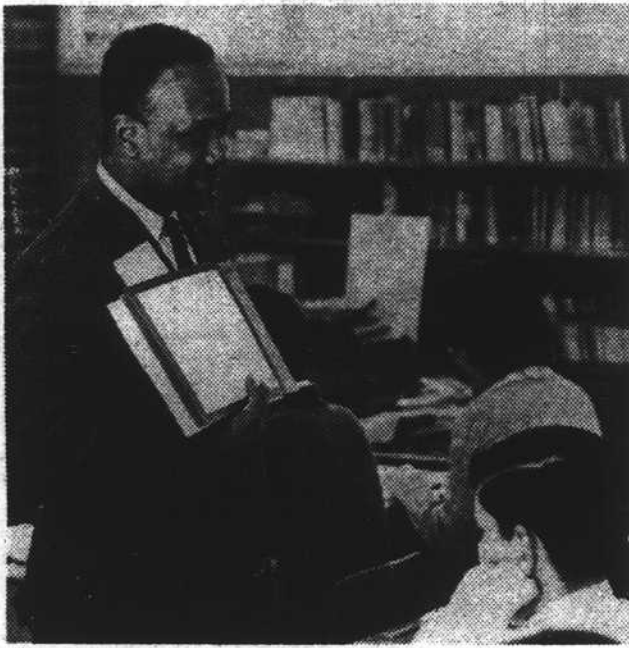
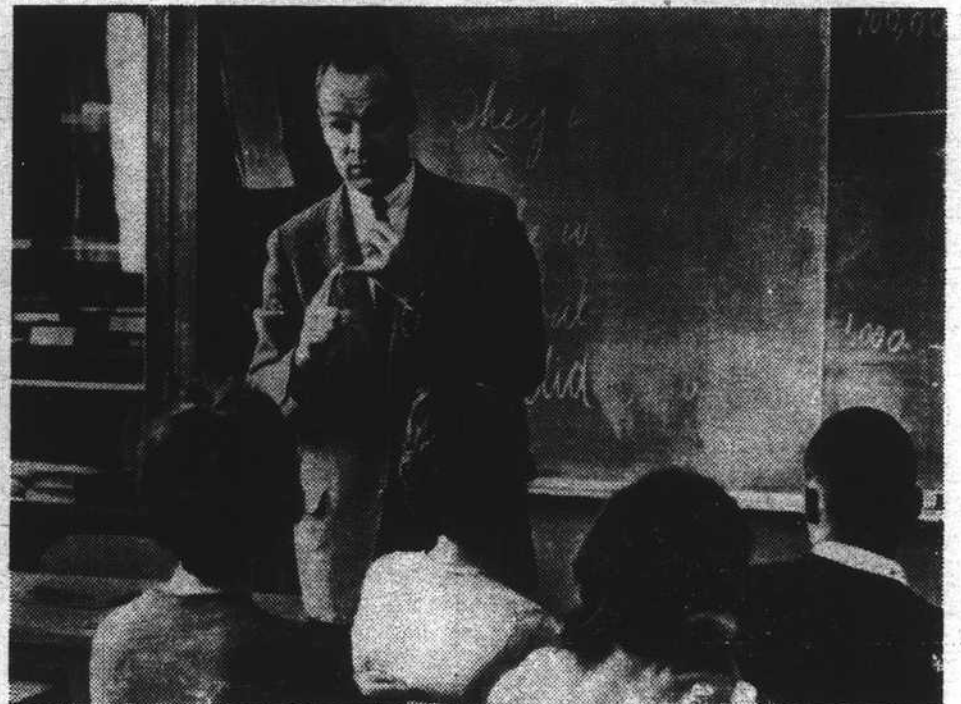


Negro, White Teachers Trade Jobs, Learn Much



EXCHANGE PROGRAM -- Negro teachers from New York City schools with predominantly Negro student bodies have just completed an experimental exchange program with white teachers from schools in Darien, Conn., which have all-white student bodies. At upper left, Miss Beatrice Hargrove, science and mathematics teacher at Manhattan's Harriet Beecher Stowe Junior High, which has 1,290 pupils, works with students at Darien's Hollow Tree School, population 418. At upper right, Darien English teacher James Harkins dissects problem in grammar for students of New York's High School of Commerce. At lower left, Harvey Taylor, of Manhattan's Margaret Knox Junior High, discusses poetry with Darien youngsters, while at lower right, Roger Wutzl, Darien, explains scientific theory to Harriet Beecher Stowe student. (See stories below.)

Worlds of Difference In Schools, Students

NEW YORK, N.Y.--The schools of Darien, Conn., are within commuting distance of New York City. But for the teachers who made the trip daily as part of an exchange program, it was a trip between two different worlds.

James Harkins, a Darien teacher who taught English at the High School of Commerce for three weeks, said that he had found greater similarity between Darien students and those he instructed for a year at an American school in Switzerland than between his regular classes and the students in New York City.

"I went to Switzerland and the students were the same," he recalled over a cup of coffee in the teachers' cafeteria at Commerce. "They wore the Darien uniform. It's a much greater change taking the New Haven to New York."

Mr. Harkins and five colleagues who volunteered to trade places with six Negro teachers from New York are from a 100 per cent white school system.

By contrast, the enrollment at Commerce is 50 per cent Negro, 30 per cent Puerto Rican and 20 per cent "others." And at Harriet Beecher Stowe Junior High School in Harlem, where Roger Wutzl is teaching, the all-girl student body is 99 per cent Negro and 1 per cent Puerto Rican.

Mr. Wutzl, who has a master's degree in administration, said he was glad of the opportunity to get a new perspective on education. The Hollow Tree School where he teaches in Darien has 418 students; while Stowe has 1,290.

"THE ADMINISTRATION of the two schools is so entirely different," the 26-year-old teacher observed during his first regular teaching day at his adopted school. "A principal has to be very sensitive to the problems and needs of the community."

Before taking over their new class assign-

ments, the Darien teachers visited New York to meet with the regular teachers and their classes and to observe a normal school day. The New York teachers visited Darien for the same purpose.

They also discussed the work to be done during the exchange period and met once a week to compare notes so that there will be no interruption in the normal flow of class work.

Mr. Wutzl taught social studies, science and math to a sixth-grade class and math to an eighth-grade class.

"My sixth-grade class the first day was very warm," he said during a free period. "They started out a little hesitantly, but I had them for a double period and by the second period they were warmed up."

"I NOTICED THAT the children were very well dressed and well groomed," he said, giving his first impressions of his classes.

Mr. Harkins was most struck by the great diversity among his students--clothing, names, facial types, races.

"It's made me a bit conscious of the fact that Darien students tend to wear a kind of uniform--a casual version of dressed-up college students," he said. "Many of the boys here are much more tidily dressed than the boys in Darien."

One of Mr. Harkins' unfamiliar duties was teaching a special class to help Spanish-speaking students improve their English.

"Among other things I had them teach me a sentence in Spanish," he said of their first session. "All the good jokes are in Spanish in that class and I don't get them."



No Negro Students In Connecticut City

DARIEN, Conn.--A jangling alarm clock awoke 41-year-old Thomas Leach in his darkened New York City bedroom at 5:45 a.m.

It was no day to shut off the alarm and go back to sleep. As a Negro schoolteacher in New York City, he was scheduled to participate in a four-week teacher exchange program here. Although Darien has a population of 19,000, there are only two Negro families and no Negro schoolchildren.

The purpose of the exchange, as outlined by Dr. Gregory C. Coffin, Superintendent of Schools in this generally well-to-do community, was not just one of "seeing how the other half lives."

"By and large," said Dr. Coffin, a 6-foot 1-inch Harvard-educated native of Meriden, Conn., "the only Negroes our students see are domestics, gardeners, or drivers of garbage trucks. Thus, from the point of view of education, we are totally outside the mainstream of United States thought and action."

"Despite my local critics--some obscene and anonymous on the telephone and others who are concerned and who write letters to me," he said, "I believe this program is justified in terms of education for our boys and girls. We have a job to do here in education and I am doing it."

"It is not the job of an educator to be a follower, but to be a leader for what he believes is right. And that is what I am doing."

WITH THE SUPPORT of the Darien Board of Education, arrangements were made with New York education officials for the teacher exchange. Teachers in both Darien and New York City volunteered as participants.

And so it was that Mr. Leach, who lives at 114-87 178th Place, St. Albans, Queens, and teaches social studies at Newtown High School

(See EXCHANGE, page 13)