

1963-64

Teacher Exchange Opportunities

**Summer Seminars—Teaching
for American**

ELEMENTARY

SECONDARY and

JUNIOR COLLEGE TEACHERS

UNDER THE

**International Educational Exchange Program
of the Department of State**

AUTHORIZED BY:

**Public Law 87-256, the Mutual Educational
and Cultural Exchange Act of 1961 (the
Fulbright-Hays Act)**

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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TEACHER EXCHANGE OPPORTUNITIES

1963-64

Would You Like To Teach Abroad?

If you have a genuine interest in the culture and educational system of another country, if you are a well-qualified teacher with the ability and desire to interpret American education and life abroad, and, above all, if you are adaptable and willing to adjust to an environment different from the one to which you are accustomed, you may be interested in teaching overseas under the Educational Exchange Program.

What Is the Teacher Exchange Program?

Each year, more than 7,000 persons representing over 100 countries are exchanged to teach, study, lecture, and engage in research or in other educational and cultural activities under the programs conducted by the Department of State. These activities include teacher interchange matchings, one-way teaching assignments for American and foreign teachers here and abroad, and summer seminars for teachers of modern foreign languages, the classics, and the history and culture of other areas of the world, as well as seminars for school administrators, all of which are the operational responsibility of the U.S. Department of Health, Education, and Welfare, Office of Education. They are carried out under the authorization of Public Law 87-256, 87th Congress, the Mutual Educational and Cultural Exchange Act of 1961 (the Fulbright-Hays Act), and with the cooperation of public and private school officials in the United States and abroad. This 1961 act supersedes the Fulbright Act of 1946, the educational exchange provisions of the Smith-Mundt Act of 1948, and certain other legislative authorities.

The teacher exchange program provides opportunities for elementary and secondary school teachers to be of special service in contributing to international understanding through schools and school children. Teaching or attending a seminar abroad also offers an opportunity for broadening the teachers' educational horizons and for developing better teaching in this and other countries. In addition to these opportunities for teachers, a seminar abroad for school administrators is usually included as a part of this program.

The program provides a unique opportunity for qualified Americans to teach during a school year in national and American-sponsored elementary and secondary schools in about 50 foreign countries and for qualified teachers from 18 foreign countries to teach in our elementary and secondary schools and junior colleges. Participation in seminars abroad provides an opportunity for teachers of modern foreign languages to live in the country whose language they teach, for teachers of history and the classics to study at the sites of ancient and modern historical events, for school administrators to observe some of the educational systems of Europe, and for all who participate to learn at firsthand about the people and society of the country to which they go. The Board of Foreign Scholarships, responsible for the selection of all grantees, wishes to encourage the participation of educators in all geographical areas of the United States and from as many public and private schools as possible.

Under the Fulbright-Hays Act, the Secretary of State is authorized to negotiate, between the United States and certain foreign countries, separate agreements for financing study, research, instruction, and other educational activities. These executive agreements permit some of the foreign currencies owed to or owned by the United States to be used for educational exchanges; but the currencies, not convertible into U.S. dollars, must be spent by American grantees within the economy of the host countries or for the travel of foreign grantees.¹ Some dollar support for the program is available from congressional appropriations and through the cooperation of school officials in the United States in the form of salaries. Educational exchanges are also authorized with a number of countries with which executive agreements have not been signed.

¹ The countries with which the United States has executive agreements and where exchange or seminar opportunities are available in the teacher category are the following: Argentina, Australia, Austria, Belgium-Luxembourg, Brazil, Chile, Colombia, Denmark, Ecuador, Finland, France, Germany (Federal Republic of Germany), Greece, Iceland, India, Italy, Japan, the Netherlands, New Zealand, Norway, Paraguay, Peru, Spain, Sweden, Turkey, the United Kingdom (including dependencies), and Uruguay.

Who Supervises the Program?

The Board of Foreign Scholarships

The Fulbright-Hays Act specifies that the supervision of the program and the selection of individuals and institutions qualified to participate in it shall be the responsibility of the Board of Foreign Scholarships. This Board, appointed by the President of the United States, is composed of 12 U.S. citizens prominent in public and private educational and cultural activities. The Secretariat of the Board of Foreign Scholarships is located in the Department of State.

Who Administers the Program?

The Department of State

The Department of State administers the educational exchange program. It provides the Secretariat for the Board of Foreign Scholarships and the assistance of Department and Foreign Service Officers for general management of the program in the United States and abroad. In those countries which have signed executive agreements under the Fulbright-Hays Act, a binational Educational Commission or Foundation, responsible for the program's administration in the host country, makes arrangements for placing the American teachers and for conducting seminars.

The Board of Foreign Scholarships and the Department of State have designated three agencies to cooperate in administering the educational exchange program in the United States. (See cover, p. 2.)

What Is the Office of Education's Responsibility?

The U.S. Office of Education is the agency which the Department of State has requested to receive applications from American teachers and school administrators who wish to participate in teacher exchanges and seminars. It announces opportunities, conducts periodic competitions and special recruitment, reviews applications, and recommends panels of candidates to the Department of State for presentation to the Board of Foreign Scholarships. The Office of Education also arranges teacher interchange matchings and negotiates for the placement of the foreign teachers in schools in the United States. In addition, the President by Executive Order 11034 has assigned specific responsibility

to the Office of Education to administer Section 102(b)(6) of the Mutual Educational and Cultural Exchange Act of 1961, which concerns the promotion of foreign language training and area studies.

Approximately 500 American educators, serving on 60 regional interviewing committees, assist the Office of Education in screening applicants. Each committee submits a report to the Office of Education after a personal interview with the candidate to determine his ability to meet people effectively, his purpose in seeking a grant, and his probable adaptability to life in another country.

The Office of Education is aided also by the National Advisory Committee for the Exchange of Teachers, which advises on problems and questions affecting the program and schools in the United States. This committee is composed of representatives of the American Association of Junior Colleges, American Association of School Administrators, American Association of University Women, American Federation of Teachers, American Overseas Educators Organization, Association for Childhood Education International, Chamber of Commerce of the United States, Committee on International Relations of the National Education Association, Department of Classroom Teachers, Department of Elementary School Principals, The English-Speaking Union, League of Women Voters, National Association of Principals of Schools for Girls, National School Boards Association, Inc., National Association of Secondary School Principals, National Catholic Educational Association, National Congress of Parents & Teachers, and several individual persons interested in international educational exchange problems.

What Are the Basic Application Requirements?

1. *Citizenship*: U.S. citizenship, either by birth or by naturalization.
2. *Educational Training*: At least a bachelor's degree or its equivalent. Additional graduate work, preferably a master's degree, is desirable.
3. *Educational Experience*: At least 3 years of successful, full-time teaching, preferably in the subject field and at the level of the position for which application is made. Elementary and secondary school teachers and college teachers holding the rank of instructor or assistant professor are eligible to apply. Associate and full professors are not eligible to participate in this program.
4. *Health*: Evidence of good physical health, moral character, emotional stability, maturity, and adaptability.
5. *School Approval*: Endorsement by the applicant's school au-

thority of the type of exchange plan, described in the following section, in effect with the country of choice.

6. *Foreign Language:* Facility in reading, writing, and speaking the language of the host country is a requisite for some exchanges and a definite asset for all.

7. *Related Factors:* Other considerations being equal, veterans and persons under 50 years of age are given preference. Teachers who have previously served satisfactorily under the program are eligible for a second grant in a subsequent program year, provided they apply to go to a country other than the one for which the first grant was awarded. In most cases, however, preference will be given to those applicants who have not been the recipients of previous grants. If the applicant has received a short-term grant previously, he may apply for a second grant to teach in the same country in which he served on the short-term grant.

A husband and wife or other members of the same family are eligible to receive grants concurrently. Because of the limited number of opportunities in any given country and in the special subject fields requested by any country, it is not, however, often possible to arrange assignments for a husband and wife to teach in the same locality. They should indicate at the time they apply whether they wish to be considered separately if placement together cannot be arranged.

Applicants are encouraged to list all countries in which they might be interested.

Types of Exchange Arrangements

Five types of exchange opportunities are available. These are discussed below, both as to the types of exchange arrangements and as to financial provisions. In arrangements involving an interchange of teachers, foreign teachers will be recommended by the binational Educational Commissions and Foundations abroad on the basis of their competence in teaching, their ability in the English language, and their personal qualifications.

1. *Interchange of Teaching Positions with Canada, Sweden,² and the United Kingdom*

The American teacher must be able to secure a leave of absence with pay and continue to receive his own salary while abroad. The foreign teacher secures a leave of absence with pay and receives his own salary while teaching in the United States. Teachers going to Canada will themselves be responsible for the full cost of transportation, since the program with that country does not operate under provisions of the Fulbright-Hays Act. The interchange teachers selected for Sweden will receive a grant to include the full cost of round-trip transportation and a supplemental maintenance allowance.

² Also a one-way grant.

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Teachers going to the United Kingdom will receive, upon arrival there, a grant which will include the cost of round-trip rail transportation within the United States, and partial one-way tourist class passage by ship from New York to Southampton.

American school officials will be asked to review and approve the qualifications of foreign teachers who are proposed in exchange for their teachers.

2. *Interchange of Teaching Positions with Other Countries*

The American teacher must be able to secure a leave of absence from his school. While abroad, he receives a maintenance allowance under the Fulbright-Hays Act, payable in the currency of the host country. Round-trip transportation is provided for the grantee from residence to destination. Teachers should investigate the cost of round-trip transportation for their dependents before applying, since this is not included in the grant. American school authorities will be asked to accept and place a teacher from abroad, paying him a salary based on his qualifications and experience and on the salary schedule of the local school system. The foreign teacher also will receive a grant to cover the cost of round-trip transportation. Interchanges under this plan are arranged with the following countries:

Argentina	Chile *	New Zealand
Australia	Germany, Federal	Norway
Austria *	Republic of *	Peru *
Belgium-Luxembourg	Italy *	Spain *
	The Netherlands *	Uruguay

3. *One-Way Foreign Assignments for American Teachers*

The American teacher should be able to secure a leave of absence from his school. While abroad he receives a maintenance allowance in the currency of the host country or in dollars, depending on the availability of funds. In some countries the maintenance allowance may include funds in both American and foreign currency. The amount of the award varies with living costs from country to country. Roundtrip transportation is provided for the grantee from residence to destination. Grantees should investigate the cost of round-trip transportation for their dependents before applying, since this is not included in the grant. Teaching opportunities under these arrangements are offered in the following countries:

Austria *	Greece	Peru *
Chile *	Iceland	Spain *
Denmark	India	Sweden *
Ecuador	Italy *	Turkey
Finland	Japan	United Kingdom
Germany, Federal Republic of *	The Netherlands *	Dependencies
	Paraguay	

It is also expected that one-way assignments under the same arrangements will be available in the following countries:

Bolivia	Honduras	Morocco
Brazil	Indonesia	Nepal
Cambodia	Laos	Nicaragua
Costa Rica	Liberia	Nigeria
Guinea	Libya	Somalia
Haiti	Martinique	Tunisia

* Interchange and one-way grants.

Additional opportunities may become available in other countries. Applicants are therefore encouraged to indicate their willingness to be considered for any country for which their qualifications would permit suitable assignment. In general, opportunities in the countries listed immediately above will be for junior and senior high school teachers of English, mathematics, and science, but will also include some positions for elementary school teachers. In some cases, teachers without accompanying dependents will be given preference.

4. *Grants to Attend Seminars Abroad*

Grants will be available for American teachers of French, German, Spanish, and the classics, and of world, Middle and Far East, Latin American, modern European, and ancient history to attend seminars during the summer of 1963 in Brazil, Colombia, France, Germany, Greece, India, Italy, and Spain. Grants will be available for American school administrators to observe the educational systems of two European countries by means of a seminar to be held during February and March of 1964. Detailed information concerning this seminar and application forms will be available from the Office of Education upon request between March 1 and May 31, 1963. Information pertaining to this seminar and application forms will not be distributed during the recruitment period for teacher-exchange or seminar grants. Seminars for teachers and financial provisions of these grants are described in this publication under each country program. Consideration can be given only to seminar applicants who will not be accompanied by dependents or other relatives.

5. *One-Way Assignments in the United States for Foreign Teachers*

A limited number of teachers from Austria, Denmark, France, Germany, India, Italy, the Netherlands, Peru, Spain, and Uruguay will be recommended for one-way teaching assignments in American high schools and junior colleges, in the fields of French, German, Italian, Spanish, history, geography, math, or science. The teachers' round-trip transportation will be paid from funds made available under the Fulbright-Hays Act, but salaries must be provided by the participating American school systems. American teachers in these subject fields who apply for one-way assignments and whose schools are interested in having a foreign exchange teacher for an academic year may wish to call to the attention of their administrators the opportunity to have a teacher from abroad on the faculty.

Important Facts Concerning Awards

1. The maintenance allowance under the Fulbright-Hays Act is intended to provide a professional standard of living for the American teacher. It is not computed on the basis of the grantee's present salary, but on the basis of living costs within the host country. Awards may differ in amount from country to country.

2. The maintenance allowance may be adjusted to include accompanying dependents. The term "accompanying dependent" for purposes of this provision shall include the following: (a) wife; (b) husband, if incapable of self-support; (c) children, unmarried and under 21

years of age, or regardless of age, if incapable of self-support; and (d) mother or father of the grantee, if incapable of self-support.

3. Any portion of the maintenance allowance that is payable in foreign currency is not expected to be converted into dollars. It is subject to the U.S. Federal income tax, which may be paid in foreign currency. The Internal Revenue Code of 1954 (Public Law 591, 83d Cong.) contains provisions (sec. 117 and sec. 6316) affecting participants in this program. Teachers employed as such in the United States who are merely temporarily absent from their regular employment in the United States for the purpose of teaching abroad may not exclude from their incomes any grants received for teaching; but they may deduct the actual cost of travel, meals and lodging incurred in connection with their grant activities. Any stipend or supplemental grant payable in dollars also is subject to income tax. Should any person selected for an award have individual questions concerning his tax status, he is advised to request clarification from his local office of the Internal Revenue Service or from the International Operations Division of that Service in Washington, D.C.

4. Round-trip transportation for the grantee is a part of the grant in most countries. The cost of transportation for dependents, however, is the responsibility of the grantee. Teachers are urged to investigate the cost of round-trip transportation for their dependents before applying.

5. Travel arrangements for successful candidates are the responsibility of the U.S. Educational Commissions and Foundations in the host countries having executive agreements with the United States, except the United Kingdom. Reservations for a grantee's dependents will be made, in most cases, by the Commission or Foundation upon the grantee's request. For teachers selected to teach in the United Kingdom, and their dependents, initial travel arrangements are made by the Office of Education, to be confirmed by the grantees before sailing. Travel arrangements are made by the Department of State for candidates selected to teach in countries which do not have a U.S. Educational Commission or Foundation.

6. A modest incidental allowance will be available for the purchase of books and equipment in accordance with the needs and objectives of the program in certain countries.

7. A dollar grant may be made to supplement the awards of American teachers who receive foreign currency grants to teach in some countries. The amount of the grant and the list of countries in which grantees receive a supplemental dollar grant are revised annually, subject to the appropriation of funds by the Congress. Foreign currency grants may be supplemented by dollar grants made to teachers going to Chile, Greece, India, Japan, Peru, Turkey, and

certain United Kingdom dependencies, and may range from \$500 to \$1,500.

8. Notification of final action on applications is sent to all teachers. Applicants for one-way assignments and summer seminars may expect to be notified in March or April, and applicants for interchange assignments (which require approval of school authorities in this country and abroad), in April or May. Until a letter of award is received from the Department of State, no grant may be considered official.

9. Correspondence with schools abroad or with proposed interchange teachers should not be undertaken by teachers before final selection. After receipt of award letters, however, teachers are encouraged to correspond with their interchange counterparts and with authorities in the school to which they are assigned in order to obtain details about teaching assignments and other desired information. In countries which have signed executive agreements under the Fulbright-Hays Act, the U.S. Educational Commissions or Foundations abroad will send information to the grantees about travel arrangements and life in the host country, and a list of suggested reading materials. When the teachers arrive in the host country, the Commission or Foundation or the American Embassy, will provide orientation and other assistance.

10. Grantees to all countries, with the possible exception of those to Western Europe, Australia, and New Zealand, will be required to attend an orientation program to be held at the Foreign Service Institute of the Department of State in Washington, D.C., before departing for their assignments overseas. The program will be designed to acquaint teachers with U.S. policy and objectives in their countries of assignment, to prepare them for differences in physical and health conditions, and to outline other American cultural and exchange activities in the area. It will include discussions of questions frequently asked of exchange teachers and offer suggestions for clarifying misconceptions and, if necessary, for answering criticisms about the United States. The program also will include briefings by representatives of the U.S. Office of Education and the Office of Educational Exchange, Department of State. Travel will be provided via Washington, D.C., for all grantees attending the orientation program. An orientation allowance for maintenance will be provided by the Department of State.

11. American teachers in most countries will be expected to give talks on American life to local groups. They should take with them films, slides, yearbooks, student publications, books, maps, pictures, and other materials which would give an insight into the American way of life.

When and Where To Apply

Applications from teachers for teaching abroad and for participation in summer seminars during the academic year 1963-64 will be received until October 15, 1962.

Applications should be submitted to:

Teacher Exchange Section
Bureau of International Education
Office of Education
U.S. Department of Health, Education, and Welfare
Washington 25, D.C.

Opportunities Available

Argentina (8 positions) ----- English

Please refer to page 6 for financial arrangements

American teachers will be placed in secondary schools of Argentina to teach English. Candidates whose schools will accept an exchange teacher from Argentina to teach Spanish, who have specialized in the methods and techniques of teaching English as a second language or who are familiar with the principles and practice of teaching a foreign language will be given preference.

The teachers, in addition to their regular teaching duties, also may be requested to conduct seminars for teachers from local schools and group meetings for the demonstration of new techniques of teaching English as a foreign language. They should plan to take with them any special text or reference books dealing with techniques of teaching English as a foreign language which they may require for their own use. All American teachers will, as far as possible, be afforded opportunities to visit secondary schools outside the location of their respective projects and may be requested to hold clinics and workshops, conduct lecture programs, and demonstrate new techniques of teaching. The school term begins about August 1 and continues to about July 10.

Australia (8 positions)----- Elementary, Secondary, and
Junior College Sub-
jects; Teacher Edu-
cation

Please refer to page 6 for financial arrangements

American teachers will be placed in Australian public elementary and secondary schools, which are administered by the six Australian State Education authorities. These are interchange assignments to be made on the basis of the qualifications, experience, and subject field of the teachers who apply from both countries. Most of the exchanges are made at the secondary level, but a few are in the elementary grades or at the junior college level. Occasionally, a position is available at a teacher-training institution. American teachers may expect to find classes larger in size than those in the United States. Teachers must be prepared to depart for Australia in July; they will remain until the following August, with a holiday period of 8 weeks beginning in mid-December and an additional period of 2 weeks in May.

Austria (4 positions)... English Language and American Literature

Please refer to page 6 for financial arrangements

American teachers will be placed in the secondary schools of Austria. They must be capable of discussing economic, political, and cultural life in the United States, and of assisting in workshops for Austrian teachers of English. Although classes will be held in English, a good command of German is essential. The American home schools should be willing to accept an Austrian teacher of the German language, history, or English. A limited number of teachers from both countries may be placed on a one-way assignment.

The Austrian school year begins in September and extends through June. American teachers with no previous experience in a German-speaking country will be expected to arrive in Austria by July 14 to attend an orientation period at the Summer School of the University of Vienna at St. Wolfgang, before beginning their teaching assignment in an Austrian school.

Belgium-Luxembourg English, American Civiliza-
(3 positions) tion and Literature

Please refer to page 6 for financial arrangements

American teachers will be placed in secondary schools in Belgium and Luxembourg to assist in the teaching of English. They should have a good knowledge of English and American literature and of American life, civilization, and culture. Their English speech should be characterized by clear diction and freedom from regional accent. Proficiency in French is required, although some teachers may be assigned to Flemish-speaking areas. Preference will be given to teachers whose schools will accept a teacher from Belgium or Luxembourg to teach French. The school term begins in late September and continues through June.

Brazil—Summer Seminar Teachers of Latin-American
(15 grants) History, Geography,
 and Social Studies

Fifteen grants to attend an 8-week seminar in Brazil will be awarded to American secondary school teachers. The seminar, which will be conducted in the English language under the sponsorship of the University of Brazil, is designed to permit American teachers to participate in an intensive study of Brazil's geography, economy, history, and culture. Opportunity will be offered to travel throughout Brazil and to hear lectures given by outstanding individuals. Extended periods will be spent in Rio de Janeiro and Sao Paulo as headquarters for concentrated class study and visitations. Visits also are planned to a number of other cities, including Brasilia, Belem, Belo Horizonte, Salvador, and Porto Alegre.

Awards will include the cost of tuition, round-trip air transportation and travel within Brazil in connection with the program. Teachers will be responsible for their own maintenance expenses, estimated at \$750 for the 2-month period.

Preference will be given to teachers under 45 years of age who hold a master's degree, whose academic background indicates study of Portuguese or Spanish, and who have not had recent, extended periods of residence or study in Brazil. Consideration will be given only to applicants without accompanying dependents. The U.S. Educational Commission in Brazil will arrange for transportation via Washington for predeparture orientation there, and all grantees will be expected to travel together from Washington.

Cambodia..... English as a Foreign Language

Please refer to page 6 for financial arrangements

It is expected that a number of American teachers will be placed in the national secondary schools of Cambodia to teach English as a foreign language. Candidates should be teachers of French or teachers of English who are fluent in French. Most of the positions will probably be in provincial centers where no English is spoken. Fluency in French is therefore essential. Teachers should be available by July 1.

Canada (10 positions)..... Elementary and Secondary Subjects

Please refer to page 5 for financial arrangements

Most exchanges between American and Canadian teachers in the past have been made at the elementary level, and a few each year at the junior high and high school levels. In general, applicants from warm-climate States and urban areas are placed more readily, since those areas are preferred by Canadian teacher applicants. Instruction will be given in English and teaching conditions will be similar to those in the United States with regard to opening and closing dates of schools, teaching load, and teaching facilities. Teachers who have served as exchange teachers in Canada have found the experience both rewarding and enjoyable.

Chile (3 positions)..... English, Science, or Mathematics at the
Secondary Level; Elementary
Subjects

Please refer to page 6 for financial arrangements

Two American teachers will be assigned to teach and to contribute to the improvement of educational techniques at the American-sponsored school, *Colegio Nido de Águilas*, in Santiago. One of these teachers will teach at the elementary level; the other will teach a subject as yet unspecified, but it probably will be English, science, or mathematics, at the secondary level. For these positions, fluency in Spanish is not required, but it will be very helpful. Applicants should be available to begin their duties about July 1.

One American teacher of Spanish will be placed, on an interchange basis, in a national secondary school to teach English. A Chilean teacher of English will be placed in the school of the American teacher

to teach Spanish. The American grantee should be fluent in Spanish and have a background of cultural, historical, and political information about the United States, and should be prepared to work within a rather rigid, prescribed course outline. The grantee will be expected to suggest the use of training aids and techniques for teaching English as a foreign language, and may be asked to give informal talks in schools and other institutions in Chile. Opportunities will be provided for the American teacher to visit other schools, which will further increase his understanding of the Chilean educational system. Candidates for this position should be available to begin their assignment in Chile about July 1.

Colombia—Summer Seminar (20 grants)----- Teachers of Spanish

Grants to attend an 8-week summer seminar in Colombia will be awarded to American secondary school teachers of Spanish and to college teachers of Spanish who hold the rank of instructor or assistant professor. The seminar is designed to acquaint American teachers of Spanish with the language and literature of Hispanic America. Sponsored by the *Instituto Caro y Cuervo*, it will include a 2-week period devoted to visits to the cities of Cali, Cartagena, and Medellín, and a 6-week period at the *Universidad de los Andes* at Bogotá. Provision will be made for visits to places of historic and cultural interest in all of these cities.

Awards will include the cost of tuition, round-trip transportation, tourist class, from residence to destination, via Washington, for orientation, and travel in Colombia in connection with the program. Teachers will be responsible for their own maintenance expenses, estimated at \$600 to \$700 for the 8-week period. They are advised to take additional funds to cover the cost of private travel, recreation, and sightseeing.

Preference will be given to teachers under 45 years of age who have not had recent, extended periods of residence or study in Spanish-speaking countries. Evidence of proficiency in the Spanish language is required and teachers must be currently teaching Spanish. The seminar is a concentrated, intensive study course and consideration can be given only to grantees without accompanying dependents. Since the city of Bogotá is located at an altitude of 8,500 feet above sea level, candidates whose health and general physical condition might be affected adversely are not encouraged to apply.

Denmark (3 positions)..... American Civilization, Literature, and History

Please refer to page 6 for financial arrangements

Three American teachers will be assigned to several secondary schools and teacher-education institutions in various parts of Denmark for a stay of 1 to 3 months at each institution. Since the teachers will lecture on American civilization, they should be well informed about American life and culture as a whole, and American literature and history in particular. They have been in demand, in the past, as guest speakers in Danish communities. Candidates with school-age children will wish to consider the problem created by transferring from one locality to another during the year. Schools open in mid-August and close in late June.

Preference will be given to mature men teaching at the senior high school or junior college level who hold the master's degree. Instruction will be given in English; however, efforts to learn Danish are both useful to the teacher and appreciated by the Danes. Teachers who do not have a background of experience and preparation in American literature, history, and related subjects are not encouraged to apply, as the competition for the grants is keen.

Ecuador (1 position)..... English as a Foreign Language

Please refer to page 6 for financial arrangements

One American high school or junior college teacher, who should be specifically trained in teaching English as a foreign language, will be utilized as an instructor at the University of Cuenca. In addition, the teacher will give assistance to the normal schools, high schools, and the Binational Center in Cuenca in connection with English-teaching techniques. Fluency in Spanish is required.

Finland (7 positions)..... English, American Civilization, and Literature

Please refer to page 6 for financial arrangements

One of the American teachers will visit schools in Helsinki and vicinity for stays of a few days to 2 weeks. Time with classes at each school will be somewhat limited, usually a single 45-minute period or a short series of classes. Instruction will be given in English and will

deal with American literature, history, or geography. It would be well for the visiting American teacher to familiarize himself with the important differences between British and American English in order that he may be able to discuss them with the teachers and students. Popular subjects with Finnish students in the past have been short stories about youthful characters, light poetry, and short essays on American institutions, mores, and attitudes. Helpful teaching aids are word games and vocabulary-building devices, such as flashcards or pictures. Finnish students are keenly interested in America and especially in American high school life. They enjoy seeing school yearbooks, newspapers, literary magazines, and slides and photographs of student activities. Teachers must be able to modify their rate of speech to meet their students' ability to understand and to enunciate distinctly without a marked regional accent.

A second teacher will be assigned to the University of Helsinki to teach the lower courses in English language. This teacher will be expected to give a lecture course on some works of an American author, assist the students in reading comprehension, teach American pronunciation, and conduct a seminar for first-year students majoring in English.

A third teacher will be assigned to the University of Oulu to teach English. This teacher should have a good background in scientific language.

The school year opens in September and extends through May. Teachers will be asked to participate in activities of the Association of Teachers of English and to lecture on American education before Finnish groups.

As for the past 2 years, several additional grants will probably be available to teachers of secondary English who will be placed in small Finnish cities. The grantee will teach conversational English and serve as a consultant to the English teachers in the schools of the city to which he is assigned. He will also be expected to help with the local Finnish-American Society's English program by teaching some adult groups for the society and perhaps for industrial plants in the city. The Finnish cities are small but surprisingly modern, each with a definite cultural life of its own and with generally comfortable housing facilities. During the winter there are excellent opportunities for skiing and other sports. Preference is given to married men with small families who are willing to spend a long, cold winter in a relatively small and sometimes isolated community.

**France—Summer Seminar (20 grants)..... Teachers of World or
Modern Euro-
pean History**

✓ Grants to attend a seminar in France of approximately 6 weeks' duration during July and August will be awarded to American secondary school history teachers and to college history teachers who hold the rank of instructor or assistant professor. The seminar is designed to offer American teachers of history an opportunity to improve their knowledge of modern history (Modern European History, in particular) and to acquaint them with European views and attitudes on that subject.

The seminar will include 4 weeks of instruction in Paris, consisting mainly of lectures given at the *Institut d'Études Politiques* by French university professors, and 2 weeks of travel to places of historic and cultural interest throughout France. Lectures will be delivered in English, but a good conversational knowledge of French will be very helpful to teachers participating in the program, and will be a factor in selection.

Awards will include round-trip transportation from residence to destination and travel within France in connection with the scheduled program. Grantees will be responsible for their own maintenance expenses and tuition costs estimated at \$600 per person for the 6-week period. Teachers are advised to bring additional funds to cover the cost of private travel, recreation, and sightseeing. Participants will depart in late June and will travel to France as a group. They must not be accompanied by dependents, relatives, or friends for the duration of the seminar.

France—Summer Seminar (25 grants)..... Teachers of French

Grants to attend a summer seminar in France during July and August will be awarded to American secondary school teachers of French and to college teachers of French who hold the rank of instructor or assistant professor. The seminar, which is designed to acquaint American teachers with the language, literature, and civilization of France, will include:

About 3 weeks in Paris for courses at the Sorbonne in phonetics, grammar, conversation, pedagogy, and contemporary French problems.

About 3 weeks at a provincial university center for courses in French literature and civilization.

Local excursions to places of historical, cultural, and educational interest.

Applicants must supply evidence of proficiency in the French language, and must be currently teaching French. Preference will be

given to teachers under 45 years of age who have never studied in France.

The grant will provide round-trip transportation and travel in France in connection with the program. Participants will be responsible for tuition costs and living expenses, estimated at \$700. Participants must not be accompanied by dependents, relatives, or friends for the duration of the seminar.

Germany, Federal Republic of English, American Literature, and American History
(15 positions)

Please refer to page 6 for financial arrangements

American teachers will be placed in secondary schools of the Federal Republic of Germany to teach English and also American literature or history. They will exchange positions with German teachers of English, history, Latin, German, other modern foreign languages, mathematics, and science. A reasonable command of the German language is required. Teachers should also possess personal qualities of tact and adaptability and should be prepared to speak on life, culture, and education in the United States to English-language clubs, parent-teacher associations, teachers' conferences, and civic groups.

Grantees will arrive at their destinations during July or early August and will complete teaching duties the following June or July. Suitable living accommodations should be arranged after the awards are made and before leaving the United States, either through the host school or the exchange counterparts.

A limited number of grants may be available for American candidates whose schools cannot accept an interchange teacher from the Federal Republic of Germany.

Germany, Federal Republic of Teachers of German Summer Seminar (20 grants)

Grants to attend an 8-week summer seminar, sponsored by the *Goethe-Institut* in Munich during July and August, will be awarded to American elementary and secondary school teachers of German and to college teachers of German with the rank of instructor or assistant professor. The program will include:

One week: Travel throughout the Federal Republic of Germany with visits to various educational and cultural centers.

Three weeks: Language and literature classes at the *Goethe-Institut* training centers in Southern Germany.

One week: Educational visit to the city of Berlin.

Three weeks: Lectures and discussions on German language, literature, and culture, together with other foreign teachers of German in Munich.

The grant will include the cost of round-trip transportation from residence to destination. Participants will be responsible for cost-of-living expenses and course fees, estimated at \$500. They are advised to bring additional funds to cover the cost of private travel, recreation, and sightseeing.

Applicants must be currently teaching German. They will be asked to present a statement describing their present teaching position by subject taught, number of classes per day, and number of pupils per class. Preference will be given to teachers between the ages of 25 and 45 who have never studied in Germany. Consideration can be given only to applicants without accompanying dependents, since the *Goethe-Institut* has indicated that dependents cannot be accommodated during the summer.

In addition, 20 grants to attend this seminar will be awarded by the Government of the Federal Republic of Germany. The requirements for these grants will be the same as those for the grants discussed above, with one exception: the upper age limit is 50 rather than 45. The same application forms will be used for both types of grants.

Greece (26 positions) English as a Second Language,
Social Welfare, Youth
Work

Please refer to page 6 for financial arrangements

English is rapidly becoming the second language in Greece. Competent, experienced American teachers of English who are able to meet varied and interesting challenges are well rewarded for their participation in this expanding movement. Twenty-three teachers of English are placed in the Greek National High Schools of Foreign Languages, the American-sponsored schools, the universities, and the U.S. Information Services Centers. Although the physical equipment of some of these institutions is inferior to that of American schools, teachers are richly compensated by the strong motivation of Greek students to learn English.

Some of the positions are in the larger cities such as Athens and Thessaloniki, and some in provincial centers such as Volos, Kalamata, and Ioannina. Each American teacher will be assigned to his new post, in advance, before leaving the United States, and will be fully advised on living conditions and on other details which will assist

him in preparing for his specific position in Greece. Unmarried teachers who possess intellectual and emotional maturity will be given preference in the selection for awards.

Since a rudimentary knowledge of the Greek language is a necessity for the fullest success of each teacher, all teachers will attend the summer seminar to be held in Greece from August 1 to September 1. This seminar will include intensive courses in modern Greek, teaching English as a foreign language, and modern Greek history and culture.

Tuition and living expenses as well as transportation will be provided for all participants in the summer seminar. Teachers should be available by July 15, 1963.

Two teachers of social welfare, who must be qualified social workers, will be placed as follows:

1. One teacher in Pierce College to teach psychology, principles of personality development, casework, and mental health to social workers.
2. One teacher in the Athens YWCA School of Social Welfare in social casework, introduction to social work, and supervision. She will also assist with staff development and curriculum planning.

One specialist with YMCA or other youth work experience will be assigned to the National YMCA to teach leadership training and social group work courses for group leaders and staff members, and to do personal counseling. Only men who speak Greek should apply for this position.

The teachers of social welfare will also attend the summer seminar, as well as the formal orientation for all grantees beginning in September. Instruction in the Greek public schools normally begins about October 1.

**Greece—Summer Seminar
(20 grants)**

**Teachers of Classical History
(Ancient, Medieval, and
World History, and Related
Subjects)**

Twenty American teachers of secondary school history will be granted awards to attend an 8-week summer seminar in Greece in 1963. This seminar will provide direct contact with the geographic area of the teachers' fields of specialization and will give them renewed interest and further understanding of their subjects. The grantees should be able to carry back to their classrooms direct and fresh impressions of contemporary Greek life and thought, and their relationship to the life of the ancient world. The seminar will be administered and supervised by the director and staff of the U.S. Educa-

tional Foundation in Greece. The teachers will engage in approximately 8 weeks of study and travel in Greece under the tutelage of distinguished professors in the field of classical history. Each grant will provide travel. Cost to grantee is estimated at \$600.

Iceland (1 position)----- English and Methods of Teaching
English as a Foreign Language

Please refer to page 6 for financial arrangements

One American teacher will be awarded a grant to teach English and to bring modern American methods of teaching English as a foreign language to selected Icelandic schools. The teacher will be assigned for varying periods of time to the three *Menntaskoli* (6-year high schools), the commercial colleges, the teachers college, and the district high schools. Because of the itinerant nature of the position, preference will be given to candidates without large families. The teacher selected will participate in a training program at the University of Michigan English Language Institute, and should plan to arrive in Iceland in time to attend an orientation course sponsored by the Ministry of Education and usually held during the last week in September. The school year runs from the first week in October to the middle of June. The Foundation in Iceland will offer the grantee assistance in obtaining housing.

India (2 positions)----- Secondary Teacher Education

Please refer to page 6 for financial arrangements

Two American teachers will be assigned either to teacher-training colleges or to the Directorate of Extension Programs in Secondary Education of the Ministry of Education for use in workshops and seminars. Grantees must be experienced school principals or members of faculties of teacher-training colleges. They should have a doctorate in their specialty and be equipped to teach methods in their special fields. Most of their work will be through seminars, demonstrations at schools, and discussions with teachers.

Grantees are encouraged to bring as many books in their special fields as possible. Books on methods of teaching and high school textbooks will be especially useful.

India—Summer Seminar **Teachers of World, Middle,
(20 grants)** **or Far Eastern
History**

Twenty American teachers of World, Middle, or Far Eastern history will be granted awards to attend an 8-week summer seminar in India in 1963. This seminar will be conducted at the University of Poona and will be designed to give American secondary school teachers a survey of Indian history, institutions, and culture, and a firsthand experience in modern India to enrich their teaching of history in the United States. The program is expected to include 3 or 4 days of orientation and sightseeing in New Delhi, 5 weeks of study, 2 weeks for touring India, and a 2-day terminal conference in Bombay.

Grants will include the cost of tuition and round-trip transportation and some travel within India. Grantees will be responsible for the cost of their own maintenance, including local transportation during the 8 weeks in India. This has been estimated at \$400 to \$500. Grantees are advised to bring sufficient additional funds to cover the cost of private travel, recreation, and sightseeing.

The group of 20 American teachers who will participate in the seminar will be expected to travel to India as a group and arrive by the end of June. Reservations will be made by the U.S. Educational Foundation in India. Applicants will be asked to present a statement describing their present teaching position, including subjects taught, number of classes per day, and number of pupils per class. Consideration can be given only to applicants who agree to go without accompanying dependents. Preference will be given to candidates without previous experience in Asia.

The seminar will give grantees a broad picture of Indian history and culture and India's relationships with other countries. It will be conducted by English-speaking Indian university professors.

Indonesia (4 positions) **Elementary Grades**

Please refer to page 6 for financial arrangements.

It is expected that several grants will be available to American elementary school teachers to teach in the International School at Djakarta. The school has a student body of about 250, representing many different nationalities. The curriculum is the usual American elementary school curriculum and the language of instruction is English. Due to a shortage of housing in Djakarta, it may be necessary to consider only teachers who have no dependents. Teachers should be available by the middle of July.

Italy (14 positions) ----- English, American Civilization

Please refer to page 6 for financial arrangements

Fourteen American teachers will be placed in Italian secondary schools of the smaller provincial towns to conduct classes in English and in American civilization. The teachers will attend an orientation program during the month of September in Rome, where they will receive intensive instruction in Italian and in linguistic science approaches to methodology in the teaching of English as a foreign language. They will begin their teaching assignments in their host cities during the second week of October. They will be encouraged to participate in extracurricular activities and may be called upon to assist in activities sponsored for the teachers by the U.S. Information Services. The teachers will be asked to give talks to students and organizations on various aspects of American life, history, geography, and culture. Slides, photographs, popular song books, and the like, brought by the teachers from the United States, may prove valuable for special activities.

Two teachers (preferably university instructors), selected for their experience in teaching English as a second language, will be assigned to the College of Education of the University of Rome and the Council on American Studies in Rome. They will become members of a team to assist in the expansion and improvement of English teaching in Italy through the development of new methods, the preparation of suitable materials, and the training of Italian teachers. Besides teaching the methodology of teaching English as a foreign language and teaching that language itself to Italian student teachers, they will assist in conducting regional seminars for Italian teachers of English.

Funds permitting, teachers will attend a summer course in methods of teaching English as a foreign language at a university in the United States before their departure. They should arrive in Rome September 1, 1963.

Eight of the 14 positions involve an interchange of positions with Italian teachers, and preference will be given to American teachers whose schools can accept an exchange teacher from Italy. Proficiency in the Italian language is required in some positions and will be an asset in all of them.

Italy—Summer Seminar (20 grants)----- Teachers of the Classics

Grants to attend a 7-week summer seminar sponsored by the American Academy in Rome, beginning on or about June 29, 1963, will be given to American secondary school and junior college teachers of Latin and Greek. The grant includes the cost of tuition and round-trip transportation (tourist class), and travel in Italy in connection with the program. Teachers will pay the cost of living expenses for 7 weeks in Italy, estimated at \$500-\$600. The seminar offers a program of lectures and visits to ancient sites, including:

1. Daily trips to monuments and museums in and near the city of Rome, with lectures and assignments on archeology, topography, history, literature, and life of ancient Rome.
2. A weekly trip to sites outside the city of Rome, including a long weekend which will allow the teachers to take a major trip to Florence or another area.
3. Lectures on contemporary Italy and Italian education.
4. A week in the Naples archeological area under the auspices of the Vergilian Society at Cumae.

At the end of the course a final examination will be given and a certificate will be awarded, recommending 6 hours of graduate credit. To receive this credit, applicants should make arrangements with the university in which they are enrolled.

Teachers must be currently teaching Latin or Greek. Preference will be given to those who have never been to Italy and who hold the master's degree in the Classics. Consideration can be given only to applicants without accompanying dependents.

Japan (9 positions)----- English, English as a Foreign Language

Please refer to page 6 for financial arrangements

Teachers will be placed in junior and senior high schools affiliated with Japanese universities engaged in teacher education. They will teach elementary English grammar, conversation, and composition, and will be expected to demonstrate methods of teaching English as a foreign language to Japanese student teachers. When qualified, the American teachers may also teach at the prefectural university. Discussions, seminars, and personal acquaintance with Japanese students and teachers afford American teachers an opportunity to learn much about Japan and its culture. Long vacations provide many opportunities to study and travel throughout the country.

Although a knowledge of Japanese is not required, grantees will find the value of their year in Japan greatly enhanced if they acquire a working knowledge of the language before their departure. Special arrangements have been made for American teachers to begin teaching about September 1, which is about the midpoint of the Japanese school year. Teaching assignments will approximate 15 hours of instruction in a week. Teachers may be asked to participate in the English Club, the English-Speaking Society, and local community activities.

Funds permitting, the teachers selected will receive an additional grant to attend a summer session at the University of Michigan, where they will study methods of teaching English as a foreign language. Tuition, maintenance, and transportation from residence, via the university, to foreign assignment will be provided. Housing and maintenance of dependents, if any, during the summer session will be the responsibility of the grantee. Teachers should be available by July 1.

Liberia **English**

Please refer to page 6 for financial arrangements

It is expected that opportunities will be available for American teachers to teach English at the University of Liberia. In previous years teachers have been asked to teach remedial English or journalism in addition to the usual courses in English. Candidates should be available early in July and should be prepared to remain in Liberia for a full year.

Libya **English as a Foreign Language**

Please refer to page 6 for financial arrangements

It is expected that several grants will be available to American men to teach English as a foreign language.

Funds permitting, the teachers selected will receive an additional grant to attend a summer session at a university in the United States, to be designated at a later date, where they will study methods of teaching English as a foreign language. Tuition, maintenance, and transportation to the university will be provided. Teachers should be available by July 1.

Morocco----- English as a Foreign Language, Science
and Mathematics, Social Studies
and English, Primary Grades

Please refer to page 6 for financial arrangements

It is expected that several American teachers will be placed in the national secondary schools of Morocco to teach English as a foreign language. Candidates should be teachers of French or teachers of English who are fluent in French.

Funds permitting, the teachers selected will receive an additional grant to attend a summer session at a university in the United States, to be designated at a later date, where they will study methods of teaching English as a foreign language. Tuition, maintenance, and transportation to the university will be provided. Teachers should be available by July 1.

It is also expected that one teacher will be assigned to the American School of Tangier to teach primary grades, one to teach science and mathematics at the secondary level, and one to teach social studies and English at the secondary level. The language of instruction is English. The school year begins in September.

Nepal (1 position)----- Secondary Education

Please refer to page 6 for financial arrangements

One American secondary school teacher for placement in the College of Education or a high school in Nepal. This teacher will be placed in a classroom situation and will work with Nepalese teachers and students.

The Netherlands (5 positions)----- English Language, Eng-
lish and American
Literature, Social
Studies

Please refer to page 6 for financial arrangements

American teachers will be placed in secondary schools in various parts of the Netherlands. Besides teaching (assignments may be in one or more schools), they should be willing to participate in extra-curricular activities at the schools and to speak before local audiences on American culture and institutions. Knowledge of Dutch is not required, but applicants should endeavor to acquire a working knowledge of the language while in the country. The five positions pro-

vide for an exchange of three American teachers with three Netherlands teachers of American language and literature and English language and literature, and an exchange of two American teachers with two Netherlands teachers of social studies will be completed.

Preference will be given to teachers with a master's degree in the subject taught and 5 or more years of teaching experience. Since more than half of the Netherlands' schools are church affiliated, applicants should indicate their religious preference.

New Zealand (4 positions)----- Elementary and Secondary
Subjects, Teacher Education

Please refer to page 6 for financial arrangements

American teachers will be placed in New Zealand public schools and, in most cases, will assume the classroom responsibilities of the New Zealand teachers they replace. Occasionally, a position is available at a teacher-training institution. Special arrangements have been made to permit the American teachers to take up their duties at the beginning of the final term of the New Zealand school year. Elementary schools will open about September 2, and secondary schools about September 10. Teachers will serve until August 15, 1964, with a vacation period of approximately 6 weeks beginning in mid-December and one of 2 weeks in May.

Norway (3 positions)----- English, American History
and Literature

Please refer to page 6 for financial arrangements

American teachers will be placed in Norwegian secondary schools to teach English, and possibly American history and literature. The positions provide for exchange with Norwegian teachers, who are generally recommended to teach history, English, or modern foreign languages in American schools. Knowledge of Norwegian is not required, but a working knowledge of the language is recommended.

The American teachers, in addition to teaching duties, may be asked to speak to local audiences on American education and life. A grant to attend the summer session of the University of Oslo's International Teachers Institute will be a part of the award, and teachers must be able to leave the United States in mid-June. Norwegian schools open in mid-August and close in June.

Paraguay (3 positions)..... English as a Foreign Language

Please refer to page 6 for financial arrangements

Two teachers will be assigned to the National University of Asunción. One teacher, preferably a man, will teach English at all levels; the other will assist in organizing a school of languages, which does not at present exist at the university. The third teacher, preferably a woman, will act as a supervisor of the local teachers of English in the normal schools. The teacher assigned to this position should be able to assist in revising methods of teaching English as a foreign language and in establishing new standards. She may also be asked to conduct demonstration classes.

A knowledge of Spanish is an essential requirement for both positions. Candidates should be available early in June. Preference will be given to teachers who can remain in Paraguay for 2 years.

Peru (2 positions)..... English, Methods of Teaching English

Please refer to page 6 for financial arrangements

One teacher will be placed at the University of Ayacucho to organize and conduct courses for teachers of English. The courses should emphasize methods of teaching and use of technical equipment in foreign language study.

One teacher will be placed in a Peruvian secondary school to teach English. Preference will be given to a teacher whose school will accept an exchange teacher from Peru to teach Spanish.

Proficiency in Spanish is a requirement for both positions.

Teachers should be available by August 1.

Spain (8 positions)..... English

Please refer to page 6 for financial arrangements

American teachers will be placed in secondary schools of either Madrid or Barcelona to teach English. They should be proficient in Spanish. Preference will be given to teachers whose schools will accept an exchange teacher from Spain to teach Spanish. The school year begins in September and closes the middle of June.

Funds permitting, teachers will receive additional grants to attend a summer session at a university in the United States, to be designated at a later date, where they will study methods of teaching English as a foreign language. Tuition, maintenance, and transportation to the university will be provided. Teachers should be available by July 1.

Spain—Summer Seminar (30 grants)..... Teachers of Spanish

It is expected that a 6-week summer seminar, beginning about the first of July, will be held in Spain for American secondary school teachers of Spanish and college teachers of Spanish who hold the rank of instructor or assistant professor. The seminar will be designed to acquaint American teachers with the language, literature, and civilization of Spain. Preference will be given to teachers under 45 years of age who have never studied in Spain. Evidence of proficiency in the Spanish language is required and teachers must be currently teaching Spanish. The seminar will probably include 5 weeks of instruction at Burgos under the sponsorship of the University of Valladolid, plus 1 week of supervised travel.

Awards will include round-trip transportation, travel in Spain in connection with the program, and tuition costs. Grantees will be responsible for their own maintenance expenses, estimated at \$400 to \$500. Consideration can be given only to applicants who agree to go without accompanying dependents, relatives, or friends.

Sweden (3 positions)..... English or Science

Please refer to pages 5 and 6 for financial arrangements

American teachers will be placed in secondary schools in Sweden to teach English or science. Two of the three positions provide for exchange with Swedish teachers. The American teachers will be full-fledged members of the faculty of the secondary schools with which they are affiliated and will be expected to teach approximately 22 hours weekly.

The two American interchange teachers will continue to receive their salaries from their schools in the United States, in addition to a travel grant and a supplemental maintenance allowance.

The American teacher selected to participate on a one-way basis would be assigned to the Royal School Board to serve as a language assistant in the Swedish secondary school system, and would be expected to travel extensively, seldom spending more than 3 weeks in one district.

Tunisia English as a Foreign Language

Please refer to page 6 for financial arrangements

It is expected that several American teachers will be assigned to the Bourguiba School in Tunis to teach English as a foreign language. Candidates should be teachers of French or teachers of English who are fluent in French.

Funds permitting, the teachers selected will receive an additional grant to attend a summer session at a university in the United States, to be designated at a later date, where they will study methods of teaching English as a foreign language. Tuition, maintenance, and transportation to the university will be provided. Teachers should be available by July 1.

Turkey (14 positions) Science, Mathematics, English

Please refer to page 6 for financial arrangements

Fourteen American teachers, preferably in the fields of science (chemistry, physics, and biology) and mathematics, and alternatively in the field of English language training, will be placed in English language high schools at Istanbul, Izmir, Samsun, Konya, Eskisehir, and Diyarbakir.

Priority will be given to teachers of chemistry, biology, physics, and mathematics. Alternatively, priority will be given to teachers of English as a foreign language. Knowledge of the Turkish language is not a requirement, but the grantee will find it extremely useful to know a few basic Turkish words. In addition, he should possess patience, tact, and a sense of humor.

Teachers will probably be asked to give occasional lectures and talks at other schools and before various groups and educational organizations.

Secondary schools in Turkey open the last Monday in September, and close the last Saturday in May. Examinations are held in June. There is a 2-week holiday at the beginning of February. American teachers are usually required to teach approximately 20-25 hours a week. Classes normally consist of about 50 students. The school week includes Saturday, which is a half-school day, as is Wednesday. Schools are closed on Sunday.

Furnished or unfurnished apartments and houses can be found for grantees with accompanying dependents.

United Kingdom..... All Subject Fields, Including
(100 positions) Teacher Education;
Kindergarten Through
Junior College

Please refer to page 5 for financial arrangements

Kindergarten-primary and elementary teachers are especially encouraged to apply, since more than 50 percent of the matches during the past years have been at these levels. Exchanges have been made in all secondary school subjects, but most of them at this level have been in mathematics, sciences, and social studies emphasizing geography. Opportunities in teacher-education institutions may be available in history, geography, infant and nursery school education, and physical education.

Most schools open in September and close in July. Some schools in Scotland and possibly other areas open as early as August 15. The teachers will be placed in all sections of England, Northern Ireland, Scotland, and Wales, and will be responsible for a full-time teaching assignment. They will be expected to participate in community activities, speak before local groups on life in the United States, and assume extracurricular duties, such as lunch or playground supervision in elementary schools or chaperoning and counseling in secondary schools. In some communities, suitable housing for grantees with families will be difficult to find; in such cases, interchanges can be arranged only for candidates without accompanying dependents. In the past, the competition among applicants to teach in the United Kingdom has been keen, with approximately four applicants for each available position.

<p>United Kingdom Dependencies (12 positions)</p>	<p>Applied Mechanics, Arithmetic and Arithmetic Methods, Art, Biology, Chemistry, Child Study, Engineering Science, English, English as a Foreign Language, General Science, Geography, Health Science, History, Home Economics, Latin, Mathematics, Physical Education, Physics, Spanish, Teacher Education (Elementary and General Secondary), Vocational-Technical Fields, Zoology</p>
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Please refer to page 6 for financial arrangements

American teachers will be placed in British schools of Africa and Asia, the Mediterranean and Pacific areas, and the British West Indies. They will be assigned to many types of schools at secondary and college levels. They should possess high personal and professional standards and maturity, and should be fully prepared to meet whatever novel conditions they may encounter. The likelihood of receiving a grant will be considerably increased if the applicant specifies an interest in teaching in more than one geographical area. Proficiency in a foreign language is not required.

The teachers should be able to take up their teaching duties during July. They may be requested to remain for a second year and should consider this fact when submitting applications. All teachers taking up awards in the British Dependent Territories would be required to attend a brief orientation program in Washington, D.C., before departure from the United States. Teachers going to assignments in the West Indies would travel direct from the United States; those going to all other territories would be expected to travel via the United Kingdom for briefing and orientation purposes. Although the great majority of the openings for teachers are in secondary schools, there are some in teacher-training colleges or technical institutions. There are no openings at the equivalent of grade or junior high school levels. All teachers should take reference books for their own personal use.

In addition to the 12 positions identified above for 1963-64, it is anticipated that arrangements will be made for a series of consecutive yearly placements for the next few years in the schools or colleges listed below. Preference will be given to applicants for the following openings, listed in order of priority:

Africa

1. *Gambia*.—(1) Gambia High School, Bathurst. To teach woodwork and metalwork to the boys of the school.

2. *Zanzibar*.—(1) King George VI, Zanzibar Town. Teacher of science mathematics, or English. (2) Seyyida Maatuka School (Girls), Zanzibar Town. Teacher of mathematics. (3) H. H. Aga Khan Boys' School, Zanzibar Town. Teacher of English, or a combination of English and geography.

3. *Bechuanaland Protectorate*.—(1) Mqeng College, Palapye, Bamangwato, Tribal Territory. Teacher of English and Latin. *Note:* Since this could be a difficult assignment, it requires a person who has essentially the pioneering spirit. It is recommended that only single (or unaccompanied) male teachers should apply for this school.

4. *Northern Rhodesia*.—(1) Chipembi Girls School, Chisamba. Teacher of domestic science (or science or mathematics), plus other subjects such as English, art, Latin, physical education. (2) Fort Jameson Secondary School, Fort Jameson. Teacher of geography and history. (3) Malcolm Moffat Teacher Training College, Serenje. Teacher of any subject(s) at the primary level. (4) Mufulira Training College. Teacher of primary school subjects and games. (5) Solwezi Secondary School, Solwezi. Teacher of English and Latin. (6) Hodgson Technical College, Nr. Lusaka. Teacher of automobile engineering, theory, and practice.

5. *Nyasaland*.—(1) Government Secondary School, Dedza. Teacher of botany or, alternatively, of mathematics, physics, or chemistry.

6. *Swaziland*.—(1) Swaziland Teacher Training College, Manzini. Teacher of any of the following subjects "according to the need of the time": English (literature, composition, language work, oral), arithmetic, history, physical training and games, geography, science and nature study, hygiene.

Mediterranean

1. *Malta*.—(1) St. Michael's Training College, St. Julian's. Teacher of biology and chemistry (teaching methods for these subjects and supervision during teaching practice.) (2) St. Albert the Great College, Valletta (Secondary). Teacher of physics (preferred) or history.

2. *Gibraltar*.—(1) Gibraltar Grammar School (if male) or Loreto High School (if female). To teach science and/or mathematics (Roman Catholic Catholic and single person preferred in both cases).

Asia

1. *Aden*.—Aden College. Teacher of science or arts subjects (excluding English) on the secondary level.

Pacific

1. *British Solomon Islands*. (1) King George VI School for Boys, Auki, Malaita. Teacher of mathematics, geography, or English; or any combination of these.

2. *Tonga*.—(1) Tonga High School. Teacher of English and geography or mathematics and science.

British West Indies

British Guiana.—(1) Government Technical Institute, Nonpareil Park, Georgetown. Teacher of either mechanical engineering or electrical engineering subjects, in that order of priority. (2) Bishops High School for Girls. Teacher of mathematics, or chemistry, or physics, or a combination of these three. (3) Queen's College. Teacher of botany and zoology.

Uruguay (2 positions)..... English

Please refer to page 6 for financial arrangements

Two American teachers will be placed in Uruguayan high schools to teach English. They should be proficient in Spanish. Preference will be given teachers whose schools will accept an exchange teacher from Uruguay to teach Spanish.

Appendix I

A Guide to Opportunities Abroad by Subject Field

Teachers of the following subjects should explore opportunities in the countries listed:

ALL SUBJECTS.....	Australia, Canada, New Zealand, United Kingdom.
AMERICAN CIVILIZATION (HISTORY AND LITERATURE).	Australia, Austria, Belgium-Luxembourg, Brazil, Canada, Denmark, Finland, France, Germany, ¹ Greece, India, Italy, the Netherlands, New Zealand, Norway, Sweden, United Kingdom, United Kingdom Dependencies.
ART.....	United Kingdom, United Kingdom Dependencies.
CLASSICS.....	Greece, Italy, United Kingdom, United Kingdom Dependencies.
ELEMENTARY.....	Australia, Canada, Chile, Indonesia, Morocco, New Zealand, United Kingdom, United Kingdom Dependencies.
ENGLISH, AMERICAN LITERATURE, ENGLISH AS A FOREIGN LANGUAGE.	Argentina, Australia, Austria, Belgium-Luxembourg, Cambodia, Canada, Chile, Denmark, Ecuador, Finland, Germany, ¹ Iceland, Italy, Japan, Liberia, Libya, Morocco, the Netherlands, New Zealand, Norway, Paraguay, Peru, Spain, Sweden, Tunisia, Turkey, United Kingdom, United Kingdom Dependencies, Uruguay.
FRENCH.....	Belgium-Luxembourg, Cambodia, France, Morocco, Tunisia, United Kingdom.
GENERAL SECONDARY.....	Australia, Canada, Morocco, Nepal, New Zealand, United Kingdom, United Kingdom Dependencies.
GEOGRAPHY.....	Brazil, United Kingdom, United Kingdom Dependencies.
GERMAN.....	Austria, Germany. ¹

¹ Federal Republic of Germany.

TEACHER EXCHANGE OPPORTUNITIES

HANDICRAFTS.....	United Kingdom Dependencies.
HOME ECONOMICS.....	United Kingdom, United Kingdom Dependencies.
INDUSTRIAL ARTS.....	United Kingdom, United Kingdom Dependencies.
JUNIOR COLLEGE.....	Australia, Austria, Belgium-Luxembourg, Denmark, Germany, ¹ Greece, Italy, the Netherlands, New Zealand, United Kingdom.
LATIN.....	Italy, United Kingdom, United Kingdom Dependencies.
MATHEMATICS (ALL).....	Australia, Chile, Morocco, New Zealand, Turkey, United Kingdom, United Kingdom Dependencies.
MUSIC.....	United Kingdom.
PHYSICAL EDUCATION.....	United Kingdom, United Kingdom Dependencies.
SCIENCES (ALL).....	Australia, Chile, Morocco, New Zealand, Sweden, Turkey, United Kingdom, United Kingdom Dependencies.
SOCIAL STUDIES.....	Australia, Brazil, Canada, Morocco, the Netherlands, New Zealand, United Kingdom, United Kingdom Dependencies.
SOCIAL WORK.....	Greece.
SPANISH.....	Argentina, Chile, Colombia, Ecuador, Paraguay, Peru, Spain, United Kingdom Dependencies.
TEACHER EDUCATION.....	Australia, India, New Zealand, United Kingdom, United Kingdom Dependencies, Uruguay.
SPECIAL EDUCATION.....	United Kingdom.
VOCATIONAL—TECHNICAL.....	United Kingdom, United Kingdom Dependencies.

¹ Federal Republic of Germany.

Appendix II

Guide to Opportunities, by Area of the World

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Appendix III

A Guide to Opportunities, by Foreign Language Requirement

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¹ Federal Republic of Germany.