas. Participation in the teacher exchange program in Kansas is handled by local school districts. There is no special legislation governing exchanges though there

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[71]Summarized from questionnaire responses from Carl F. Scott, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Indianapolis, Indiana.

[72]Summarized from questionnaire responses from Orrin Nearhoof, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Des Moines, Iowa.

are special conditions to be met. The major conditions are that the exchange teacher must meet at least provisional certification standards and have proper clearance. There are no legal restrictions to paying a dollar salary to foreign teachers in Kansas nor are there legal restrictions to paying a dollar salary to American teachers going abroad. Kansas does not require citizenship of her exchange teachers nor does she require filing of intent to become a citizen. This state requires an oath of allegiance which may be waived for exchange teachers. Although the retirement benefit status for exchange teachers is not determined at this time, the Director of Certification did not think that an American exchange teacher from his state could get retirement benefits nor pay into the retirement system while abroad.[73]

Kentucky. Kentucky participates in the exchange program with all countries permitted by the State Department. Exchange teachers are not required to have Kentucky certification. No special legislation is required for Kentucky teachers to participate in the exchange program. There are no legal restrictions to paying a dollar salary to foreign teachers in Kentucky nor to paying a dollar salary to American teachers exchanging positions abroad. Kentucky does not require citizenship nor the filing of intent to become a

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[73]Summarized from questionnaire responses from F. Floyd Herr, Director, Division of Accreditation, Teacher Certification, and Adult Education, State Department of Public Instruction, Topeka, Kansas.

citizen for exchange teachers. A loyalty oath is not required. A teacher from Kentucky exchanging positions abroad may pay into the retirement system and include the year in his retirement program.[74]

Louisiana. Louisiana participates in the exchange program, but exchanges are restricted to the choices of the school districts. Certification requirements that cannot be met by exchange teachers are waived. Because of special legislation the following conditions must be met: exchanges are primarily with Costa Rica; the teachers teach Spanish or social studies; Costa Rican teachers visiting the United States teach primarily in the social sciences; selection is made by the Ministry of Education of that country. The Director of Certification of Louisiana stated that he doesn't think there are legal restrictions to paying a dollar salary to foreign teachers nor to paying a dollar salary to an American teacher exchanging positions abroad. Louisiana has citizenship requirements which cannot be waived. Obviously this does not apply to exchange teachers since Louisiana has exchange teachers. Louisiana does not require a loyalty oath. The retirement status for exchange teachers from this state has not been determined at this time.[75]

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[74]Summarized from questionnaire responses from Sidney Simandle, Director, Division of Teacher Education and Certification, State Department of Education, Frankfort, Kentucky.

[75]Summarized from questionnaire responses from Mildred Baird, Supervisor of Certification, State Department of Education, Baton Rouge, Louisiana.

Maine. Maine participates in the exchange program with all countries approved by the State Department. No special legislation is required for Maine teachers to participate and no special conditions must be met. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Maine nor to paying a dollar salary to American teachers going abroad. Citizenship is not required of exchange teachers nor is the filing of intent to become a citizen. A loyalty oath is not required. An American teacher from Maine can get retirement benefits while abroad if teaching on a military base or if in a status in his own system similar to sabbatical leave. The retirement benefit status for exchange teachers from Maine has not been determined at this time.[76]

Maryland. Maryland participates in the exchange program at the local level with all countries approved by the State Department. No special legislation is required for participation in the program, and no special conditions must be met other than those mentioned below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign exchange teachers in Maryland, nor to paying a dollar

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[76]Summarized from questionnaire responses from J. Wilfrid Morin, Assistant Director, Division of Professional Services, State Department of Education, Augusta, Maine.

salary to Maryland teachers teaching abroad. Maryland requires citizenship of her teachers, but the requirement may be waived for exchange teachers. A loyalty oath is not required. An American teacher from Maryland can get retirement benefits while abroad and can pay into the retirement system.[77]

Massachusetts. Massachusetts participates in the exchange program with all countries approved by the State Department. Exchanges are possible because of special legislation, but no special conditions must be met other than those mentioned below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Massachusetts nor to paying a dollar salary to teachers from this state exchanging positions abroad. This state requires citizenship of her teachers but waives the requirement for exchange teachers. A loyalty oath is required but it may be taken by an exchange teacher. An American exchange teacher from this state can get retirement benefits while abroad by contributing five percent of his salary to the retirement system.[78]

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[77]Summarized from questionnaire responses from W. T. Boston, Assistant Superintendent in Certification and Accreditation, State Department of Education, Baltimore, Maryland.

[78]Summarized from questionnaire responses from John P. McGrail, Director of Teacher Certification and Placement, State Bureau of Education, Boston, Massachusetts.

Michigan. Michigan participates in the teacher exchange program with all countries approved by the State Department. Exchanges are made possible by special legislation. Certification requirements that cannot be met by exchange teachers are waived. The exchanges must be between the Michigan school district and the foreign school. The salary of the exchange teacher is paid by his own country or school. There are legal restrictions to paying a dollar salary to foreign teachers, but there are no legal restrictions to paying a dollar salary to a Michigan teacher exchanging positions abroad. Exchange teachers are not required to be citizens, nor are they required to file a declaration of intent to become a citizen. Michigan requires a loyalty oath that may be taken by an exchange teacher. An exchange teacher from Michigan can pay into the retirement system while abroad and can receive retirement benefits for the year of exchange upon his return.[79]

Minnesota. Minnesota participates in the exchange program with all countries permitted by the State Department. There is no special legislation governing exchanges by Minnesota schools, and no special conditions must be met for participation. Certification requirements that cannot be met by exchange teachers are waived. There are no legal

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[79]Summarized from questionnaire responses from John W. Porter, Assistant Superintendent for Higher Education, State Department of Public Instruction, Lansing, Michigan.

restrictions to paying a dollar salary to Minnesota teachers exchanging positions abroad. This state does not require citizenship or the filing of intent to become a citizen. No loyalty oath is required. The retirement benefit status for exchange teachers has not been determined at this time.[80]

Mississippi. Mississippi participates in the exchange program with exchanges restricted to certain countries. The Director of Certification states that Cordell Hull Foundation participants are the only exchange teachers permitted in Mississippi. There is no special legislation governing teacher exchanges but special conditions, which were not specified, must be met. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Mississippi nor to paying a dollar salary to teachers from Mississippi teaching abroad. There are citizenship and oath requirements for teachers in Mississippi though they are waived for exchange teachers. An exchange teacher cannot get retirement benefits while abroad, but can pay into the retirement system.[81]

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[80]Summarized from questionnaire responses from F. E. Heinemann, Director of Teacher Personnel, State Department of Education, Saint Paul, Minnesota.

[81]Summarized from questionnaire responses from Russell J. Crider, Supervisor, Teacher Education, Certification, and Placement, State Department of Education, Woolfolk Building, Jackson, Mississippi.

Missouri. Missouri participates in the teacher exchange program with all countries permitted by the State Department. No special legislation is required to permit exchanges in Missouri though exchange teachers must meet special conditions. There are no legal restrictions to paying a dollar salary to foreign teachers in Missouri, but there is a legal restriction to paying a dollar salary to American teachers exchanging positions abroad. Missouri does not require citizenship of her exchange teachers nor does she require filing of intent to become a citizen. There is no loyalty oath requirement. An exchange teacher from Missouri can get retirement benefits while abroad if, when he returns, he buys into the retirement system as though it were a year of out of state teaching. Missouri issues a one year non-renewable certificate to exchange teachers.[82]

Montana. Montana participates in the exchange program with those countries permitted by the State Department. The Director of Certification reported that he knows of no special conditions that must be met by exchange teachers; nor of any restrictions to paying a dollar salary to foreign teachers in Montana or to paying Montana teachers exchanging positions abroad. Montana does not require citizenship of exchange teachers nor the filing of intent to become a citizen.

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[82]Summarized from questionnaire responses from Paul R. Greene, Director of Teacher Education and Certification, State Department of Education, Jefferson City, Missouri.

Non-citizens can get only provisional certification and only if requested by the hiring district. A loyalty oath which can be taken by an exchange teacher is required. The Director of Certification reported that he does not know whether an exchange teacher from Montana can receive retirement benefits while exchanging positions abroad.[83]

Nebraska. Nebraska participates in the exchange program with all countries permitted by the State Department. No special legislation is required to permit exchanges, and no special conditions must be met except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Nebraska nor to paying a dollar salary to Nebraska teachers exchanging positions abroad. Citizenship is required of Nebraska teachers but it is waived for exchange teachers. There is no loyalty oath requirement. An American teacher from Nebraska may receive retirement benefits while exchanging positions abroad but the decision is made at the school district level.[84]

Nevada. Nevada participates in the exchange program with all countries permitted by the State Department. Exchanges are possible because of special legislation with no

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[83]Summarized from questionnaire responses from Vivian Allgaier, Director of Certification, State Department of Public Instruction, Helena, Montana.

[84]Summarized from questionnaire responses from Leonard Skov, Director of Teacher Education, State Department of Education, Lincoln, Nebraska.

special conditions to be met except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Nevada although there are legal restrictions to paying a dollar salary to Nevada teachers exchanging positions abroad. Citizenship is required of Nevada teachers, but citizenship and declaration of intent to become a citizen are waived for exchange teachers. A loyalty oath that can be taken by exchange teachers is required. An American teacher from Nevada cannot receive retirement benefits while exchanging positions abroad because there is no legislative authorization.[85]

New Hampshire. New Hampshire participates in the exchange program with all countries permitted by the State Department. Special legislation is not required to permit participation and no special conditions must be met by exchange teachers except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in New Hampshire nor to paying a dollar salary to New Hampshire teachers exchanging positions abroad. Citizenship is not required for exchange teachers nor is the filing of intent to become a citizen. A loyalty oath is

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[85]Summarized from questionnaire responses from E. A. Haglund, Supervisor, Area Administration and Certification, State Department of Education, Carson City, Nevada.

required but it can be taken by exchange teachers, or it may be waived. An exchange teacher from New Hampshire can get retirement benefits while abroad if the teacher's salary is paid by the New Hampshire school district.[86]

New Jersey. New Jersey participates in the exchange program with all countries permitted by the State Department. Exchange teachers in New Jersey must meet specified conditions. If the exchange teacher is paid by a local board of education as its own employee, it is necessary for the local board of education to adopt a resolution stating: "(1) _____is employed as a substitute teacher in place of_____for the school year_____as part of an experimental program of teacher exchange approved by the Commissioner of Education, to receive a salary for his services as a substitute of_____." The purpose of this resolution is to indicate that the exchange teacher employed by the local board of education is a temporary rather than a permanent person and is actually a substitute for the permanent teacher; (2) The teacher will be required to file an oath of allegiance with the local board of education to the effect that he or she will support the constitution of the United States during the period of his or her employment within the state; (3) The local board of education should

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[86]Summarized from questionnaire responses from Janet G. Nute, Director of Teacher Certification, State Department of Education, Concord, New Hampshire.

request, through the county superintendent's office, the Commissioner's authorization or letter of approval for the foreign exchange teacher so employed, upon receipt of which the Commissioner may issue to the said teacher a letter certifying him for the period of his temporary services in the state as a teacher employed in an experimental program, as authorized by the rules of the State Board of Education; (4) Under circumstances where a local board of education pays the temporary foreign exchange teacher, it is probable that the board assumes liability for his actions as it does in the case of its other employees. Some further doubt might arise in the event that such a foreign exchange teacher was paid by his own country. It was suggested that the board consult its legal counsel for a clarification of its liability in such an exchange.

The above construction of the exchange statutes, according to an informal opinion from the Attorney General's office, is in keeping with the other statutes and the rules and regulations of the State Board of Education. The Director of Certification did not know the retirement status for exchange teachers.[87]

New Mexico. New Mexico participates in the exchange program with countries approved by the State Department, but

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[87]Summarized from questionnaire responses from Allan F. Rosebrock, Director, Teacher Education and Certification, State Department of Education, Trenton, New Jersey.

primarily with South American countries. The Director of Certification in New Mexico reported that he thinks the State Board of Education sets the requirements. Exchange teachers must complete an education program in their native country that corresponds to at least a two year program in the United States. There are no legal restrictions to paying a dollar salary to a foreign teacher in New Mexico nor to paying a dollar salary to an exchange teacher from New Mexico teaching abroad. New Mexico requires citizenship of her teachers, but it is waived for exchange teachers. An oath of allegiance is not required. Teachers from New Mexico can get retirement benefits while abroad if they pay into the retirement system. New Mexico issues a one year certificate for exchange teachers.[88]

New York. New York participates in the exchange program with all countries permitted by the State Department. Exchanges are possible because of special legislation. The exchange teacher must be of corresponding rank or school level to the American teacher going abroad, and there is a two year limitation on permits to foreign teachers. There are no legal restrictions to paying a dollar salary to New York teachers exchanging positions abroad nor to foreign teachers in New York. New York requires citizenship or filing

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[88]Summarized from questionnaire responses from La Mar W. Lamb, Director, Teacher Education, Certification and Placement, State Department of Education, Santa Fe, New Mexico.

of intent to become a citizen, but the requirement is waived for exchange teachers. This state also requires an oath of allegiance, but the oath is waived for exchange teachers. An exchange teacher from New York can pay into the retirement system while teaching abroad.

New York State Education Law Number 3005 relating to exchange teachers states: "Leave of absence to teachers for teaching in foreign countries: The trustee, trustees or board of education of any school district may permit any teacher having had at least five years service in the school or schools of said district to apply for and receive a one-year leave of absence for teaching in the schools of a foreign country provided such foreign country shall have agreed to furnish a teacher of corresponding rank or school level to fulfill the duties of the said teacher on leave of absence; during the period of said leave of absence for teaching in a foreign country the said teacher shall receive from the school district the same compensation that he would have received had he been present and teaching in a school of the district; such leave of absence shall not in any way affect the retirement rights of said teacher as a member of a retirement system, and the period of the aforesaid leave of absence shall be credited to the total years of service of said member in the same manner and for all purposes as if he had not been granted said leave of absence and had been present within the district engaged in actual teaching service;

notwithstanding any of the provisions of this chapter, when the qualifications of the teacher from the foreign country have been approved by the Commissioner of Education, he shall be legally entitled to render instructional service in any public school in this state and a one-year permit for such service shall be issued by the Commissioner of Education without the payment of fee; any school district employing a teacher from a foreign country under this section may supplement the salary received from the foreign country by said teacher."[89]

North Carolina. North Carolina participates in the exchange program with countries sanctioned by the State Department, but participation is not on a state wide basis. Exchanges are possible because of special legislation, and exchange teachers must meet certification requirements. There are no legal restrictions to paying a dollar salary to foreign teachers nor to paying a dollar salary to North Carolina teachers exchanging positions abroad. Citizenship is not required for exchange teachers nor is the filing of intent to become a citizen. A loyalty oath is not required. The Director of Certification reported that there is a possibility that an exchange teacher from North Carolina may receive retirement benefits while abroad though the retirement

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[89]Summarized from questionnaire responses from Alvin P. Lierheimer, Director, Division of Teacher Education and Certification, State Education Department, Albany, New York.

status for exchange teachers is not definitely determined at this time.[90]

North Dakota. North Dakota participates in the teacher exchange program with all countries permitted by the State Department. No special legislation is required and no special conditions must be met except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers nor to paying a dollar salary to North Dakota teachers exchanging positions abroad. Citizenship or the filing of intent to become a citizen is necessary although this requirement is waived for exchange teachers. A loyalty oath is required but may be taken by an exchange teacher. An exchange teacher from North Dakota can pay into the retirement system while teaching abroad, but the retirement status for foreign exchange teachers is not fully determined at this time.[91]

Ohio. Ohio participates in the exchange program with all countries permitted by the State Department. Special legislation is not required and no special conditions must be met except as noted below. There are no legal restrictions

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[90]Summarized from questionnaire responses from J. P. Freeman, Director, Division of Professional Services, State Department of Public Instruction, Raleigh, North Carolina.

[91]Summarized from questionnaire responses from Raymond W. Bangs, Director of Teacher Certification, State Department of Public Instruction, Bismarck, North Dakota.

to paying a dollar salary to exchange teachers nor to paying a dollar salary to Ohio teachers exchanging positions abroad. Ohio does not require citizenship, filing of intent to become a citizen, or an oath of allegiance for exchange teachers. An American teacher from Ohio can pay into the retirement system while abroad and can receive retirement benefits. The responsibility for effecting and promoting an exchange arrangement is completely up to the local district. The superintendent of schools and his school board initiate the application for a one year temporary type certificate which will be approved by the State Department of Education.[92]

Oklahoma. Oklahoma participates in the exchange program with all countries permitted by the State Department. No special legislation is necessary to permit exchanges but the teacher must meet minimum requirements for certification which include a bachelors degree, twelve hours professional education, and eighteen hours in area of specialization. There are no legal restrictions to paying a dollar salary to foreign teachers in Oklahoma nor to paying an exchange teacher from Oklahoma exchanging positions abroad. Citizenship or filing of intent to become a citizen is required but is waived for exchange teachers. A loyalty oath is required but it can be taken by an exchange teacher. An exchange

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[92]Summarized from questionnaire responses from Maxon F. Greene, Director, Division of Teacher Education and Certification, State Department of Education, Columbus, Ohio.

teacher from Oklahoma can pay into the retirement system while exchanging positions abroad and retain retirement benefits.[93]

Oregon. Oregon participates in the exchange program with all countries sanctioned by the State Department. No special legislation is required but the exchange teacher must be legally licensed by his home country to teach the subjects and the grade level he would teach in Oregon. There are no legal restrictions to paying a dollar salary to foreign teachers in Oregon nor to paying a dollar salary to exchange teachers from Oregon teaching abroad. Oregon requires citizenship or the filing of intent to become a citizen but the requirement is waived for exchange teachers. Oregon does not require a loyalty oath. The Director of Certification stated that he did not know the retirement benefit status for exchange teachers at this time.[94]

Pennsylvania. Pennsylvania participates in the exchange program with all countries sanctioned by the State Department. Exchanges are possible because of special legislation and the following special conditions must be met: must teach a foreign language; must sign a statement of

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[93]Summarized from questionnaire responses from Ronald Carpenter, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Oklahoma City, Oklahoma.

[94]Summarized from questionnaire responses from Joy Hills Gubser, Director of Teacher Education and Certification, State Department of Public Instruction, Salem, Oregon.

intent to become a United States citizen; must take national teachers examination in foreign language. There are no legal restrictions to paying a dollar salary to foreign teachers in Pennsylvania or to paying a dollar salary to Pennsylvania teachers exchanging positions abroad. Citizenship is required of Pennsylvania teachers but the requirement is waived for exchange teachers. Excerpts from the law governing retirement benefits are given below: "Any school employee who has been granted a leave of absence, approved by the board of school directors, for professional study shall be considered to be in regular full-time daily attendance in the position from which the leave was granted during the period of said leave for the purpose of determining the employee's right to make contributions as a member of the School Employees' Retirement Fund and continue his or her membership therein. If the employee returns to the employment of the school district for a period of at least one year the contributions made by and on behalf of the employee during the period of the leave of absence shall be refunded." "Any board of public education or board of school directors of any school district or vocational school district of this Commonwealth is hereby authorized to pay any professional employee the salary he would be entitled to if teaching in the school district from which he is granted a leave of absence to serve as an exchange teacher in any foreign country or territory or possession of the United States of America."

"Any professional employee, while on leave as an exchange teacher, shall be considered to be in regular full-time daily attendance in the position from which the leave was granted, during the period of said leave, for the time necessary for a sabbatical leave, the right to receive increments as provided by law, and the right to make contributions as a member of the School Employees' Retirement Fund and continue his or her membership therein."[95]

Rhode Island. Rhode Island participates in the exchange program with all countries permitted by the State Department. No special legislation is required to permit exchanges and no special conditions must be met by exchange teachers except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign exchange teachers nor to paying a dollar salary to Rhode Island teachers exchanging positions abroad. Citizenship is required in Rhode Island but is waived for exchange teachers. No oath of allegiance is required. An exchange teacher from Rhode Island can pay into the retirement system while exchanging positions and can get retirement benefits.[96]

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[95]Summarized from questionnaire responses from Norman A. Miller, Director, Bureau of Teacher Education, State Department of Public Instruction, Harrisburg, Pennsylvania.

[96]Summarized from questionnaire responses from Arthur R. Pontarelli, Deputy Commissioner of Education, State Department of Education, Providence, Rhode Island.

South Carolina. South Carolina participates in the exchange program with all countries permitted by the State Department. According to State law, the State itself is not required to legally change any regulations in order for a school district to participate. The only restriction is that the individual must meet certification standards in the State. Citizenship requirements can be waived for the exchange teacher for one year. The retirement benefit status for exchange teachers from South Carolina has not been determined.[97]

South Dakota. South Dakota participates in the exchange program with all countries permitted by the State Department. No special legislation is required and no special conditions must be met except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are legal restrictions to paying a dollar salary to a foreign teacher but it is an old law not now generally enforced and which will probably be repealed by the next session of the State Legislature. There are no restrictions to paying a dollar salary to exchange teachers from South Dakota teaching abroad. Citizenship is not required for exchange teachers nor is the filing of intent to become a citizen. A loyalty oath is not required. An exchange teacher from South Dakota can get retirement benefits

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[97]Summarized from questionnaire responses from George W. Hopkins, Director, Teacher Education and Certification, State Department of Education, Columbia, South Carolina.

while abroad if the exchange teacher's salary is paid by the South Dakota school district.[98]

Tennessee. Tennessee participates in the exchange program with those countries permitted by the State Department. Special legislation is required to permit exchanges. The following conditions must be met: the exchange teacher cannot teach in Tennessee without a certificate; a temporary certificate will be issued upon request of the superintendent of schools; exchange teachers must have college credit in their country; the teacher's transcript is evaluated, and he is certified in a subject matter field. The Director of Certification did not know whether there was a legal restriction to paying a dollar salary to a foreign teacher in Tennessee, but there are no legal restrictions to paying a dollar salary to Tennessee teachers exchanging positions abroad. Citizenship is required but is waived for exchange teachers. The retirement status for exchange teachers has not been determined.[99]

Texas. Texas participates in the exchange program with all countries permitted by the State Department. Exchanges are possible because of special legislation with no

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[98]Summarized from questionnaire responses from Lloyd T. Uecker, Director, Division of Teacher Education and Certification, State Department of Public Instruction, Pierre, South Dakota.

[99]Summarized from questionnaire responses from A. B. Cooper, Director of Teacher Education and Certification, State Department of Education, Nashville, Tennessee.

special conditions to be met except as noted below. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Texas nor to paying a dollar salary to Texas teachers exchanging positions abroad. Citizenship or filing of intent to become a citizen is necessary in Texas but this requirement is waived for exchange teachers. A loyalty oath is required and can be taken by an exchange teacher. Teachers cannot pay into the retirement system while exchanging positions abroad, but the retirement status for exchange teachers is not fully determined.[100]

Utah. Utah participates in the exchange program with all countries permitted by the State Department. Special legislation is not required in Utah to permit exchanges, but special conditions must be met before positions are exchanged. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Utah or to Utah teachers exchanging positions abroad. Neither citizenship, the filing of intent to become a citizen, nor a loyalty oath are required of exchange teachers. An exchange teacher

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[100]Summarized from questionnaire responses from Milo E. Kearney, Director, Division of Teacher Education and Certification, Texas Education Agency, Austin, Texas.

from Utah can get retirement benefits while abroad and can pay into the retirement system.[101]

Vermont. Vermont participates in the exchange program with all countries permitted by the State Department. Special legislation is not required to permit exchanges but special conditions must be met. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Vermont nor to paying a dollar salary to Vermont teachers exchanging positions abroad. Citizenship is not required nor is the filing of intent to become a citizen. There is no oath of allegiance requirement. An exchange teacher from Vermont can pay into the retirement system and can get retirement benefits while abroad.[102]

Virginia. Virginia participates in the exchange program with all countries permitted by the State Department. No special legislation is required to permit teacher exchanges, and no special conditions must be met except as noted. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in Virginia nor

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[101]Summarized from questionnaire responses from N. Blaine Winters, Administrator, Division of Teacher Personnel, State Department of Education, Salt Lake City, Utah.

[102]Summarized from questionnaire responses from Robert B. Vail, Director, Division of Professional Services, State Department of Education, Montpelier, Vermont.

to paying a dollar salary to Virginia teachers exchanging positions abroad. Citizenship is required but is waived for exchange teachers. There is no loyalty oath requirement in Virginia. A teacher from this state may pay into the retirement system while abroad, but local school authorities make such arrangements.[103]

Washington. Washington participates in the exchange program with the restrictions being "only by federal laws." Exchanges are possible because of special legislation. There are no special conditions which exchange teachers must meet other than those mentioned below. There are legal restrictions in the state of Washington to paying a dollar salary to a Washington teacher exchanging positions abroad. Washington has citizenship and oath requirements. A teacher must have all the other qualifications required by law and have declared his or her intention of becoming a citizen of the United States. Five years and six months cannot have expired since such declaration was made. The Superintendent of Public Instruction may grant to an alien teacher, whose qualifications have been approved by the State Board of Education, a temporary permit to teach as an exchange teacher in the public schools of Washington irrespective of requirements with regard to citizenship and oath of allegiance. Before such alien

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[103]Summarized from questionnaire responses from A. Gordon Brooks, Director, Division of Teacher Education, State Board of Education, Richmond, Virginia.

shall be granted a temporary permit, he or she shall be required to subscribe to an oath of affirmation in writing that such alien applicant is not a member of or affiliated with a communist or communist sponsored organization or a fascist or a fascist sponsored organization. The form of such oath or affirmation shall be prepared by the Superintendent of Public Instruction. All oaths or affirmations shall be filed in the office of the Superintendent of Public Instruction and shall be there retained for a period of five years. Such permits shall at all times be subject to revocation by and at the discretion of the Superintendent of Public Instruction. An exchange teacher from Washington can get retirement benefits while abroad if the following conditions are met: must be a member of Washington teachers retirement; must be on official leave of absence while teaching out of state in a public school in order to establish out of state credit (maximum four years); must return to Washington public school service to establish credit. An exchange teacher from Washington cannot pay into the retirement system while abroad. However, if a Washington teacher has become an exchange teacher and continues to be reimbursed by a Washington employer, he continues to be a contributing member of the retirement system and received credit for his out of state service.[104]

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[104]Summarized from questionnaire responses from Wendell C. Allen, Assistant Superintendent for Teacher Education and Certification, State Office of Public Instruction, Old Capitol Building, Olympia, Washington.

West Virginia. West Virginia participates in the exchange program on a limited basis with those countries approved by the United States Office of Education. Exchanges are possible because of special legislation, and exchange teachers must meet special conditions. Certification requirements that cannot be met by exchange teachers are waived. There are no legal restrictions to paying a dollar salary to foreign teachers in West Virginia nor to exchange teachers from West Virginia teaching abroad. Neither citizenship nor the filing of intent to become a citizen is required of exchange teachers. An oath that can be taken by an exchange teacher is required in this state. An exchange teacher can get retirement benefits while abroad without conditions and can pay into the retirement system.[105]

Wisconsin. The Director of Certification in Wisconsin reported that Wisconsin did not participate in the exchange program. He apparently meant that no formal plan for participation existed at the state level, since Wisconsin had an exchange teacher in 1968-69. Non-United States citizens (foreign nationals) are permitted to teach in Wisconsin tax supported schools at all levels. The requirements for

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[105]Summarized from questionnaire responses from Genevieve Starcher, Director, Division of Teacher Preparation and Professional Standards, State Department of Education, Charleston, West Virginia.

foreign teachers in Wisconsin are a bachelors degree and completion of a teacher education program.[106]

Wyoming. Wyoming participates in the exchange program but the Director of Certification did not have information on countries that may or may not be included. Certification requirements that cannot be met by exchange teachers are waived. Whether or not Wyoming can pay a dollar salary to a foreign teacher is not clear and the same is true of exchange teachers from Wyoming teaching abroad. Wyoming waives the citizenship and filing of intent for exchange teachers and does not require a loyalty oath. The retirement status of exchange teachers from Wyoming has not been determined at this time. The Director of Certification stated, "I believe the concept is worthy of greater effort than this state puts forth. Perhaps the responsibility for sponsorship should be assigned to some division."[107]

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[106]Summarized from questionnaire responses from Allen T. Slagle, Assistant Superintendent, Teacher Education, State Department of Public Instruction, State Capitol, Madison, Wisconsin.

[107]Summarized from questionnaire responses from Elmer L. Burkhard, Director, Certification and Placement, State Department of Education, Cheyenne, Wyoming.

Opinions of Principals Concerning Significant Aspects of the International Teacher Exchange Program

Principals' responses to the questionnaire seeking their views on selected aspects of the program, and their suggestions for improving the program are shown in Table III.

TABLE III

PRINCIPALS' PERCEPTIONS OF SELECTED ASPECTS OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

	Principals Reporting	
	Number	Percent
1. Greatest contribution of exchange teacher was:		
Bringing about a better understanding between nations	59	49
In his teaching field	48	39
Other	9	8
No reply	4	4
Total	120	100
2. Another exchange teacher would be:		
Eagerly welcomed	72	60
Welcomed with reservations	31	26
Would not be welcome	6	5
No reply	11	9
Total	120	100
3. Exchange teachers rapport with students was:		
Excellent	60	50
Good	39	32
Poor	12	10
No reply	9	8
Total	120	100
4. Exchange teachers rapport with teachers was:		
Excellent	75	62
Good	33	28
Poor	6	5
No reply	6	5
Total	120	100

TABLE III--Continued

	Principals Reporting	
	Number	Percent
5. Exchange teachers rapport with community was:		
Excellent	54	45
Good	49	41
Poor	6	5
No reply	11	9
Total	120	100
6. Exchange teachers activity during the school year may be characterized by:		
Full time teaching assignment	88	73
Regular teaching assignment with other responsibilities not ordinarily associated with teaching assignment	22	17
Part time teaching assignment and other responsibilities	4	4
No regular teaching assignment	3	3
No reply	3	3
Total	120	100
7. Exchange teacher was adequately prepared for his assignment:		
Yes	99	82
No	14	12
No reply	7	6
Total	120	100
8. Teacher aligned himself with school policies:		
Yes	100	84
No	10	8
No reply	10	8
Total	120	100
9. Teacher had major classroom discipline problem:		
Yes	24	20
No	85	71
No reply	11	9
Total	120	100
10. Principal knew general objectives of exchange program:		
Yes	97	81
No	15	12
No reply	8	7
Total	120	100

TABLE III--Continued

	Principals Reporting	
	Number	Percent
11. Principal felt exchange program fulfilled objectives:		
Yes	81	68
No	16	13
Does not apply	15	12
No reply	8	7
Total	120	100
12. Greatest benefit received from participation in exchange program was:		
Greater appreciation of need for international understanding	30	25
Understanding of foreign school system and better understanding of own	24	19
Innovative ideas suggested by exchange teacher	17	14
Benefit of another good teacher	17	14
Personal, professional and cultural benefits	14	12
Sharing information and pictures with community	3	3
Questionable benefits	3	3
No reply	12	10
Total	120	100
13. Greatest difficulty encountered by exchange teacher in school:		
Adjusting to educational policies	38	31
No great difficulties	30	25
Understanding of American teenager	24	19
Long teaching day and work load	6	5
Inadequate salary	4	4
Discipline problems	4	4
Modern approach to teaching	3	3
Tea drinker among coffee drinkers	1	1
No reply	10	8
Total	120	100

TABLE III--Continued

	Principals Reporting	
	Number	Percent
14. Greatest difficulty encountered by exchange teacher in community:		
No difficulties	59	48
Travel arrangements	14	11
Inadequate salaries	12	10
Lack of social life	10	8
Adaptation to American customs	4	4
Lack of realization of involvement of American parents in education	3	3
Loneliness	2	2
Too much social life	2	2
No reply	14	12
Total	120	100
15. Principals' suggestions for improvement of exchange program:		
No suggestions	51	42
More equitable salary arrangement	24	19
Better orientation program	24	19
Better screening process	8	7
Teaching in more than one school	4	4
Lighter teaching load	3	3
More publicity for exchange program	3	3
Two year exchange	3	3
Total	120	100

Forty-nine percent of the principals expressed the opinion that the greatest contribution of the exchange teacher was in bringing about a better understanding between nations, while thirty-nine percent thought the greatest contribution was in his teaching field. Sixty percent indicated that another exchange teacher would be eagerly welcomed to their school and twenty-six percent indicated that another

would be welcomed but with reservations; only five percent indicated that another exchange teacher would not be welcomed.

Fifty percent of the principals indicated that their exchange teacher established an excellent rapport with their American students. Thirty-two percent reported that their rapport was good, and only ten percent that it was poor. Sixty-two percent of the principals reported that their exchange teacher established excellent rapport with their fellow teachers, and twenty-eight percent indicated that their rapport was good. Only five percent expressed dissatisfaction with this relationship. According to principals, the rapport of exchange teachers with the community was not quite as good as it was with their students and professional associates: Forty-five percent reported that the rapport with the community was excellent, forty-one percent good, and five percent poor.

Over seventy percent of the principals reported their exchange teacher had a full time teaching assignment; seventeen percent reported a regular teaching assignment and other responsibilities not ordinarily associated with a teaching assignment, ranging from gatekeeper at extra-curricular activities to drama club sponsor. Four percent reported their teacher served as part time teacher with other responsibilities including lecturing in other school systems and at community functions. Three percent reported their teacher had no regular teaching assignment which provided time and

opportunity for him to get acquainted with a variety of school situations.

Eighty-two percent of the principals reported their exchange teacher was adequately prepared for his assignment with only twelve percent reporting inadequate preparation. Eighty-four percent of the principals reported that their teacher aligned himself with school policies and only eight percent reported otherwise. Six percent of the principals who expressed dissatisfaction with the cooperation of their exchange teacher said they realized their goals may have been set too high, and perhaps their teacher was no better nor worse than many of his American colleagues. Seventy-one percent of the principals reported their exchange teacher had no major discipline problems and only twenty percent reported some difficulties in this respect.

Eighty-one percent of the principals reported that they had a general knowledge of the objectives of the exchange program, and sixty-eight percent felt the program was fulfilling its objectives. Twelve percent acknowledged having little information about the program's objectives.

Twenty-two percent felt the program was not accomplishing its objectives, but admitted that another time and another teacher might have changed their attitude.

According to the principals the benefits from participation in the program were many and varied. Twenty-five percent reported the greatest benefit to be a greater

appreciation of the need for international understanding. Other benefits reported by principals and the percentages were: (1) an understanding of foreign school systems and a better understanding of their own (19 percent); (2) innovative ideas suggested by the exchange teacher (14 percent); (3) the exchange teacher (14 percent); (4) personal, professional, and cultural benefits (12 percent); (5) sharing of information and knowledge with the community (three percent). Only three percent reported that the benefits were questionable.

Thirty-one percent of the principals reported their exchange teacher's greatest difficulty was conforming or adjusting to the American school educational policies while 25 percent reported no great difficulty with their exchange teacher. Understanding the American teenager was a problem for 14 percent of the exchange teachers while understanding teenager's slang was a problem for five percent. Four percent of the principals reported living on an inadequate salary as a problem for their teacher, and three percent reported the American approach to teaching as a major difficulty.

Forty-eight percent of the principals reported there were no major difficulties encountered by the exchange teacher in the community. Eleven percent reported travel arrangements in the community were a problem. Ten percent reported an inadequate salary made it difficult, if not impossible, for the teacher to take part in many community

activities. Eight percent reported lack of an adequate social life as a major problem and four percent reported their teacher had difficulty in adapting to American customs. Three percent reported the deep involvement of American parents in the educational process as a personal difficulty for the teacher.

Forty-two percent of the principals expressed satisfaction with the program and offered no suggestions for its improvement. Nineteen percent expressed the need for a more equitable salary arrangement between the American exchange teacher going abroad and the foreign exchange teacher coming to the United States. Nineteen percent indicated that a more comprehensive orientation program would have been beneficial to the teacher and to the American school. Seven percent recommended a better screening process and four percent indicated it would have been beneficial if teachers had the opportunity to work in more than one school. Three percent suggested a lighter teaching load, three percent more publicity, and three percent a longer period of exchange. In general, responses from the principals indicated they felt the program was serving a good purpose.

Opinions of Exchange Teachers Concerning General Employment Practices

The responses of exchange teachers to questions aimed at securing their views covering general employment practices in the exchange program are shown in Table IV.

TABLE IV

OPINIONS OF EXCHANGE TEACHERS CONCERNING GENERAL EMPLOYMENT PRACTICES OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

Statements from Questionnaire	Analysis of Responses									
	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
1. Exchange teacher experienced difficulty in qualifying for participation in International Teacher Exchange Program.	7	6	102	91	3	3			112	100
2. Difficulty in qualifying for the exchange program was primarily at the state level.	4	3	3	3	3	3	102	91	112	100
3. Exchange teacher was selected to participate in the program primarily through an interview with officials of the International Teacher Exchange Program.	91	81	13	12	8	7			112	100
4. Exchange teacher was offered choice of school location.	28	25	77	68	7	7			112	100
5. Exchange teacher received choice of school location.	16	14	12	10			84	76	112	100
6. School location would have been factor in applying for exchange position.	19	17	84	75	9	8			112	100

TABLE IV--Continued

Statements from Questionnaire	Analysis of Responses									
	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
7. Exchange teacher experienced difficulty meeting certification requirements of United States school.	9	8	101	90	2	2			112	100
8. Teacher knew purpose of international exchange program.	98	87	7	7	6	6			112	100
9. Teacher felt program fulfilled objectives.	90	80	8	7	6	6	8	7	112	100
10. Teacher was adequately prepared for experiences encountered during period of exchange.	80	72	28	24	4	4			112	100
11. Exchange teacher was encouraged to participate in the International Teacher Exchange Program by school officials.	82	74	24	21	6	5			112	100
12. Exchange teacher was insured by Department of Health, Education, and Welfare during period of exchange in the United States.	108	96	4	4					112	100
13. Teachers salary was paid by United States school.	6	5	102	91	5	4			112	100

TABLE IV--Continued

Statements from Questionnaire	Analysis of Responses									
	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
14. Teachers salary was paid by home school.	99	89	6	5	7	6			112	100
15. Income was adequate to maintain middle-class standard of living.	60	53	48	44	4	3			112	100
16. Exchange teacher was notified of appointment for exchange position in time to adequately prepare for departure.	92	82	17	15	3	3			112	100
17. Exchange teacher experienced difficulty in securing passport.	1	1	111	99					112	100
18. Travel arrangements from foreign school to United States were made by officials of the International Teacher Exchange Program.	39	35	67	60	6	5			112	100
19. Travel expenses were paid from foreign school to United States school by officials of exchange program.	48	44	60	53	4	3			112	100
20. Foreign exchange teachers accommodations in the United States were arranged by his American colleague.	58	52	48	43	6	5			112	100

TABLE IV--Continued

Statements from Questionnaire	Analysis of Responses									
	Yes		No		No Reply		Does Not Apply		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
21. Exchange year will apply to retirement plan.	107	95	2	2	3	3			112	100
22. Foreign school had increment plan for teachers.	99	89	11	9	2	2			112	100
23. Exchange year was included as increment year.	87	78	17	15	8	7			112	100
24. Teacher would participate in exchange program again if opportunity arose.	81	71	14	12	17	15			112	100
25. Teacher was made welcome in United States community.	100	90	8	7	4	3			112	100
26. Teacher was made welcome in United States school.	100	90	4	3	8	7			112	100
27. Orientation received by exchange teacher was adequate.	65	58	42	37	5	4			112	100
28. Orientation helped teacher understand teaching assignment.	60	54	48	43	4	3			112	100

Ninety-one percent reported no difficulty in qualifying for the program. Four of the seven reporting some difficulty indicated that the problems were encountered at the

state level. Eighty-one percent of the teachers were chosen to participate in the exchange program through personal interviews with nineteen percent reporting other methods. Sixty-eight percent indicated that they were not given a choice of school location and of the twenty-eight teachers indicating that they were offered a choice, only sixteen reported receiving it. Seventy-five percent indicated that location of the school would have made no difference in their desire to exchange positions with an American teacher.

Ninety percent of the exchange teachers experienced no difficulty meeting certification requirements for participation in the program. Eighty-seven percent knew the objectives of the exchange program and eighty percent felt it was accomplishing the objectives. Seventy-two percent reported they were adequately prepared to cope with experiences they encountered during their period of exchange, but twenty-four percent reported they were not. Responses indicated that seventy-four percent of the teachers received encouragement to participate in the exchange program from their school supervisors with only twenty-one percent reporting that they did not receive such encouragement. Ninety-six percent of the exchange teachers were insured during their year of exchange in the United States by the United States Department of Health, Education, and Welfare.

Eighty-nine percent of the exchange teachers reported that their home school paid their salary during their year

of exchange while five percent said that their salaries were paid by their United States school. Six percent did not report their source of income. Despite supplemental sources of support, only fifty-three percent reported that their income was adequate to maintain a lower middle class standard of living in the United States. Eighty-two percent reported they were notified of their exchange appointment in time to adequately prepare for their departure, and ninety-nine percent reported no difficulty in securing a passport. Only thirty-five percent of the teachers reported that their travel arrangements were made by officials of the International teacher Exchange Program. Less than 45 percent reported that all of their travel expenses were paid for them. Sixty-two percent reported that their accommodations in the United States were arranged by their American exchange colleague.

Ninety-five percent of the exchange teachers reported that their countries had a retirement plan, and 95 percent indicated that the year of exchange would be included in figuring their retirement benefits. Two percent indicated that the year of exchange would not be counted. Eighty-nine percent of the teachers reported their country had an increment plan and 78 percent reported the year of exchange would be included as an incremental year in their country.

Seventy-one percent of the teachers indicated that they would participate in the exchange program again if the

opportunity arose. Many teachers qualified their answers with suggestions for changes which they would like to see made in the exchange program. Some exchange teachers felt the American exchange teacher actually made a monetary profit from his year of exchange while the foreign teacher in the United States had to live very frugally on the salary he brought to the United States.

Ninety percent of the exchange teachers reported that they were made welcome by their United States communities and schools. Orientation programs received more criticism than any other aspect of the exchange program with the exception of salary arrangements. Thirty-seven percent of the teachers reported the orientation as being inadequate. Fifty-four percent reported the orientation program helped them understand their teaching assignment while 43 percent reported it did not.

Views of Exchange Teachers Concerning other Aspects of the Program

The responses of exchange teachers to questionnaire items seeking their views on selected aspects of the program are presented in Table V.

Teachers learned of the exchange program from a variety of sources. The three major sources of information were: (1) Former exchange teachers mentioned by 20 percent; (2) British Times Educational Supplement, (18 percent); and (3) Educational magazines, (14 percent). Other sources

TABLE V

VIEWS OF EXCHANGE TEACHERS CONCERNING OTHER SELECTED ASPECTS OF THE PROGRAM

Items	Teachers' Responses	
	Number	Percent
1. Source of information about the exchange program was:		
Former exchange teachers	22	20
British Times Educational Supplement	20	18
Educational magazines	16	14
Newspapers	10	8
Friends	7	6
A University	7	6
The Government	7	6
Home School	6	5
Don't know	5	5
Director of Education	4	4
Fulbright Commission	2	2
British Broadcasting System	1	1
Own Initiative	1	1
No reply	4	4
Total	112	100
2. Reasons for participation in the exchange program were:		
To become better acquainted with the United States and its people	32	30
To become acquainted with the United States educational system	20	18
To travel	14	12
To broaden experiences	10	8
To gain further knowledge	8	7
Curiosity	7	6
To broaden outlook on life	6	5
Better understanding of own values	3	3
Considered program worthwhile	2	2
No reply	4	4
Total	112	100

TABLE V--Continued

Items	Teachers' Responses	
	Number	Percent
3. Source of supplemental income for exchange teachers:		
United States and/or Home Government	67	59
Tax free grant	11	10
United States school district	11	10
Substitute teaching	3	3
Dependents allowance	2	2
Gifts from parents	2	2
Teaching homebound students	2	2
Refereeing soccer mathc	1	1
No reply	13	11
Total	112	100
4. Home school will benefit from participation in the program through:		
Introduction of new and different teaching methods	44	40
Teacher will have broadened knowledge and interests and should be better teacher	38	35
Miscellaneous benefits	12	10
No response	17	14
Doubtful benefits	1	1
Total	112	100
5. Exchange year should benefit teacher through:		
A better understanding of America and Americans	47	42
Professional growth	50	45
Promotion	7	6
No reply	8	7
Total	112	100
6. Exchange teachers most pleasant experience in United States school:		
Reactions and acceptance of American students	44	39
Faculty rapport and acceptance	28	25
Teaching	10	9
Parent acquaintances	8	7
Educational and political discussions with faculty	1	1
Sponsoring competetive event	1	1

TABLE V--Continued

Items	Teachers' Responses	
	Number	Percent
Speaking engagements	1	1
Leaving school at end of day	1	1
No reply	18	16
Total	112	100
7. Exchange teachers most pleasant experience in United States community:		
Hospitality of community	62	57
Lasting friendships	21	19
Speaking to various groups	12	10
Travel	4	3
No reply	13	11
Total	112	100
8. Most serious problem encountered by exchange teachers:		
Inadequate salary	53	45
Fear of the unknown	10	9
Language difficulty	8	7
Lack of knowledge of American teaching methods	6	5
Many adjustments that had to be made	5	4
Administrative relationships	2	2
Inadequate health services	2	2
Difficulty in securing leave of absence	2	2
Short length of exchange period	2	2
Lack of teaching materials	1	1
Loss of retirement and increment benefits	1	1
School discipline	1	1
No reply	17	14
Total	112	100
9. Suggestions for strengthening the exchange program:		
A more equitable salary arrangement	45	39
Better publicity for exchange program	21	18
Honest appraisal of program	8	7
Better orientation program	8	7
More speaking engagements	6	5

TABLE V--Continued

Items	Teachers' Responses	
	Number	Percent
Visit more educational systems	5	5
More work with experienced teachers	4	4
More choice of location	3	3
Longer period of exchange	3	3
International newsletter	1	1
Better method of arranging exchange accommodations	1	1
Travel arrangements in the United States should be improved	1	1
Earlier notification of appointment	1	1
No reply	5	4
Total	112	100

identified included: newspapers, (eight percent); friends, (six percent); universities, (six percent); the government, (six percent); and home school, (five percent).

Reasons given by exchange teachers for their participation in the program included the following: To become better acquainted with the United States and its people, (30 percent); to become acquainted with the educational system of the United States, (18 percent); travel, (12 percent); to broaden experiences, (eight percent); to gain further knowledge, (seven percent).

Fifty-nine percent of the exchange teachers reported that their salaries were supplemented by their home school and/or their United States school. Ten percent reported a tax free grant and 10 percent reported their United States

school district supplemented their salaries. Miscellaneous supplementary sources of income were mentioned by 10 percent of the teachers.

Forty-four percent of the exchange teachers indicated that their home school would benefit because of the introduction of new and different teaching methods which they learned in their American schools. Thirty-five percent said that they would be better teachers because of travel and cultural experiences which the exchange year afforded them. Only one expressed doubt about the benefits which might be realized by the home school.

Forty-two percent of the teachers felt they would personally benefit because of a better understanding of America and Americans. Forty-five percent indicated that they would experience professional growth as a result of the year abroad. Seven percent felt the experience would probably gain them a promotion.

Exchange teachers reported many pleasant experiences in their schools during their year in the United States. The reactions and acceptance of the American children were the most rewarding to 39 percent of the teachers. Faculty rapport and acceptance was the source of greatest satisfaction to 25 percent of the respondents. The pleasures of teaching and the opportunities for getting acquainted with American parents were also mentioned in this context. Fifty-seven percent of the exchange teachers reported the hospitality of

the community as their most pleasant experience. Other pleasant experiences in the community included making lasting friendships, (19 percent); speaking to various groups, (10 percent); and travel, (three percent).

Forty-five percent of the exchange teachers reported the inequity of the salary arrangement as a cause of dissatisfaction with the program. Other areas of teachers concern were: A fear of the unknown, (nine percent); language difficulty, (seven percent); lack of knowledge of American teaching methods, (five percent); and the many adjustments an exchange teacher must make, (four percent).

Teachers had many suggestions for the improvement of the exchange program. The need for a more equitable salary arrangement was expressed by 39 percent of the respondents; 18 percent suggested a better publicity program would be beneficial; seven percent felt there should be an honest appraisal of the program by officials of the program; and seven percent felt a better orientation program would be beneficial. Five percent of the teachers felt the returning exchange teacher should accept more speaking engagements in order to share his experiences with other interested people in his home country. Exchange teachers also suggested that an exchange teacher should work with experienced teachers before teaching alone in an American classroom and that teachers should visit many educational systems while in the United States rather than remain in one school during their

entire year of exchange. Teachers mentioned that a longer period of exchange would be beneficial to the program and to the teacher, that teachers should have greater choice in their assignment, that a better method of arranging accommodations should be worked out, and that better travel arrangements within the United States should be made. An international newsletter was also suggested as a way of strengthening the program.

Summary

Responses received from the directors of certification indicated that the process of applying was not too difficult for teachers desiring to exchange positions. Special requirements for teachers varied from state to state but most of the limiting requirements were waived for exchange teachers. Only one state did not participate in the exchange program, and this was due to legislative enactment. Other states reported that, due to lack of interest, they do not always participate. In some cases the directors of certification knew very little about the exchange program, and could not answer all of the questions. Directors of certification stated that, in many cases, the exchange program was handled at the school district level, and the state department of education had nothing to do with the program. Certification directors emphasized that more publicity should be given the program. They felt there was not enough information about

the program, and that it would help if there could be coordinating offices around the United States to disseminate such information. Certification directors stated that when schools in their state had participated they were well pleased with the results and would like to continue participation in the program.

Responses received from principals or supervisors indicated an overall satisfaction with the program. There was almost total agreement among contributing principals concerning the need for more equitable salary arrangements for foreign exchange teachers. Principals expressed the opinion that a true picture of the exchange program should be given to the foreign exchange teacher prior to the exchange. They felt an exchange teacher should be informed of what to expect in the United States, and when possible, his duties in his American school should be fully explained. The majority of participating schools had to utilize their exchange teacher the full school day in the classroom due to the fact there were no financial arrangements made to free him for travel or other experiences. This point was also made by exchange teachers. The majority of principals were enthusiastic in their praise of the program. Comments ranged from "a worthwhile international educational experience" to "a very good teacher." A few schools had experiences less than satisfactory. Principals responses indicated better dissemination of information about the program would be

beneficial. Many teachers and school districts do not know the exchange program exists. A better orientation program and a more adequate explanation of living costs in the United States for exchange teachers were high on the priority list of changes recommended by principals.

Responses received from foreign exchange teachers in the United states indicated, as did those from principals, a high level of satisfaction with the program. A more equitable salary arrangement was at the top of the teachers' priority list. The majority of teachers were made welcome in their school and community. Exchange teachers rapport with American students was the most pleasant aspect of their experience in the United States. Students received the exchange teachers warmly and many times honored the teacher at parties, dinners, or a tea. There was some dissatisfaction with the exchange program. One criticism was of living accommodations. The exchange teachers accommodations were arranged primarily by his American colleague and many times were not adequate or were not what the exchange teacher had been led to believe they would be. The cost of travel from the home countries to the United States was a problem for many exchange teachers. Only forty-four percent had their fare funded, and some had to pay as much as seventy-five percent personally. Teachers expressed the opinion that if the program was worthwhile and of international importance, then travel expenses should be fully funded from port to port.

There was general approval of the International Teacher Exchange Program from the three groups involved in the study. For the most part respondents indicated that all parties benefited greatly from their participation in the program.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study had as its purpose the gathering and interpreting of information about the International Teacher Exchange Program which would be useful to governments, agencies, and interested people. The study was concerned with identifying practices in teacher certification and employment in the respective states insofar as they affected the teacher exchange program.

The primary data used in the study consisted of responses to questionnaires directed to directors of certification in the respective states, principals or persons in charge of the exchange program in the respective United States schools and to foreign exchange teachers teaching in American schools in 1968-1969. The secondary data included selections from the literature, and letters, publications, and other information from governmental agencies and professional associations.

Three separate questionnaires were constructed: (1) To directors of certification in the state departments of education seeking information on certification and

employment practices in the respective states; (2) To principals of participating United States school systems, asking their opinions about selected aspects of the program; and (3) To foreign exchange teachers, to get their views on broad aspects of the program.

Questionnaire returns were received from all of the state directors of certification, 94 percent of the principals, and 87 percent of the teachers. The information gained from the questionnaire returns was organized and compiled into tables showing number and percentage of responses according to positions of respondents and questionnaire items.

The background of the International Teacher Exchange Program was developed from the secondary data. The body of the report consists of a state by state summary of certification and employment practices, and interpretations of the information supplied by directors of certification, principals of participating United States schools, and exchange teachers.

The major findings of the study were:

1. Forty-nine states participated in the International Teacher Exchange Program. State legislation prohibited participation in Alaska.

2. Exchanges were restricted to certain countries in four states. In two of the four, restrictions were due to state legislation.

3. Special legislation was required for participation in the exchange program in 17 states.

4. Twenty-nine states waived certification requirements for exchange teachers. Twenty states did not waive all requirements but made special provisions for exchange teachers. One state did not participate.

5. Six states could not pay a dollar salary to a foreign teacher.

6. Thirty states required citizenship or filing of intent to become a citizen for their teachers, however, twenty-nine states waived the requirement for exchange teachers.

7. A loyalty oath was required in 18 states, however, the oath contained no phraseology deemed objectionable and could be taken by the exchange teacher (12 states) or was waived (six states).

8. Retirement benefits for American teachers exchanging positions abroad had not been determined in fourteen states.

9. Forty-nine percent of the principals reported the greatest contribution of their exchange teacher was in bringing about a better understanding between nations and 39 percent reported the greatest contribution to be in the teacher's teaching field.

10. Eighty-six percent of the principals reported another exchange teacher would be welcomed to their schools.

11. The exchange teachers rapport with the students, teachers, and community was good to excellent in over 81 percent of the cases according to principals.

12. Seventy-three percent of the exchange teachers had a full time teaching assignment, while 17 percent had a regular teaching assignment with other responsibilities.

13. Eighty-two percent of the principals reported their exchange teacher was adequately prepared for his assignment and 84 percent reported the teacher aligned himself with school policies to their satisfaction.

14. Seventy-one percent of the teachers had no major classroom discipline problems while 20 percent reported some problems of a disciplinary nature.

15. Eighty-one percent of the principals knew the general objectives of the exchange program and 68 percent felt the program was fulfilling the objectives.

16. Greatest benefit received from participation in the exchange program according to 25 percent of the principals was a greater appreciation of the need for international understanding. Nineteen percent reported an understanding of foreign school systems and a better understanding of their own as their greatest benefit.

17. Thirty-one percent of the principals reported the greatest difficulty encountered by the exchange teacher was in adjusting to the educational policies of the school, and 25 percent reported no difficulties. Forty-eight percent

of the principals reported their exchange teacher encountered no great difficulties in the community. The foreign exchange teacher apparently had no more difficulty adjusting to the American school environment than the average new teacher.

18. Nineteen percent of the principals suggested a more equitable salary arrangement as a major condition for improvement in the exchange program and 19 percent indicated a need for a better orientation for the exchange teacher.

19. Ninety-one percent of the exchange teachers experienced no difficulty qualifying for the exchange program and of the seven that experienced difficulty, four reported the difficulty was at the state level.

20. Eighty-one percent of the teachers were selected to participate in the program by personal interview with officials of the teacher exchange program.

21. Twenty-five percent of the exchange teachers were offered their choice of school location in the United States and of the 25 percent, 14 percent received the location they requested. Seventy-five percent of the teachers reported school location was not a factor in their applying for an exchange position.

22. Ninety percent of the teachers experienced no difficulty in meeting certification requirements of their United States school with only eight percent reporting some difficulty.

23. Eighty-seven percent of the teachers knew the general objectives of the International Teacher Exchange Program and 80 percent felt the program fulfilled the objectives.

24. Seventy-two percent of the teachers reported they were adequately prepared for the experiences they encountered during their year of exchange.

25. Seventy-four percent of the teachers were encouraged to participate in the program by school officials.

26. Ninety-six percent of the teachers were insured by the Department of Health, Education, and Welfare.

27. The exchange teacher's salary was paid by his home school in 89 percent and by his United States school in five percent of the cases.

28. Forty-four percent of the teachers reported their income was not adequate to maintain a lower middle-class standard of living. Sixty-one percent received other remuneration in addition to their salaries.

29. Eighty-two percent of the teachers were notified of their exchange appointment in time to adequately prepare for their departure and 99 percent experienced no difficulty in securing a passport.

30. Travel arrangements to the United States were made by officials of the International Teacher Exchange Program for 35 percent of the teachers. Fifty-three percent of the teachers reported that their travel expenses from their home school to their United States school were not fully provided.

31. Accommodations in the United States were arranged for exchange teachers by their American colleagues in 52 percent of the cases.

32. Ninety-five percent of the teachers reported the exchange year would apply to their retirement program.

33. Eighty-nine percent of the exchange teachers reported that their school had an experience increment plan in determining salaries and 78 percent reported the exchange year would be counted as a year of creditable experience.

34. Seventy-one percent of the teachers reported they would participate in the exchange program again if the opportunity arose.

35. Ninety percent of the teachers felt welcome in their United States community and in their United States school.

36. Fifty-eight percent of the teachers considered the orientation they received adequate and 37 percent felt it was inadequate. Fifty-four percent felt the orientation helped them understand their teaching assignment.

37. The sources of information about the program most frequently mentioned by exchange teachers were: (1) former exchange teachers (20 percent); (2) British Times Educational Supplement (18 percent); and educational magazines (14 percent).

38. Thirty percent of the teachers reported they participated in the program to become better acquainted with

the United States educational system and to travel in the United States.

39. Forty percent of the teachers reported their home school would benefit from their participation in the exchange program through the introduction of new and different teaching methods on their return.

40. Forty-two percent said that they benefited from the exchange year through gaining a better understanding of America and Americans. Forty-five percent indicated that the year was a worthwhile professional experience.

41. Thirty-nine percent of the teachers indicated they found their greatest pleasure in their exchange year in the acceptance by their American students and 25 percent named their acceptance by their fellow teachers as being of first importance.

42. Fifty-seven percent of the teachers expressed pleasure in the hospitality of the community, and 19 percent reported the making of lasting friendships as being a very important result of their exchange year.

43. Inequitable salary arrangements were mentioned by 45 percent of the teachers as the most serious problem encountered in the program. Nine percent mentioned the fear of the unknown as a cause of concern. Language difficulties (seven percent) and unfamiliarity with American teaching methods (five percent) were also mentioned as serious problems.

44. Suggestions for strengthening the program made by exchange teachers included the following: improved salary arrangements (39 percent), greater publicity for the program (18 percent), improved orientation program (seven percent), conduct an honest appraisal of the program (seven percent).

Conclusions

1. The exchange program, if conducted in the spirit intended by the Congress of the United States, offers many benefits to the people, states, and to the countries involved. Students should realize many cultural benefits, and the cause of international understanding should be advanced in all participating countries.

2. Lack of understanding or indifference as to the purposes, nature, and benefits of the teacher exchange program on the part of lawmakers, educational agencies, and professional associations at the national, state, and local levels can only handicap the program. Every effort should be exerted to make sure that failure to participate on the part of individuals or agencies is not due to any lack of complete and accurate information about the program.

3. It should be recognized that the foreign teacher coming into an American school must make many difficult adjustments. Among the situations with which he may not be readily able to cope are the affluence and independence of the American student, racial tensions, and the degree of involvement of parents in the education of their children.

4. School systems should recognize that there is always the possibility that the exchange teacher who comes to their school may not measure up in all respects to their expectations--but they should not condemn the program for this reason.

5. The success of the exchange program depends on all parties involved. If either the exchange teacher or school officials fail to make reasonable adjustments, conflict and unhappiness with the program are inevitable. Most of the problems encountered in the exchange program may be resolved through cooperation at the local, state, and national levels.

6. It has been demonstrated that educational and cultural exchanges enhance and contribute to friendliness, mutual understanding, and good will among nations. There is possibly no aspect of the total exchange program which has greater potential for reaching and influencing people than the teacher exchange program. Teachers influence the thinking of their home communities concerning other nations and reach countless future citizens during their teaching careers. The program's potential for good in our nation can only be fully realized if the exchange teachers experience here has been personally satisfying and meaningful in every respect. This should be the aim of all who are associated with the program.

7. The emerging conditions of the world require us to become more world minded, to understand the world system as a whole and the relationship of the parts to the whole. Education bears a special responsibility to help prepare the future generations of citizens to deal with this contracting planet. Particularly must we learn to work together in attacking the major problems that plague the family of man. The International Teacher Exchange Program, if properly directed and adequately financed, gives promise of advancing the cause of world peace through international understanding and goodwill.

Recommendations

The following recommendations are made as a result of the study:

1. A more equitable salary arrangement should be developed for the foreign teacher in the United States.

2. Information should be presented to the exchange teacher at the time of application concerning the cost of living in the United States, including housing, food, travel, and duties, if possible, in his United States school and community during and after school hours.

3. Travel expenses should be fully reimbursed by the sponsoring agencies.

4. A better publicity campaign should be conducted to bring information about the program to a wider segment of the teaching profession.

5. Better orientation programs for teachers should be provided at the general meeting usually held in Washington, D.C., and in participating schools.

6. Legislation should be enacted in Alaska to permit participation in the exchange program.

7. Legislation dealing with the exchange program in the respective states should be couched in clear and easily understood language and should be uniform from state to state.

8. A follow-up study should be made after an interval of years to discover if progress has been made in strengthening the exchange program.

9. A similar study should be made involving American exchange teachers teaching abroad.

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APPENDIX A

LETTER AND QUESTIONNAIRE TO DIRECTORS OF CERTIFICATION

Dear Educator:

I am engaged in a study of the teacher exchange program including certification and employment practices of the fifty states. This study is being done at the University of Oklahoma in fulfillment of the requirements for the Doctor's degree under the guidance of Dr. O. D. Johns.

The study was undertaken at the suggestion of Dr. Robert E. Crane, Director of the Teacher Exchange Program, Department of Health, Education, and Welfare, Washington, D.C. Dr. Crane stated that a study of this nature would be of value to his office. At the conclusion of this study the certification and employment practices of each state along with the perceptions of exchange teachers, principals, and directors of certification concerning selected aspects of the exchange program will be forwarded to Dr. Crane.

I am submitting a questionnaire to the directors of certification of the state departments of education of the fifty states. This study cannot be concluded without your help, and I therefore earnestly solicit your cooperation. Many of the questions in the questionnaire can be answered by circling a "Yes" or "No" response, others require a brief statement. I am enclosing a self-addressed and stamped envelope for your convenience. Thank you for your time and consideration.

Sincerely yours,

Virgil Wells

To: Directors of certification of state departments of education.

State _____ 1968-1969 School Year

Directions: Please circle your response to questions requesting a "Yes" or "No" answer. Use space provided for answering other questions. If additional space is needed, please use back of page.

CERTIFICATION AND EMPLOYMENT PRACTICES FOR THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

1. Does your state participate in the International Teacher Exchange Program? Yes No

2. If your state does not participate in the exchange program please state reason. Yes No

3. If your state participates in the exchange program, are exchanges restricted to certain countries? Yes No

4. If exchanges are restricted to certain countries, are the restrictions due to state legislation? Yes No

5. If your answer to Number 4 is "No," what are the restrictions due to?

6. Are exchanges possible because of special legislation? Yes No

7. Is the exchange of teachers possible, on a temporary basis with no special conditions to be met? Yes No

8. If special conditions must be met, please list the major conditions.

9. Are certification requirements waived for exchange teachers? Yes No

10. If your answer to Number 9 is "No," please list certification requirements that must be met by exchange teachers.

11. Is there a legal restriction to paying a dollar salary to foreign exchange teachers in your state? Yes No

12. Does your state require a teacher to be a United States citizen? Yes No

13. If your answer to Number 12 is "No," does your state require filing of intent to become a citizen? Yes No

14. If your answer to Number 12 or 13 is "Yes," can the requirement be waived? Yes No

15. Does your state require an oath of allegiance or loyalty? Yes No

16. If an oath is required, can it be taken by a foreign teacher? Yes No

17. If your answer to Number 16 is "No," can the oath requirement be waived? Yes No

18. Is there a legal restriction in your state to paying a dollar salary to an American teacher exchanging positions abroad? Yes No

19. Is the retirement benefit status for American exchange teachers determined at this time? Yes No

20. Can an American teacher from your state get retirement benefits while exchanging positions abroad, without conditions? Yes No

21. If your answer to Number 20 is "No," can an American teacher from your state get retirement benefits while teaching abroad with conditions? Yes No

22. If your answer to Number 21 is "Yes," please list the major conditions to be met.

23. What are your attitudes toward the exchange program as it affects your state?

24. What suggestions do you have for the improvement of the International Teacher Exchange Program?

APPENDIX B

LETTER AND QUESTIONNAIRE TO PRINCIPALS

Dear Educator:

Will you please route this letter to the principal or supervisor in charge of your exchange teacher?

I am engaged in a study of the International Teacher Exchange Program. This study is being conducted at the University of Oklahoma in partial fulfillment of the requirements for the Doctor's degree under the guidance of Dr. O. D. Johns.

The study is being done at the suggestion of Dr. Robert E. Crane, Director of the International Teacher Exchange Program, Department of Health, Education, and Welfare, Washington, D.C. The information gathered by this questionnaire and others will be used in determining the status of the certification and employment practices of the International Teacher Exchange Program.

All aspects of the program are being explored. I purposely waited until near the end of the school year to mail this questionnaire. I know that you are very busy but a few minutes of your time to fill out the enclosed questionnaire can make a significant contribution to this study and hopefully to the exchange program.

The first part of the questionnaire may be answered by circling a number indicating the response most applicable to your situation. Please circle a "Yes" or "No" response where indicated. The last few questions require a written response. Your reply will be held in the strictest of confidence. I am enclosing a self-addressed and stamped envelope for your convenience. Thank you for your time and consideration.

Sincerely yours,

Virgil Wells

Questionnaire

To: Principals or persons coordinating the International Teacher Exchange Program in participating school systems.

School System _____ 1968-1969 School Year

Directions: Please circle the appropriate number or word to indicate your response to each statement. Where extended responses are requested, please use space provided or back of page if necessary.

A STUDY OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

1. Our exchange teachers greatest contribution was:
   1. In his teaching field
   2. In bringing about a better understanding between nations
   3. Other

2. Another exchange teacher would be:
   1. Eagerly welcomed
   2. Welcomed with reservations
   3. Not be welcome

3. Our exchange teachers rapport with students was:
   1. Excellent
   2. Good
   3. Poor

4. Our exchange teachers rapport with teachers was:
   1. Excellent
   2. Good
   3. Poor

5. Our exchange teachers rapport with the community was:
   1. Excellent
   2. Good
   3. Poor

6. How would you characterize your exchange teacher's assignment during the school year?

   1) Full time teaching assignment.
   2) Regular teaching assignment and other responsibilities not ordinarily associated with teaching assignment. Briefly describe other responsibilities.

3) Part time teaching assignment with other responsibilities. Briefly describe other responsibilities.

4) No regular teaching assignment. Briefly describe exchange teachers role.

7. Was your teacher adequately prepared for his assignment? Yes No

8. Did your teacher align himself with school policies to your satisfaction? Yes No

9. Did your exchange teacher have major classroom discipline problems? Yes No

10. Do you know the general objectives of the International Teacher Exchange Program? Yes No

11. From your experience with the exchange program this year, do you feel that the program fulfills its objectives? Yes No

12. What was the greatest benefit that your school received from your exchange teacher?

13. What was the greatest difficulty that your exchange teacher encountered in your school?

14. What was the greatest difficulty encountered by your exchange teacher in your community?

15. What specific suggestion would you make for the improvement of the International Teacher Exchange Program?

APPENDIX C

LETTER AND QUESTIONNAIRE TO EXCHANGE TEACHERS

Dear Educator:

I am engaged in a study of the International Teacher Exchange Program. This study is being conducted at the University of Oklahoma as a partial fulfillment of the requirements for the Doctor's degree under the guidance of Dr. O. D. Johns.

The study is being done at the suggestion of Dr. Robert E. Crane, Director of the Teacher Exchange Program, Department of Health, Education, and Welfare, Washington, D.C.

I purposely waited until near the end of the school year to mail this questionnaire. I know that you are busy at this period of the year but a few minutes of your time to fill out the enclosed questionnaire can make a significant contribution to this study. Your cooperation is earnestly desired.

The first part of the questionnaire may be answered by circling a "Yes" or "No" response; the last few questions require a written reply. Please complete the questionnaire and return it to me at your earliest convenience. Your reply will be held in the strictest of confidence. I am enclosing a self-addressed and stamped envelope for your convenience. Thank you for your time and consideration.

Sincerely yours,

Virgil Wells

Questionnaire

To: Foreign exchange teachers participating in the International Teacher Exchange Program.

Directions: Please circle your response to questions one through thirty-two. Use the space provided for answering questions thirty-three through forty. If additional space is needed, please use the back of the page.

CONDITIONS OF EMPLOYMENT OF THE INTERNATIONAL TEACHER EXCHANGE PROGRAM

1. Did you experience difficulty in qualifying for the exchange program? Yes No

2. If your answer to Number 1 is "Yes," was the major source of difficulty at the state level? Yes No

3. Were you selected to participate in the exchange program primarily through a personal interview? Yes No

4. Were you given your choice of school location in the United States? Yes No

5. If your answer to Number 4 is "Yes," did you receive the school location that you asked for? Yes No

6. Would school location have made a difference in your applying? Yes No

7. Did you experience difficulty in meeting certification requirements of your United States school? Yes No

8. Do you know the purpose of the International Teacher Exchange Program? Yes No

9. Do you feel the program fulfills its objectives? Yes No

10. Were you adequately prepared for the experiences that you encountered during the period of exchange? Yes No

11. Did your home school encourage your participation in the exchange program? Yes No

12. Did officials of the exchange program provide insurance through the Department of Health, Education, and Welfare for the period of exchange teaching? Yes No

13. Does your United States school pay your salary? Yes No

14. Does your home school pay your salary? Yes No

15. Do you receive any other remuneration in addition to your school salary? Yes No

16. If your answer to Number 15 is "Yes," what is the source of additional income?

17. Is your income adequate to maintain the standard of living expected in your United States community? Yes No

18. Were you notified of your appointment in time to adequately prepare for your departure? Yes No

19. Did you experience difficulty in securing a passport? Yes No

20. Were travel arrangements from your home school to your United States school made by officials of the International Teacher Exchange Program? Yes No

21. Were all of your travel expenses paid? Yes No

22. If your answer to Number 21 is "No," what portion of your travel expenses did you pay?

23. Were accommodations in the United States arranged for you by your exchange colleague? Yes No

24. Does your country have a teacher retirement system? Yes No

25. If your answer to Number 24 is "Yes," will this year apply to your retirement? Yes No

26. Do you have a salary increment in your country for each year of teaching experience? Yes No

27. If your answer to Number 26 is "Yes," will this year count as an increment year in your country? Yes No

28. If the opportunity arose again, would you participate in the teacher exchange program? Yes No

29. Were you made to feel welcome in your United States community? Yes No

30. Were you made to feel welcome in your United States school? Yes No

31. Do you consider the orientation you received adequate? Yes No

32. Did the orientation you received help you understand your teaching assignment better? Yes No

33. Where did you first learn of the International Teacher Exchange Program?

34. Why did you participate in the teacher exchange program?

35. How will your home school benefit from this experience?

36. How will you benefit from this experience?

37. Please state briefly, if possible, your most pleasant experience in your United States school.

38. Please state briefly, if possible, your most pleasant experience in your United States community.

39. What do you personally consider the greatest weakness of the exchange program?

40. Please list any suggestions that you may have that you feel would strengthen the International Teacher Exchange Program.


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