


1972

Teaching and Leadership

Monica Seng

School for International Training

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TEACHING AND LEADERSHIP

Monica Seng

Independent Professional Project

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September 12, 1972

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PREFACE

This paper, TEACHING AND LEADERSHIP, is an attempt to justify why I think leading an Experiment group is a justifiable project for MAT candidates. In addition to writing this paper, I attended a week-end leadership conference, and I led an Experiment high school group of ten girls to Denmark. The duration of the program was from June 23-August 10, 1972. The paper plus the experience constitutes my Independent Professional Project.

I would like to acknowledge my thanks to those that helped make this experience possible for me.

M. S.

September 12, 1972

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In this paper, I will attempt to justify why I think leading an Experiment group is a justifiable project for MAT candidates.

Leadership involves assuming responsibilities for coordinating the work of others and for the consequences of the common endeavor. The success of the leader in getting voluntary followers depends most of all upon his ability to organize and keep going an activity which gives others a chance for interesting and profitable functioning. Effective leaders inspire in the members of the small group interests in and direction towards an ideal goal.

The Experiment considers a resourceful, intelligent leader to be essential to the success of the program. The qualifications that are vital are:

- 1) A genuine desire to make a personal and practical contribution to international understanding.
- 2) A highly-developed sense of responsibility
- 3) Experience in leadership and teaching
- 4) Ability to inspire confidence in other people; emotional stability and good judgment.
- 5) Good understanding of and experience in handling young people
- 6) Adaptability, flexibility, sense of humor, patience, alertness, sensitivity, awareness, openness, stamina, ingenuity, creativity, and personality.

The same qualifications that are necessary for a leader of an Experiment group are necessary for a teacher. The teacher and leader who sees his role as one of helping to release and integrate the creative abilities of all group members does not think by himself. He exerts his leadership by seeking ways to stimulate individual members to express their own ideas. This is exactly what happened in my conversation classes

in Mexico. I stimulated the students with topics and gradually they began to express their opinions and ideas. From this I realized the talents and abilities of many of my students. In Denmark I encouraged the group members to use the talents and abilities they have. For example, one girl was very gifted in Home Economics. I encouraged her to learn about Danish cooking and teach her host mother some American dishes. Through her domestic abilities, she immediately became part of the family.

The teacher or leader sees his role as one of responsibility shared by all members, not a privilege marking him off from the rest of the group. Leadership is an exercise of competence rather than an exercise of status. As an Experiment leader, I tried very hard not to appear as a status figure. I wanted to be considered as a person that they could confide in and trust, but not a person that they had to look up to because I had all the power. I did not want to be considered superior to the group members, but simply as a person that they could always come to if they had problems or needed information or advice. I was considered by the girls an active member of the group and although I was not an authority figure, they never took advantage of the situation. Because of this, we all had a good working relationship. As a teacher teaching the junior high students in Mexico, I did consider myself a status symbol, and I do think that at times I considered myself above and beyond them as many of them did not want to learn English. After a month, I became frustrated with them and I did set myself off from the group. I now regret this as I realize a teacher can not mark himself off from the rest of the group.

The teacher or leader has the opportunity to develop team leadership in working with class or group members. One must help them understand how four or five of them need to consider their function as a whole rather

than as four or five separate pieces. I used this technique in one class in particular in Mexico. The class was large and on several levels and so I divided them in groups of five. I found this a successful technique for this particular class as they were all on different levels and with the small grouping, the better students could help the slower students. I also tried to develop team leadership in Denmark. Beginning with orientation, I tried to emphasize the importance of working in groups. I think all of the members felt the advantages of working together on several occasions instead of individually. For example, for the farewell dinner, there was an enormous amount of work because we were cooking for sixty people. Everything went smoothly as everyone worked hard together. Working together was a large part of our program. Several of the students were very well versed on art, music, and politics in relation to Denmark. Many people were able to learn and share from them. We always tried to use each other as resources.

A good teacher or leader is a facilitator of growth. The purpose in all educational endeavors is that the participants shall grow. A leader must help each one become clear as he goes along about what it is that he wants to do with his time and energy, what he needs to do to get where he wishes to go, and how he can go about it. One reward of leading an Experiment group is the growth that you see in each individual group member from the beginning of the experience to the end. Before leading a group, I had heard about the growth that individuals go through; however, I never believed it. But now I have seen it with my own eyes. For example, one girl was placed on a large Danish pig farm. She came from a wealthy family in New York City and she had never before left the city. Her first impressions were that everyone would have to change for her.

She was unwilling to give and accept the Danish ways and she spoke about returning to the USA since she could not adjust to a farm. Her first week, she went through severe cultural strain and it was my impression that with her attitudes, she would never adjust to any family. I went to see her and talked with her at length about her problem. I gave her many suggestions about living on a farm and how she could participate in the family. The first week, she had written about twenty-five letters to friends and family, and she sat in her room and only came out for meals. I told her that she could never hope to have a good summer unless she was willing to change her attitudes and give of herself. Within a few days, she began to accept the family and their life style. She even began to go out to the pig pens with her brothers and do chores. At first she was so unwilling to try anything new, but by the end of the summer, she was willing to try anything once. Her growth and maturity was remarkable over six weeks. She learned to appreciate the farmer and common laborer as much as the lawyer and architect.

The teacher or leader contrives ways to help the group work together so that the intelligence of all members is used. This requires patience, tact, and understanding. Trust of the teacher is a very important ingredient in developing trust throughout the group. When people trust one another, they are ready to consider together their common purposes. I had few problems in Denmark gaining the trust of my group members. When I accepted the leadership position, I vowed that I would do all in my power to make this summer as beneficial and as rewarding to my group members as possible. I believed so strongly in this that I think all the girls realized that I was there for them and that they could trust me with their problems, joys, and emotions. Fortunately the girls became good friends after a week's time. Trust and understanding between us was never a problem.

Helping the group of students learn the skills of arriving at consensus is a major role of the teacher as a democratic classroom leader. The teacher helps the pupils understand the importance of hearing all concerned parties and weighing them with care. The teacher helps the group become sensitive to the relationship between a majority and a minority within a group. During the informal trip, we traveled with thirty-six people on a bus staying at a different youth hostel each night. The two other leaders plus myself were interested in the students suggestions as this was their trip, and we all felt that it was our role to hear their opinions and adjust the schedule accordingly. What usually happened was that we received six or seven different opinions. From this experience, the group members learned that all opinions must be heard and considered and that some days we would be doing what they had suggested and other days, we would be doing the opposite of their suggestions. The first couple days of the trip, the students had problems as it was always what they wanted to do, and many complained if we did not do what was their suggestions. However, near the end of the trip after many discussions, they all were sensitive to the majority and minority within the group.

As a democratic leader, the teacher has an opportunity to make a difference in his students by the way he teaches. A good teacher or leader judges the appropriateness of his own actions by the criterion of "the greatest good for the greatest number for ~~the~~ longest period of time." In Mexico for the internship teaching, I had to consider what would be the best to teach them in two months. The course was very short and so I tried to teach what I thought would be most beneficial since it was impossible to teach them an intensive amount in ten weeks.

Taking time for individuals to talk about themselves is important. As the class meets for the first time, introductions are essential. Several

days may be spent with the purpose of beginning an acquaintance with one another. The teachers' or leaders' comments of appreciation and acceptance, and his sharing of some of his own interests and concerns help to develop a climate of warm friendliness. As time is spent learning about each other, the assumption becomes clear that in this group people are important. Both in Mexico in my teaching and in Denmark in my leadership, I spent two to three days with the purpose of getting acquainted. In one of my classes the members of the class did not know each other very well, and so we worked at building familiarity. My intention was to group them and I did not want them not knowing or trusting each other in small groups before they became acquainted. The grouping was successful and proved to alleviate the uncomfortable feelings previously felt. For orientation to ~~Denmark~~ a large portion of the sessions were spent on getting to know each other and beginning to build group spirit and friendship. To achieve this, we had non-verbal introductions, theater games, open discussions, and a number of informal parties and activities. I think the time spent on individuals getting to know each other was very important.

The role of the teacher and the leader are very similar. For example, there is preparation. I started in December thinking about what I could offer to the students for orientation. I found planning for orientation very similar to lesson planning. In a limited amount of time what is the most important to present to the students. Then in June before the Experimenters came, I re-evaluated the schedule. In this paper on pages 17-19, you will find a copy of my orientation as of December, 1971, and then my revised orientation schedule.

Once we arrived for the homestay, I found that working with the local representative was much like working with the school personnel. I found that I

had to exercise diplomacy in my relationship. Because of my training in Experiment methods and ideals, I felt a deep appreciation of what the Experiment is trying to accomplish and a greater sense of responsibility to the group. Problems had to be worked out cooperatively. I wanted to impress on the group that the local representative, the host families, and myself are as much a part of the Experiment as they are. This philosophy of cooperation and shared responsibility pertained to all. Leaders and group members are under the jurisdiction of the Experiment in that country. National directors have full authority to issue instructions, alter program plans, interpret Experiment policy, etc. Being under the National Director is similar to being under a superintendent and school board. One must learn to get along with them and honor their opinions and advice.

My general responsibilities as a leader were to:

- 1) Write group members
- 2) Correspond with local representative
- 3) Orient group
- 4) Visit families at least once during the homestay
- 5) Initiate and arrange group activities
- 6) Write parents in the USA
- 7) Encourage host brothers and sisters to participate on the informal trip
- 8) Share leadership responsibilities during the homestay and on the informal trip
- 9) Share budgetary responsibilities in the homestay and on the informal trip
- 10) Institute and carry out the informal trip
- 11) Evaluate the experience with group members
- 12) Submit the report to Putney

When I accepted the leadership position, I thought that this would be an easy summer. There could not possibly be that much to leading a group of ten high school students to Europe. I found that this was one of the most difficult and demanding experiences in my life. It is a tremendously difficult job. As an Experiment leader you have two major roles. You must integrate yourself with your host family as every other Experimenter does. At the same time, you must establish a sound working relationship with

the local representative so that your collaboration will result in a happy experience for both of you. Your responsibilities begin at the time of appointment and end with the completion of your reports submitted after your return to the USA. You must help the Experimenters understand their own culture and that of the country they visit. At all times, you are responsible for the health, safety, and welfare of each American in your charge. As a leader you set the example. You are responsible for keeping the group active and interested and seeing to it that individuals do not place private interests ahead of Experiment goals. There is a tremendous challenge to all of this and hardly a day passed without a problem either on the Experimenters or the host families part. I worked hard and I learned so much about myself and working with people. But behind all of this, there was a beauty in working with ten high school students who had never been out of the country before. I watched them throughout the whole intensive process of saying goodbye to their families in the USA and then leaving their host families in Denmark. The growth and maturity that each one of them accomplished was stimulating and remarkable. I received all my rewards in working with them through the six weeks. The biggest question is would I do it again. The answer to that is definitely YES. It is a very rewarding and worthwhile experience for an MAT candidate or anyone else. I saw a whole process of education go on outside the classroom.

I had the girls write a short paper for me regarding a cross cultural experience that they had encountered. I would like to share with you three of these papers. From these papers, I think you can interpret the emotions and feelings I have for leadership.

I am appending my paper with a copy of the leader's report and a copy of my record of distribution of the funds which must be submitted to Putney. Many specific questions will be answered in this report regarding the entire experience.

My unexpected experience in Denmark was having to switch families three times due to circumstances above and beyond my control. My original family, the Hansen's, lived on a 160 acre farm 12 km. outside of Horsens, Denmark. The hardest days of the summer were spent there adjusting to Denmark; the language, customs, food, farm life, and social patterns. The first two days were mental torture. I found myself wanting to fall back on some intangible something which of course I had to manufacture. I felt really out of place and foreign. The first evening, I (in the traditional Experiment tradition) offered to set the table. How was I to know that each of the five members of the family plus their two house guests had their own special silverware and napkin, and would not eat with anything else? Well, (once again in that old Experiment way) things smoothed out, but I had a terrible allergic reaction to the pollen which seemed to have engulfed the farm. After four more days of coughing, crying, sneezing, and itching, I realized I had to move. I had just begun to establish myself and relax, so moving and re-assimilating was not the pleasantest of prospects. I left the Hansen's with mixed emotions, and moved into the Pedersen's the next morning. Immediately I felt like a guest, and I was not really too psyched to confront the day to day patterns of another family. But, I did!

I had a sister my own age this time who spoke English, and their household was very caught up in tradition and the family hierarchy. Everything resolved around the parents or grandparents, and Eva (my sister) was given much of the responsibility of the household. After three to four days there though, I felt reasonably comfortable and began to do some serious probing as to the why's and what's in Denmark. Just when I began to really have a blast, the Pedersen's left for a two week holiday in Austria. So there I was orphaned and homeless in Denmark. I then spent three days living with

my leader and local representative in the state of limbo. The Monday of that week however brought a new home in another suburb of Horsens. By now the other group members were real daughters and sisters. I was the adjusting expert! My last family was a 29 year old school teacher, her husband, and a 1½ year old baby daughter. The age combination here was the biggest problem. Adjusting was a cinch, and the family was very modern and free of the binding tradition of some Danish families. However, I was neither a peer or a daughter.

I guess the next question is, "Was it worth it?". I've always thought that if you can answer the question, "Would you do it again?" affirmatively, then it was worth it, but here I take exception. No, I certainly would not like to feel like a foreign moron more times again or show my ignorance and Americanisms like that again. But yes, I've learned an uncomprehensible amount about people and families, and their lives and work. My families were of three generations, financial levels, ideas, willingness to understand, etc. And yes, that's valuable and I wouldn't hesitate to try to open myself up again. I have always in the past considered myself a country girl at heart, but after living on a farm, I realized that I missed the excitement of city life. That's just a minor revelation, to name one.

So that was an unexpected set of experiences in Denmark. It had its ups and downs, but I'm still living, smiling, and I'm damn glad I did it!

Nancy Barrow

I liked the discussions that our group had during the orientation in Vermont. When I came to Vermont, I didn't really know what to expect of the Experiment or my homestay with my family. During the discussions, I learned about the Experiment itself and its many programs, and I heard the good and bad experiences of homestays. Thus from the discussions, I decided to try to keep an open mind and try not to expect too much--"the perfect homestay". Yet, I was one of the lucky ones in our group of ten, for I really feel as though I have had a perfect homestay. Upon first hearing that my parents were in their late 60's or early 70's, and my brother and sister in their late 20's, one might think that it was hard for me being that they were so much older. Yet, for me as a community ambassador, it was really better because they were able to explain things and take me to a lot of places. I don't feel as though I was looked down upon by my brother and sister and their friends as I would most likely have been by someone of the same age in the U.S. During part of my homestay, their 13 year old cousin and later a 10 year old friend of the family stayed with them for awhile. I like younger kids and enjoyed our games of exchanging Danish and English words. My mother, sister, brother, and cousin all spoke English. My brother had been to England and had spent four months (2 trips) in the U.S.; once with the Experiment program. I really became close to my family during the month I stayed there. I love to cook and they especially liked my caramels and apple pie. I learned how to make a few Danish dishes, also. I live on a farm in Missouri and although farms are different in a few respects, I didn't really have to make too much of an adjustment. While on the farm during the first few weeks, I helped with the horses nearly every morning. I also learned how to ride English style. I helped build a silo and learned how to milk a cow and feed the calves formula.

I don't really think that I experienced a cultural shock, but there were a few things I had to adjust to. I started drinking tea alot as I couldn't adjust to the coffee. My family drank and smoked which my family at home doesn't do. I'm not against other people doing it, if that's what they want, but I just don't think it's for me. I tried some different drinks while I was there, but the taste didn't appeal to me. As for smoking, I know I couldn't stand it, especially since I can't stand the smoke. I think that a person while on a trip like this should really try to be open-minded and tryout new things at least once.

No one from my family was able to go on the informal trip with me so my family came to see me once more on the day before I left Denmark. It was really hard to say goodbye to them as it will most likely be a long time before I shall see them again. They really were a wonderful family. I love to paint and while I was there, I painted a picture of a famous lake in Denmark and their farm. I think it was one of the best things I could have given them as it shall be like a part of me that they can remember me by. I have really no way I can repay them for sharing their lives with me for one summer.

As far as the informal trip goes, it was nice, but I think we should have at least stopped long enough at the points of interest to take pictures (for the sake of the community ambassadors). I also think that it would have been alot better to have had the informal trip during the middle of the homestay. Before the trip was over, everyone was tired and things began to get pretty tense. Also then you could leave your homestay with the experiences fresh in your mind and rested up.

I think that I've changed during these past seven weeks and hopefully have become more mature, but I won't be able to know for sure how much until I get home.

I would like to thank everyone affiliated with the Experiment in International Living and especially my town for sponsoring me.

Christine Shelby

I feel I went with an open mind to new cultural experiences. I did as the Experiment suggested: Expect the Unexpected. I think I even expected alot more problems with many things than I ever encountered. The orientation discouraged me; it seemed to make me feel that the problems had to be bad, not exciting. Part of that was the weather, though. Staying in Copenhagen first helped me alot to get used to the language, and more important, the general morals and way of life of the Danish people. I had experienced things such as open-faced sandwiches, legal drinking, the way a Dane speaks English (sings for things), my first time of getting up enough courage not to be embarrassed so I could look in a porno shop window, and bread and cheese for breakfast. These are about the only cultural shocks I went through, and it was not shock, just differences, mainly fun. I think this helped me to become ready to meet my family, and ready to be part of a family again. The main differences between what I had been used to at home and my family here was eating 5 or 6 times a day, all the bread and potatoes and pork, the close unity of the family, my mother smoking cigars, and my 17 year old sister smoking a pipe and cigarettes, the snaps and beer, and the morals and standards of my sister and my parents. Like, we would have company and get drunk as a family; my parents suggesting to my sister to take the birth control pill at age 16. We could stay out all night just so the parents knew where we were. My sister could not understand the concept of boy-ask-girl and the importance of a car in the boy - girl relationship because it is very normal to take guys in your bedroom and spend the evening in there. Other things that struck me were the friendliness of the people, the cleanliness of the country, and the slower pace of life. These people knew how to relax, one thing that Americans almost have to put out an effort to do. The people in Denmark are very proud of their country, and

it is an enjoyable constant patriotism, not just the one moment thing we may accidentally feel while celebrating the 4th of July at the lake with our beer and fireworks. I really liked the country and very soon all these things became "home" to me. Even the feelings rubbed off alot. Ann, my sister, and I had two of the Americans from a different group come to visit us towards the end of my homestay, and I found myself showing off the countryside and our city more than Ann did. Part of my love for the country and the Danes came from the love of my family. I had a great sister who could speak very good English, and whom was very outgoing. My parents accepted me as their own daughter just as fast as I could accept them. They spoke good English and had a great sense of humor.

I will miss the Danish people and their land, but it is from happy memories so it's good. I loved the redish-orange tiled roofs, and cobblestone streets. This summer helped me realize my love for my family and friends at home and the American way of life. It is funny how many songs like "This Land Is Your Land", "Yankee Doodle", and "America" us kids sang the last few days ~~now~~ ~~now mean alot to me.~~ I don't know when peanut butter and jelly sandwiches will ever taste better than right now.

I hope that I have learned how to interpret and understand other people's feelings better now. Working over and around a language and custom barrier, I'm sure has helped. I think I have experienced many new ways of communication. I hope I can use them.

Thanks for adding to a great summer, and helping me in the times of need. I've learned how much friendship can mean, even if it has only been a short time of knowing you.

Nancie Darrington

MY ROUGH OUTLINE OF ORIENTATION AS OF DECEMBER 1971

I. Introductory Session

- A. Introductions. I will either have them talk to the person on their left for 10 minutes and then report to the group what they found out about the other person, or have them characterize another person by his outward appearance and then see how close they actually came to the reality. This method could produce a great deal of humor as they realize what they see and what the other person actually is can be two different things. Also, it brings out how one can't judge a person by first impressions.
- B. For a short time, I will allow questions as some students may be bothered by something in particular that can be answered immediately.
- C. Goals
 - 1. Each member writes down why they chose the Experiment way to travel, their orientation and personal goals, and group goals. These will be discussed at length and will be gone over throughout the trip. Included will be a lengthy discussion of the Experiment goals and history.
 - 2. What are the kids expectations of me as a leader? These written and then talked about. I will explain my role as a leader.
 - 3. At this time, I will tell them about myself in more detail. I will be very open and sincere and answer any questions.

II. Family Life

- A. Prepare them for different ways of life
- B. Different interpretations of behavior
- C. To overcome unrealistic expectations:
 - 1. Maybe not a brother or sister the same age
 - 2. Perhaps middle or lower class family
 - 3. Boredom
 - 4. Different amounts of intellectual discussion
- D. Discussion of family as an educational, social, and economic unit
- E. Relationships within the family. Role of children with regard to independence, discipline, etc.
- F. Patterns of eating, drinking, smoking
 - 1. Use of drugs and sex
 - 2. Appropriate dress--neatness
 - 3. Use of utilities--telephone, heat, electricity, hot water
 - 4. Social customs
- G. Leisure time
- H. Religion

III. Attitudes Necessary

- 1. Expect the unexpected
 - 2. Curiosity, perceptivity, objectivity, and flexibility
 - 3. Adaptability vs. adoptability
 - 4. Sense of humor, sensitivity, awareness, and patience
- These all discussed and perhaps the Albatross and role play used.
I feel that role play is excellent.

IV. History, geography, government, politics, economic and social structure, and the educational systems.

- A. I would like to assign an area to each student and have them report to the group what they have researched.
- B. Have them write down their ideas about the country and have them report and discuss this.
- C. Basically, I would prefer a very informal gathering for this area of discussion as students resent reports, history, etc.
- D. Use films and movies if they are feasible
- E. Use maps and visual aids

- V. Understanding the USA and US customs
- A. Discussion of images of US abroad--materialistic, culturally backward, etc.
 - B. Civil rights and minority problems
 - C. Nixon and our present government
 - D. Discussion from American Cultural Patterns.
 - F. A discussion can follow on techniques that can be used to answer questions about the USA. These points could be emphasized through role play.
- VI. Cycle of Emotions and Events
- A. Discussion of different emotions that will present themselves throughout the six weeks
 - B. Overview of the six weeks--from the homestay to the informal trip
- VII. Conclusion
- A.

ORIENTATION

(planned in June)

Saturday, June 24

8:10 - 12:00 Danish class (language learners)

8:30 - 12:00 (Non-language learners)

- A. Tour of campus
- B. List of Impressions of Danes and Denmark
- C. Collage of Denmark followed by a discussion
- D. Case study of Sally
- E. Theater games

12:00 - 12:30 Lunch

1:15 - 5:30 Orientation (everyone)

- A. Discussion of personal and group goals
- B. Reasons for traveling the Experiment way
- C. Experiment goals and history
- D. Expectations of a leader--my role
- E. Discussion on "When Americans Live Abroad"
- F. Theater games

6:00 - 6:30 Dinner

8:00--Square dance (Carriage House)

Sunday, June 25, 1972

10:00 - 11:00 Brunch (cafeteria)

11:00 - Interdenom. Service

12:00 - 3:00 Orientation (everyone)

- A. Luggage hike
- B. Discussion on different ways of life
Different interpretations of behavior
Unrealistic expectations
- C. Attitudes necessary for successful adjustment abroad
- D. Culture strain
- E. The United States and U.S. customs

3:00 - 4:00 Danish songs

4:00 - 6:00 Questions and answers on Denmark with the Danish instructors

6:00 - 6:30 Dinner

7:00 - Skits

Monday, June 26

8:10 - 12:00 Danish class for language learners and beginners

12:00 - 12:30 Lunch

1:00 - 2:00 Shipping and packing

2:00 - 3:00 Final meeting

3:00 - 4:30 Free

4:30 - luggage to Carriage House

5:00 - Depart

6:30 - Arrive Bradley Airport

8:00 - Depart for Europe

LEADER'S REPORT - PART II

Leader: Monica Seng Country: Denmark City: Horsens Year: 1972

Previous Experiment experience: MAT-ESL (1971-1972) Internship in Mexico

Type of group (check one in each column):

High school <u> x </u>	All men <u> </u>	Regular summer <u> x </u>
College <u> </u>	All women <u> x </u>	Other <u> </u>
	Coed <u> </u>	

I. Leaders' Training Month: June Location: SIT- Brattleboro

Please comment on training materials and methods, sessions which were most and least helpful and why, and areas in which you would have liked more information.

I thought Leaders Training was very beneficial. Small group discussions were excellent as we all shared ideas and learned from the past leaders. From this, I understood exactly what were to be my responsibilities regarding the Experimenters, National Director, Representatives, U.S. office and myself. The sessions on orientation were very good and I left the week-end with many suggestions and ideas, and a firm knowledge of the Outbound Program.

Were the financial and technical briefings adequate at embarkation?
Yes No x . Can you suggest improvements?

I think the technical briefings were adequate. However, I could have used more explanation regarding the budget. I think this was gone over lightly because there were so many past leaders at the session and they did not need detailed guidelines.

Comments on Leader's Handbook (suggested revisions), budget forms and financial instructions; other materials:

The Leader's Handbook I found useful from the beginning of my experience until the end. It was necessary for me to go to the handbook on numerous occasions, and I always found it adequate and beneficial. The pages regarding how to plan a good orientation I found useful as this was my first experience in planning. The financial instructions were adequate. If there were details I did not understand, I questioned a past leader.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

II. Preparatory Materials sent to Group Members

A. Please comment on:

1. Materials which were helpful and those which were unsatisfactory.
 2. Books to be added to the reading list.
 3. Procedure and timing of mailing preparatory materials.
- 1) The group members seemed to think that all of the materials mailed to them were satisfactory.
 - 2) The group members said that previously they had recommended books and so these suggestions should be in their files. One very good book they all found very helpful was "Facts About Denmark".
 - 3) Many commented that they would have appreciated the information about the group members, the dates of orientation and place, etc. sooner than when they received this.

B. Please comment on:

1. Your dealings with The Experiment office in Putney.
 2. Significant observations made by group members on their relations with the Putney office or U.S. regional offices.
- 1) I had no problems dealing with the U.S. Experiment offices. I found everyone very co-operative and helpful. I felt that I could call upon them for suggestions or help at any time.
 - 2) They simply stated that they have had no problems dealing with the offices.

Leader: ~~Henric Sang~~
Country: Denmark

City: Horsens

Year: 1972

III. Transportation

A. Please complete the following:

Mode of transportation from the U.S.: Ship _____ Plane Overseas National
(name of ship)

and to the U.S.: Ship _____ Plane x
(name of ship)

Date of departure from the U.S. June 26, 1972 Date of return August 10, 1972

Did you return to the U.S. with your group? Yes x No _____

How many members returned with the group? 9

B. Please comment on:

1. Adequacy of ship/plane with regard to accommodations, cleanliness, food.
 2. Embarkation and debarkation.
 3. Overnight arrangements at port of arrival, if applicable.
 4. Means of transportation port-hometown-port.
- 1) The departure flight from Bradley Airport to Hamburg was excellent. The food was delicious, and the crew helpful and friendly. Everyone enjoyed the flight. The flight home from Amsterdam was also good.
 - 2) Departing from Bradley Airport was very smooth. Everyone and everything was well organized at SIF and Bradley for departure and no problems arose. There were also no problems returning from Europe.
 - 3) Over-night arrangements were made for us for one night in Hamburg. The hotel was clean and pleasant and in a central location. Buses were arranged to take us from the airport to the hotel, and then from the hotel to the train station the following day. Everything was adequate.
 - 4) Train--everything went smoothly.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

IV. Orientation

Orientation site: SIT

Number of days: 3

Please comment on:

1. Number of orientation meetings and attendance.
 2. Type of meetings held (language training, attitude orientation, "content," or informational); methods of presentation (discussion, presentation by group leader or member, orientation lecture by others.)
 3. The suitability of the site, the materials available, staff assistance, resource people, motivation of the group, the time available.
 4. Discipline and other aspects of orientation center life.
 5. What would you recommend to future leaders to better prepare them for conducting orientation sessions on their own?
 - 1) We had four lengthy orientation meetings where all ten Experimenters were present. Four of the students were language learners. One morning they had language class and so I met with the other six Experimenters.
 - 2) The type of sessions we had varied greatly. Our first session was "Non Verbal Introductions" and taking care of technical responsibilities. The second session was only with the non-language learners. It consisted of role playing and discussions of case-studies, a question and answer session, and a discussion on expectations and different ways of life. The third session was with the entire group. It consisted of a discussion of personal and group goals, expectations of a leader, Experiment history and goals, and reasons for traveling the "Experiment Way". The session ended with theater games to build group dynamics. Some of the games were done only with my group and some we did with Edgar Berrios's group. I adapted many of the theater games so that they would be meaningful. All the students commented positively towards these activities. That evening we all participated in a school square dance. The following day with all present, we had a discussion on the article, "When Americans Live Abroad", different interpretations of behavior, attitudes, U.S. customs, and cultural strain. Following this, all the Danish groups met and we saw films on Denmark, and then had a Danish song fest with the Danish language instructors. This was followed by a question and answer period. In the evening was skit night followed by a party. The final morning the language and non-language learners were in Danish class for four hours. The afternoon was spent mailing excess clothes home and final announcements.
- SIT is an ideal setting for orientation if the orientation must be held in the U.S. All my group members enjoyed being on the campus. Having the group members with their leaders in one dormitory was beneficial. SIT had also enough sports equipment so that sports activities could be enjoyed. However, the weather was bad which made outside activities impossible. I found the staff extremely helpful. The materials and books on Denmark were rather limited and it would be to the advantage of everyone if these files could be built up. I found the materials quite limited.
- My group members in general were motivated; however, they were so anxious and excited to get to Europe that by Sunday afternoon many of them had trouble concentrating and could only think about Denmark. Many of them commented that they would prefer orientation abroad. This is something you might consider in the future. I think it would be extremely more beneficial if the orientation was abroad. Many of the students could not see the necessity for the orientation in Vermont whereas if we would have had it in Denmark, they could have related much more to the discussions. Also, we

would have had available so many more Danes for discussions and general information. The timing of two to three days for orientation I think is good. I did not like the fact that Danish classes were still going on during the orientation days and that once again the students were divided by language vs non-language learners. I talked this over with my group and all commented how they would have liked Danish classes ended before orientation. I would recommend to future leaders to not have a set schedule planned with no alternatives. Come with many ideas and suggestions for the two to three days and be flexible enough to change activities if you see that things are not working out.

Leader: Monica Seag
Country: Denmark

City: Horsens

Year: 1972

V. Language Training

If your group participated in intensive language training prior to departure, please comment on the following:

	Excellent	Good	Average	Fair	Poor
2 Teachers		X			X
Teachers' Preparation		X			X
Teaching methods				X	
Teaching materials				X	
Resource persons			X		
Films		X			
General organization of program			X		

Please comment specifically on the language text and other materials used: were dialogues appropriate, vocabulary and expressions useful, basic grammar covered, etc?

List any suggestions for films, records (especially those containing up-to-date songs), or books which should be used for future programs.

Observations or comments concerning predeparture and final testing.

How much did you feel the language program contributed to the total summer experience?

I did not go through language training although I was present on the campus. The final week, I did go in and observe classes. Most of the Danish students were quite upset with one of the language instructors, and they did not feel that they learned enough for two weeks intensive study. I, myself, do not agree with the strict ALM approach. The text is fine for a guide, but should not be used strictly. I would encourage more variety in the method as many students were bored after two to three hours. They did learn basic vocabulary and grammar and expressions in the two weeks, but I feel they could have learned so much more if the teachers would have prepared their lessons thoroughly and used more variety with the method.

For the Denmark groups, we did not give the FSI exam. I did however fill out a form concerning the progress of the language learners at the end of the program. I based my decision on my observations and talking with the host families about the progress of the Experimenter in Danish.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

VI. Homestay Community

Please comment on suitability of the homestay community: unusual problems posed by the country, area, or community; reactions of group members to the homestays; specific problems of adjustment; degree of success in making necessary adjustments.

Horsens is an industrial city of about 50,000 inhabitants. Everyone considered Horsens and the surrounding area a good choice for a homestay. However, after we traveled on the informal trip, and they spent time in Ringkøbing, Ribe, Abelfoft, Kolding, Odense and Svendborg, they all seemed much more impressed with these cities as homestay communities. Reasons varied from Horsens being too industrial to the fact that there seemed to be too few young people in Horsens. Jutland is small and it is relatively easy to travel from one city to another by car.

In general, the group members reactions to the homestay were favorable. In several cases it happened that the Experimenter did not have a brother or sister the same age and this was difficult for them to adjust to. A few of the girls kept questioning why the family had taken in an Experimenter. They felt that the family had taken in an Experimenter to do a favor to the Experiment until the girls became adjusted to the family. But in general, the homestays were good.

Specific problems of adjustment were that the girls did not realize how family orientated the Danes are and this was a shock for all of them. Instead of the families in the evenings running off in different directions, they all stayed home and did things together. The girls found this difficult to adjust to. Also, many of them became bored at different points during the homestay as the families did not always entertain them. Many simply did not know how to entertain themselves. Because we were all spread apart, it was not always possible for the Experimenters to visit one another. Some found it hard to adjust to farm life and knowing that they were ten kilometers from the next American.

I think that in most cases there was success in making necessary adjustments. With different girls it of course took much longer to understand the Danish culture and life style. I think everyone had adjusted by the end of four weeks. One girl from New York lived on a Danish farm. She went through severe culture shock the first week, but after one week, she adapted herself to the family and the culture, and she had a beautiful summer. All of the adjustments came from within themselves.

Leader: Monica Seng
 Country: Denmark

City: Horsens

Year: 1972

VII. Families: Please fill in the following and include yourself. Place an asterisk * by names of repeat families.

Name of HOST PARENTS Last name/Father/Mother	FAMILY'S ADDRESS	FATHER'S Occupation	CHILDREN (underline counterpart) Name Age Name Age Name Age	Suitability as hosts Relationship with	Name of U.S. Experimenter
Pedersen, Heidi's	Furkebakken 14 Hatting 8700 Horsens	Welder	Evgj 17	Excellent	Nancy Carter
Nielsen, Peter, Elna	Fredensdalvej 8300 Odder	Architect	Ann 17	Excellent	Nancy Barrington
Andersen, Peter & Else	Fredensdalvej 8300 Odder	36A Dentist	Ann-Nette Muffe 14 15	Fair	Sandra Jorgensen
Bommesen, Svend & Birk	Tulevoengst 8300 Odder	Burginess Man	Birgitte 16	Fair	Beth Hilton
Nielsen, Bent & Edith	Hovegaard Salsvoert 8732 Hovedgaard	Business man	Svage 19 19	Good	Janet Meyfeld
Nielsen, Mr. & Mrs.	Thorupgaard Vael	Farmer	Erik 23	Excellent	Wendy Kreigh
Christensen, Svend & hustru	Nedboesksalle 8700 Horsens	58 Banker	Elybeth 17	Excellent	Bryhana Chudy
Pedersen, Andreas & Bregsted	Karonslund 8660 Standerborg	Farmer	Gene 25	Excellent	Christine Shelby
Nielsen, Gene & Edith	Lystrupgaard 8781 Standerborg	Farmer	Otto 19 21	Excellent	Cynthia Blaszyk
Hammelgaard, Mr. & Mrs.	Sponghund Rogen 7327	Farmer (Hammog)	Ulla 17 Margit 21	Excellent	Brenna White
Bech, Soren & Else	Mosegaardsvuej 8700 Horsens	7 Banker	Peter 2	Fair	Monica Seng

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

Families (continued)

Please comment on:

1. Action taken to locate any additional families needed and nature of final arrangements.
2. Community standing of families (social, political, economic, occupational, religious, etc.) and relationships among families.
3. Extent to which the families' expectations of The Experiment were met.
 - 1) We did have to locate additional families on several occasions. These families were found by one of the Experimenters Danish sister who knew of families that might be interested. In each case, we talked with the family that had the Experimenter and with the new family. We also took the Experimenter to her new home.
 - 2) The majority of the families were middle or upper middle class. They ranged in occupations from farmers to professional people. All of the families had a car. Although the people are Lutheran, they do not go to church but once or twice a year. The families were ordinary, sincere, fun-loving people. Many of the families knew one or two other families that had Experimenters, but the contacts between families was minimal, in general.
 - 3) I think that in general the families expectations of the Experiment were met. By the end of the homestay, most of the families had an understanding of the Experiment and how it operates.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

VIII. Homestay Activities

Please list in chronological order the activities which were conducted during the homestay and indicate how many "counterparts" participated. (Include a description of your family farewell party.)

1. Which activities were particularly conducive to the development of friendships among the Americans and their hosts?
2. Which activities helped group members to develop an understanding of the host people and their country, community, culture? Which did not?
3. Did host families feel there was too much emphasis on activities or on "the American group?"
4. Was there opportunity for pursuit of individual interests?

1) July 14- Silkeborg Boat Trip (Himmilbjerget) 11 Americans and 8 Dames. This was a successful and very enjoyable trip, but since it was the first time that all the Americans were together since the beginning of the homestay, they tended to group and talk together. However, I considered this a successful group activity.

July 18- Trip to City Hall and the Social Legislation offices. 11 Americans and six Dames. In the morning, we all visited the Mayor of Horsens at City Hall. He told us about the history of Horsens and about the legal system in Denmark. We then went to the Social Legislation offices and discussed with the Social Workers some of the current problems now facing Denmark. From this, I think we all had a better understanding of the Danes and Denmark.

July 19- Birthday Party (for three Experimenters). 10 Americans and 8 Dames. This was held on a large Danish farm of one of the Experimenters. It was a very successful informal gathering and this proved to be conducive to the development of friendships among the Dames and the Americans. Everyone relaxed and enjoyed each others company. It also was beneficial in that those Experimenters who did not live on farms were able to experience one day on a Danish farm.

July 20- Circus Trip. 8 Americans and 7 Danes. We all attended one of the most famous performances of a circus in Denmark. This activity also aided the development of friendship between the Danes and Americas. After the circus, we all ate together and talked.

July 25- Swimming Party. 5 Americans and 6 Danes. This was held at the summer house of one of the Experimenters. This was a successful activity and much fun.

July 28- Farewell Party. 60 people. We rented a room and served a candlelight dinner. The menu included white wine, barbequed chicken, fried potatoes, tossed salad, mixed vegetables, and banana splits. The banana splits were a tremendous success. After the meal, we had songs and a skit followed by coffee and cookies. The farewell party for us was very successful. The families all seemed so pleased over our dinner. There were a few short speeches and a gift was presented to the local representative.

3) In general, I do not think the families thought there was too much emphasize on group activities. Most of the families were glad to see that the Americans and Dames were meeting in a large group. I made it very clear from the beginning that the Experimenters were free to pick which activities they wanted to attend.

4) In the homestays, there was an opportunity for individual interests. Usually if the girls were interested in one particular thing, they consulted with their families and their families helped them.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

IX. Local Representative (name and address): Mrs. Else Reeh
Mosegaardsvej 7
8700 Horsens
Denmark

Please comment on:

1. His relation to the young hosts and their parents, to the American group and to you.
2. Comment on recruitment and preparation of host families.
3. How did you share responsibilities in planning homestay activities and the informal trip?
4. Would you recommend him or her as a future local representative? Please explain.
5. Please indicate names and addresses of those persons who might be potential local representatives.

1) I do not feel that Else really wanted to be a local representative. She was interested in a charter flight to the States and heard that through the Experiment you could get to the States cheap. This was her motivation. We did go and visit each girl in their homestay the first week and when this was finished, it was her intention that the work was finished. Because of two small children, outside interests, and a husband that was not enthused about her working with the Experiment, it was hard for her to get involved. Some of the parents were disgusted as activities and their responsibilities were not clear. Many of the hosts and the Americans did not care to know Else as they felt she was not really interested in them and their summer in Denmark. It was a constant battle the whole summer as the majority of the girls simply did not like the local representative and this was very obvious. The girls and I realized that Else did not fully understand the Experiment and that she had no training for the job other than papers sent by Copenhagen. However, her heart was not in the job. I lived with Else and especially the last two weeks were very bad. She complained that I never helped in the house which was not true. Since I did not feel that welcome the last two weeks, I did try and have outside interests. When I received an invitation to go somewhere, I accepted it. There was always a conflict as to what my role was. She did not like having the leader living in her home as all the problems and phone calls came to our household. When I helped and made myself at home, she complained that I was too free in the house and when I did very little, she complained that I acted like a guest so there was no way that I could win.

2) Else called one family that she knew that had had an Experimenter previously and asked them to find more families. Most of the families were found by a contact the Reeh's had and they helped her find additional families. Most of the families did not understand before we arrived what the philosophy of the Experiment is all about. The Experimenter's explained as much as possible about the organization.

3) Else and I tried to share responsibilities on the homestay activities, but not the informal trip as she was not going. At first, she did not understand the necessity for group activities, but after it became apparent that they were needed, we talked about what could be afforded and what could be enjoyed.

4) I would not recommend Else Reeh again as a local representative because I feel her heart was not in the job. She is also too busy with the family and outside interests right now to be a good representative.

5) If he had time, Jens Pedersen would be excellent. Jens Pedersen

has been on the Experiment to the U.S.A., and he understands the organization.

Address: Jens Pedersen
Karenslund
8660 Skanderborg

also, Mrs. Svend Christensen
Nedbseksalle 58
8700 Horsens

Mrs. Peter Nielsen
Frederiksdalvej 3
8300 Odder

Leader: Monica Seng
 Country: Denmark

City: Horsens

Year: 1972

X. Informal Trip

When, how and by whom was the informal trip planned? The informal trip was planned by the Copenhagen office. Much of it was planned before we arrived. For example, that two groups would travel together by bus and that each night we would stay in a different hostel. Suggestions were given by the Copenhagen office for daily activities and we arranged these according to group interest daily.

Were the participants consulted and did they influence the planning?
 Were all participants satisfied with the planning?

We did daily consult the Experimenters on their opinions for activities. It was difficult to satisfy everyone as usually we received 25 or 30 different opinions. However, we did try and satisfy everyone. I do not think that everyone was satisfied as many of them would have preferred not staying in a different hostel each night, but staying two or three days in one place so that they could get to know an area well. Some of the Experimenters liked traveling by bus and being exposed to so much of Denmark. Others would have preferred spending time in only three or four different towns. In general, I think the Experimenters were satisfied with the planning.

How long did the trip last? 8 days
 How many host family members went with you? 1
 Other host nationals? Hjorring group and their co-representative
 Did the local representative accompany you on the trip? If not, what other arrangements were made? Give name and address of trip co-leader.

The local representative did not accompany us; however, the co-representative of Hjorring did accompany us. His address is-

Irving Zobbe
 Lindegardsvej 17
 9900 Frederikshavn
 Denmark

Leader: Monica Sang
Country: Denmark

City: Horsens

Year: 1972

Informal Trip - Itinerary

Please attach the itinerary for your trip to this sheet and comment on:

1. Activities that were conducive to the development of friendships among the Americans and their hosts.
2. Activities that helped group members to develop an understanding of the host people and of their country and culture.
3. Any split or cliques within the group.
4. Major problems (technical, social, national) encountered during the informal trip.
5. Recommendations for future improvement in transportation, food, and lodging arrangements.

1) Almost all of the activities were conducive to the development of friendships among the Danes and Americans. The long bus rides although tiring helped the kids know each other and they built one huge group spirit.

2) The museums, open-air museums, and castles helped the groups develop an understanding of Denmark. The groups especially enjoyed the open-air museums.

3) Naturally there were splits during the trip where the Americans and the Danes tended to go their separate ways. However, I tried to keep my group a bi-national group as much as possible. The kids knew exactly how I felt about this and although there were in some cases personality conflicts, they tried very hard to keep a bi-national group.

4) No major problems

5) I would recommend that the Experimenters be consulted when they arrive as to whether they would like to travel by bus staying in a different hostel each night to be exposed to as much of Denmark as possible or whether they would prefer staying in only three or four places for the informal trip. If the opinion is not strong one way or the other, then Copenhagen should proceed to what they think is best. The lodging we had was very adequate. I would not recommend again ordering ahead the package lunches. Most of the kids did not enjoy them and since dinners were also pre-ordered, they felt the lunches were too much. My recommendation would be to have pre-ordered the dinners, but not the lunches.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

XIII. Evaluation

1. Where and for how long were evaluation meetings held?
2. What kind of meetings were held and what methods of presentation were used?
3. What topics were discussed? What conclusions reached, including majority and minority views?
4. Give a chronological breakdown of the program.
5. Describe the highlights and the low points of the program.
6. Summarize your own, your group's and your hosts' Experiment experience.

We had one evaluation meeting at the end of the homestay where everyone spoke frankly about what they thought about the homestays, group activities, and the entire experience in general according to the goals they had set.

This was simply an open discussion. This meeting was held for two hours in Horsens. The general feeling was that the majority of homestays were successful. A mistake made was not after the first week having an informal gathering for all the families to discuss the Experiment and have everyone beginning to get to know each other. I would recommend this strongly.

Our first scheduled group activity was 12 days after we arrived in Horsens. I think that it would have been much better if we would have scheduled this earlier. After the informal trip, we met for another small group informal discussion about the trip. However, much of what had been said was discussed individually or in small groups during the days of the trip. The opinions expressed have already been stated in this report.

The breakdown of the program was:

- June 23-25--Orientation
- June 26--Flight to Hamburg
- June 27--Travel by train to Copenhagen
- June 28-July 1--City stay in Copenhagen
- July 2--Travel by train to homestay
- July 2-July 29--Homestay
- July 30- August 7--Informal trip
- August 8--Travel by train to Amsterdam
- August 8-9--Stay in Amsterdam
- August 10--Flight from Amsterdam to New York

There were many high points and low points within the program, but the low points were usually individuals in the homestay that were having individual problems. The high points I think were the farewell dinner and different activities during the informal trip.

I think that in general the homestay families were pleased and happy that they had extended their homes to an Experimenter. As I discussed the experience with the Experimenters, I think they all learned and experienced so much and consequently they know about themselves, their own country, and Denmark.

Leader: Monica Seng

Country: Denmark

City: Horsens

Year: 1972

XV. Evaluation of Program - Interpretation

Within the general statement of purpose of The Experiment there is room for interpretation. In addition, each Experimenter has personal objectives and expectations which supplement those of the organization. With these facts in mind, please:

1. Briefly describe the objectives you initially set for yourself and the group. (On the basis of your own expectations, how demanding did you find your task and responsibilities? How rewarding?) Describe the objectives and expectations of your group members at the time of departure, any changes during the course of the summer, and the degree to which the goals of individual members were met.
2. Please comment on your dealings with the Experiment National Office abroad and/or your contact with members of the National Committee.
 - 1) The goals that I set in Vermont for the orientation and summer were:
 - a) To develop a relaxed and working atmosphere so that the group feels comfortable with each other and with me.
 - b) To create a feeling of trust with the girls so that they can feel perfectly comfortable coming to me with any problems or concerns.
 - c) That each group member will realize the values of working in a group and sharing ideas.
 - d) That each group member will know and understand themselves better at the close of the summer.
 - e) That group members will realize and understand what I expect of them and that I realize what group members expect of me.
 - f) That each individual think about his goals for the summer.
 - g) That group goals be realized
 - h) Preparing them for a cultural change. Things may appear on the surface the same, but actually are quite different.
 - i) That group members understand phases of cultural strain
 - j) Concept of adaptability vs adoptability
 - k) Openness-that the American way is not necessarily the best way.
 - l) Create an atmosphere of enthusiasm and excitement so that the summer can be enjoyable.
 - m) Self-awareness of the cultural baggage being carried
 - n) Learning as much about Denmark and the Danes
 - o) To develop attitudes conducive to international living
 - p) To create respect, understanding, and friendship between the Danes and Americans.

I found the work very demanding as the girls were very young, but it was one of the most rewarding experiences in my life. I saw the girls grow and mature to degrees that I would have never expected or believed if I had not seen it with my own eyes.

The goals of the girls at the time of departure were to learn to adapt themselves to a foreign culture and to learn as much about Denmark, the Danes, and the customs as possible. This was the major goal and the girls did achieve this to a large degree.

2) We had absolutely no problems with the National Office. Ida Palludan, the National Director, is a very well organized person. From the moment we met her, we realized that she would do all in her power to make this a good and valuable experience. I thought she was excellent and so did my group members.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

16/5

XVI. Group Finances (if applicable)

Please note any unexpected expenditures or savings which you effected; explain why they are likely to be made, or not to be made, by future leaders to the same country and homestay community.

I had many expenses due to reimbursement for transportation for buses in the homestay as the kids were far apart. I would recommend that kids be no farther than 20 k. from the homestay city.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

XVII. Special Program (if any)

Describe and evaluate any special features of your group's program which are not covered in any other section of this report.

City Stay in Copenhagen June 28-July 2

June 28--Arrived at 14:04. Buses and Ida were waiting to take all of us to the Steno hostel. There we met local guides which were available for our entire city stay. The guides were most helpful and everyone appreciated their assistance. The first evening we all enjoyed Tivoli Gardens.

June 29--9:30- Meeting at Experiment office

10:00- Danish press attache from the Danish Ministry of Foreign Affairs briefed us on Denmark.

11:00- Lunch at the office

12:00- Visited Glyptotek (art museum)

13:30- 2 $\frac{1}{2}$ hour city stay sight seeing bus tour. I would recommend this again as this gave everyone a perspective of the entire city.

Evening- free

June 30--9:30- Changing of the Guard for the queen.

10:15- Tour of Tuborg Brewery. Everyone enjoyed this. The afternoon was free for sight-seeing, shopping, etc.

18:00- Dinner with the group

Evening- free

July 1--Trip by bus to north Sealand--(Nordsjaelland) including the castles of Kronborg (Elsinore) and Frederiksborg (Hillerod). We had lunch on a beach and enjoyed swimming. Everyone enjoyed the trip and I would also recommend this again for next summer.

Evening- free

July 2--Everyone departed for their homestays aboard trains.

I talked with my group at length about their feelings regarding the city stay. They were all very positive and pleased with the entire event. There was enough good scheduled activities so that one could gain insight into Copenhagen and the area, but there was also enough free time so that small groups or individuals could go off and investigate what was of interest to them. The city stay was a success.

Leader: Monica Seng
Country: Denmark

City: Horsens

Year: 1972

Case Studies

We hope you will be willing to set down specific details of an incident or incidents involving the making of a decision or a confrontation with the culture of your host country, which could be used as a case study during orientation next year. It is important that it be as objective as possible, with the writer leaving out opinions or labeling them as his own. Of particular interest are situations in which the need for action appears to result from a misunderstanding, or from differences in national or cultural behavior. What you write need not be polished or detailed. It will be shaped by a writer here at Putney who may correspond with you further.

A girl was placed in a family where the 15 year old sister (Danish) was a problem to the family. She was very spoiled and lazy, and her attitudes were not conducive to have an American in the home. The second night she saw the Experimenter writing in her journal and she asked if she could read it. The Experimenter explained that this was the only thing she had which she did not want to share with her Danish family and that she could not allow her to read it. Two weeks later, the Danish sister decided to find the journal and read it. Unfortunately, the Experimenter had written a couple negative remarks about her and the family. The Danish girl told her family what was in the diary and the Silent Treatment started for three days until the Experimenter broke down crying. It took about one week for the whole incident to quiet down.

THE INFORMAL TRIP-DENMARK

HJORRING AND HORSSENS GROUPS

Sunday, July 30

Departure from Hjørring (for Hjørring group only)
at 7:30 a.m.

place of departure: Mrs. Ulla Bidstrup Hansen
Heimdalsvej 18
9800 Hjørring

The bus will proceed straight to Horsens.
(arrival 11:00) to collect all members of the Horsens group

place of departure: Mrs. Else Reeh
Mosegaardsvej 7
8700 Horsens

The Hjørring and the Horsens groups - together with the Danish hosts -
will from now on join in all activities.

Lunch en route
Himmelbjerget
Silkeborg
Århus

Hostel address:
"Favillonen"
Marienlundsvej, 8240 Risskov

Monday, July 31:

Abeltoft
Rosenholm Castle
Viborg (cathedral)
Hjørn Moor (Open-air museum)
Sal church

Hostel address:
Vandrerhjemmet, Visby
7755 Bedsted (Thy)

Tuesday, August 1:

Hanstholm (harbour)
Vestervig (village church)
Ulfborg (plantation)
Ringkøbing

Hostel Address:
"Vesterhavshallen"
6950 Ringkøbing

Wednesday, August 2:

Esbjerg
Rome (island)
Ribe

Hostel address:
"Ribehallen"
Hovedengen
6760 Ribe

Thursday, August 3:

Hojer

Tonder

Logumkloster

Grasten (Royal summer residence)

Christiansfeld (Herrnhutter mission)

Kolding (castle ruins)

Hostel address:

Vandrerhjemmet

Ornsborgvej 10

6000 Kolding

Friday, August 4:

Billund

Givskud

Jelling

Lilleaeltsbroen

Odense

Hostel address:

Vandrerhjemmet, "Kragshjerggarden"

Kragshjergvej 121

5000 Odense

Saturday, August 5:

Odense (sight-seeing: Hans Christian Anderson House, etc.)

Ladby-Viking boat

Nyborg (castle)

Svendborg

Hostel address:

Villa "Soro"

Bellevuevej 3

5700 Svendborg

Sunday, August 6:

South Funen Islands

Fredericia

Hostel address:

"Pro Pace"

Skovlobervaenget

7000 Fredericia

THE EXPERIMENT IN INTERNATIONAL LIVING
Putney, Vermont 05346

Record of Distribution of Group Funds

June 9, 1972

1972

1. Group (Country) Denmark Leader Monica Seng

2. Amount Due per Group Budget:
 \$ 61.00 per person x 11 (no. in group, incl. leader) \$ 671.00

3. Distribution of Group Funds

A.	At Embarkation - American Express Checks	\$ <u>650.00</u>
B.	" - Foreign Currency (\$1.00 equals _____)	<u>20.00</u>
C.	" - Cash	<u>1.00</u>
D.	Forwarded to or on hand at the Experiment National Office of country shown above	
4.	TOTAL (should agree with Item 2):	\$ <u>671.00</u>

Explanation:

I acknowledge receipt of the sums indicated in lines 3A, 3B, 3C

Monica Seng
(Group Leader)

Distribution: Leader's Copy Accounting Office Copy Overseas Copy

42
5
12

FINAL GROUP FINANCIAL REPORT

Amounts received at embarkation or before (if foreign currency, use dollar equivalent converted at official rate). *

\$ 671.80

Amounts received after embarkation

A. From _____ date _____ Amount f.c. ** _____

\$ _____

B. From _____ date _____ Amount f.c. ** _____

\$ _____

Total Amounts Received (lines 1 and 2)

\$ 671.00

Total Amounts Spent (total column 6 on reverse)

\$ 673.62

Surplus (Deficit)

\$ 2.62

Explanation of Line 5 Surplus

Item 1 -- Informal Trip (for National Scholarship Fund, Europe -- US Groups) \$ _____

Other Items _____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

_____ \$ _____

Distribution of Line 5 Surplus

A. Left Overseas with _____ \$ _____

B. Loaned to Group Members (List names below and attach I.O.U.s) \$ _____

C. Returned Herewith _____ \$ _____

COMMENTS: Received \$ 2.62 deficit from my personal funds August 10 1972

SIGNED Monica Seng

Do not account for group funds dispersed directly to National Offices overseas if spent by National Offices. Appropriate Foreign Currency