

**1964-65**

**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**

**ANTHONY J. CELEBREZZE** ..... *Secretary*  
**Office of Education** ..... **FRANCIS KEPPEL, Commissioner**

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## **TEACHER EXCHANGE OPPORTUNITIES**

**1964-65**

### **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 125 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 teachers to teach abroad and teachers from other countries to teach in the United States, 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 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.<sup>1</sup> Some dollar support for the program is available from congressional appropriations and through the cooperation of schools 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.

<sup>1</sup> 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, Cyprus, Denmark, Ecuador, Finland, France, Germany (Federal Republic of Germany), Greece, Iceland, India, Iran, Italy, Japan, Korea, The Netherlands, New Zealand, Norway, Pakistan, Paraguay, Peru, Spain, Sweden, Turkey, and the United Kingdom (including dependencies).

## 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 international educational and cultural 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 administration of the program 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 international educational and cultural exchange program in the United States. (See cover, p. 2.)

## What Is the Responsibility of the Office of Education?

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, recommends Americans for one-way assignments and seminars abroad, and negotiates for the placement of teachers from other countries on one-way

assignments 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 Labor-Congress of Industrial Organizations, 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 authority 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.

8. *Seminars*: Teachers who apply for seminars should read carefully the specific requirements listed for each seminar. Applicants who are beyond the preferred age limit should not apply. In addition to the regular application forms, each applicant for a seminar will be required to submit a statement showing specifically how the content of the seminar will be of value to him in his teaching. A statement of the specific number of hours devoted weekly to the subject of the seminar should be included.

### 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,<sup>2</sup> 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. 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 cost 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 <sup>2</sup>	New Zealand
Australia	Denmark <sup>2</sup>	Norway
Austria <sup>2</sup>	Germany, Federal	Peru <sup>2</sup>
Belgium-Luxem- bourg	Republic of <sup>2</sup>	Uruguay
	The Netherlands	

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. Round-trip transportation is provided for the grantee from residence to destination. Grantees should investigate the cost of round-trip transportation for their dependents before

<sup>2</sup> Also a one-way grant.

<sup>3</sup> Interchange and one-way grants.

applying, since this cost is not included in the grant. Teaching opportunities under these arrangements are offered in the following countries:

Austria <sup>a</sup>	Greece	Peru <sup>a</sup>
Brazil	Iceland	Sweden <sup>a</sup>
Chile <sup>a</sup>	India	Turkey
Cyprus	Iran	United Kingdom De- pendencies
Denmark <sup>a</sup>	Italy	
Ecuador	Japan	
Finland	Pakistan	
Germany, Feder- al Republic of <sup>a</sup>	Paraguay	

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

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

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 previously listed 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, Italian, 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 1964 in Brazil, Colombia, France, Germany, Greece, India, Iran, 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 1965. Detailed information concerning this seminar and application forms will be available from the Office of Education upon request between March 1 and May 31, 1964. 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, Paraguay, 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,

<sup>a</sup> Interchange and one-way grants.

mathematics, 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 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 Congress) 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 U.S. Office of Education 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 Australia, Chile, Greece, India, Japan, New Zealand, 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, 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 at-

tend 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 U.S. Programs and Services, 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 1964-65 will be received until October 15, 1963.

Applications should be submitted to:

Teacher Exchange Section  
Bureau of International Education  
Office of Education  
U.S. Department of Health, Education, and Welfare  
Washington, D.C., 20202

### Opportunities Available

Argentina (8 positions) ----- English

*Please refer to page 6 for financial arrangements*

American teachers will be placed to teach English in secondary schools in the provinces of Chubut, Comodoro Rivadavia, Entre Rios,

La Pampa, Neuquen, Salta, and Tucumán, and at the Central National College of Buenos Aires. Preference will be given to 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.

In addition to their regular teaching duties, the teachers 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 (6 positions)**----- Elementary, Secondary, and  
Junior College Sub-  
jects; Teacher Educa-  
tion

*Please refer to page 6 for financial arrangements*

American teachers will be placed in Australian public schools administered by the six Australian State Education authorities, and in some cases will assume the classroom responsibilities of the Australian teachers they replace. 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. Special arrangements have been made to permit the American teachers to take up their duties at the beginning of the final term of the Australian school year. Teachers must be prepared to depart from 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 secondary schools or colleges should be willing to accept an Austrian teacher of the German language, or of history. A limited number of teachers from both countries may be placed on a one-way assignment, although direct interchanges are preferred.

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 mid-July to attend an orientation course at the summer school of the University of Vienna at St. Wolfgang, before beginning their teaching assignment in an Austrian school.

**Belgium-Luxembourg (3 positions)**-. English, American Civilization 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 (2 positions)**----- English

*Please refer to page 6 for financial arrangements*

Two American teachers on the junior and senior high school level will be placed at the American school in Rio de Janeiro to teach

English. The American teachers, in addition to their regular teaching duties, also may be requested to assist in an inservice training program at the school and to counsel teachers of English from Brazilian schools. Although not required, a knowledge of Portuguese or Spanish will be helpful.

**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. This is a strenuous, itinerant 45-day program.

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, relatives, or friends for the duration of the seminar. 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 teach-

ers 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 early in July.

**Canada (5 positions)----- Elementary and Secondary Subjects**

*Please refer to page 6 for financial arrangements*

Most exchanges between American and Canadian teachers in the past have been made at the elementary level, and a few at the junior high and senior 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**

*Please refer to page 6 for financial arrangements*

Two American secondary school 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. For these positions fluency in Spanish is not required, but it will be very helpful.

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.

Grantees should be available to begin their duties 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. The seminar is designed to acquaint American teachers of Spanish with the Spanish language and its Latin American variations. Participants will travel around Colombia to observe regional variations in language as well as in culture, architecture, etc. Sponsored by the *Instituto Caro y Cuervo*, the most important linguistic center in Colombia, it will include a 2-week period devoted to visits to the cities of Cali, Cartagena, and Medellin, 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 period 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, relatives, or friends for the duration of the seminar. 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.

**Cyprus (2 positions)-----** English as a Second Language, Commercial and Business Subjects

*Please refer to page 6 for financial arrangements*

One American teacher will be assigned to the Foreign Language Institute to teach English.

One teacher of commercial and business subjects will be placed at the newly-organized Cyprus College, a private intercommunal school.

Although a relatively small country of only approximately 600,000 people and 3,500 square miles, the Island has a very complex economic, social and political life. The basic factor of all Cypriot life is the active presence in Cyprus of two basic ethnic groups—Greek and Turkish—with two separate languages and two old and well-established cultures. This unusual feature is reflected in all areas of government, education, and social life. In education, this binational factor makes for two separate educational systems side by side, each with its own board (ministry) of education.

**Denmark (3 positions)----- American Literature**

*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. Teachers will lecture on American literature. They have been in demand, in the past, as guest speakers in various 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, but a teacher's efforts to learn Danish are both useful to him and appreciated by the Danes. Teachers who do not have a strong background of preparation and experience in American literature are not encouraged to apply.

**Ecuador (3 positions)----- English as a Foreign Language**

*Please refer to page 6 for financial arrangements*

Three American high school or junior college teachers who are already specifically trained in teaching English as a foreign language will be assigned to three different normal schools in Cuenca, Guayaquil, and Quito. In addition, the teachers will give assistance to the high schools and the Binational Center in Cuenca in connection with English-teaching techniques. Fluency in Spanish is required.

**Finland (3 positions)----- English Language and Literature**

*Please refer to page 6 for financial arrangements*

One American teacher of English will be assigned to the University of Helsinki to teach courses to Finnish students majoring in English. The teaching load will be 10 hours a week.

Two high school teachers of English will be selected to teach in two different secondary schools of the country.

Several additional grants probably will be available to high school teachers of 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. The Finnish cities are small but surprisingly modern, each with a definite cultural life of its own and with generally comfortable housing facilities. The winter affords excellent opportunities for skiing and other sports.

Preference for the Finnish grants are 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 European History**

Grants to attend a seminar in France 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 a brief orientation period and about 3 or 4 weeks of instruction in Paris, consisting mainly of lectures given at the *Institut d'Etudes Politiques* by French university professors, and approximately 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 a factor in the candidates' selection and they will find it very helpful while participating in the program.

Preference will be given to teachers under 45 years of age.

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 \$700 per person. 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.

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

*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 and will complete teaching duties the following June or July. They should arrange suitable living accommodations after receiving the awards and before leaving the United States, either through the host school or the exchange counterparts.

A few additional 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, relatives, or friends for the duration of the seminar.

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: preference will be given to teachers under the age of 55 rather than 45. The same application forms will be used for both types of grants.

**Greece (24 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-one teachers of English will be placed in the Greek National High Schools of Foreign Languages, the American-sponsored schools, the universities, and the Vocational Teachers College. 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.

Teaching positions in other subject fields may also be available to American teachers, fluent in Greek, who have a strong subject-field preparation.

Some of the positions are in the larger cities such as Athens and Thessaloniki, and some in provincial centers such as Ioannina, Kalamata, and Volos. 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 full 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.

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. This teacher must be a woman without dependents.

One additional person will be assigned to the YMCA in Thessaloniki. This person should be essentially a teacher of physical education, skilled in directing group gymnastics, basketball, track, and other sports. He should know how to work with young people, be interested in their personal problems, and be willing to participate in a great variety of community projects. Preferably this teacher should have no dependents. 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 Ancient, Medieval, and World History

Grants to attend an 8-week seminar in Greece during July and August will be awarded to 20 American secondary school history teachers and to college history teachers who hold the rank of instructor or assistant professor. The seminar is designed to provide direct contact with the geographic area of the teachers' fields of specialization and to 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. Educational Foundation in Greece. The teachers will engage in approximately 8 weeks of study, lectures, and directed field work under the tutelage of distinguished professors of ancient history and related fields. The world-famous library of the American School of Classical Studies in Athens will be available for the teachers' use.

Awards will include round-trip transportation from residence to destination and travel within Greece in connection with the scheduled

program. Teachers will be responsible for their own maintenance costs, estimated at \$600 per person. Participants must not be accompanied by dependents, relatives, or friends for the duration of the seminar.

**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), selected junior high schools, and the teachers college. 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's 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 of 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. High school textbooks and books on methods of teaching will be especially useful.

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

Twenty American teachers of world, Middle East, or Far East history will be granted awards to attend an 8-week summer seminar in India. This seminar probably will be conducted at the University of Mysore and will be designed to give American secondary school teachers a survey of Indian history, institutions, and culture, and a first-hand 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, round-trip transportation, and some travel within India. Grantees will be responsible for the cost of their maintenance, including local transportation, during the 8 weeks in India. This has been estimated at \$350 to \$400, an amount based on an estimated minimum cost of \$6 per day. 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 in 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. Participants must not be accompanied by dependents, relatives, or friends for the duration of the seminar. Preference will be given to teachers who have not had 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.

**Iran (9 positions)----- English, American Literature, Science**

*Please refer to page 6 for financial arrangements*

One of the teachers of English will be placed in the National Teachers College in Tehran to assist in the training of secondary school teachers of English. The other seven teachers will be assigned to provincial universities, two to teach American literature in an Institute of English Language and the other five to work with the provincial Department of Education. These five teachers will work with Iranian teachers in the field and will conduct seminars and workshops for teachers of English.

The one science teacher will conduct seminars and classes for Iranian teachers of sciences and demonstrate laboratory methods and techniques through the use of a mobile science laboratory. Affiliation will probably be arranged with the National Teachers College.

Grantees must be men and may be married or single, but families with teenage children would need to consider that there are no high school facilities for American children outside the city of Tehran.

**Iran—Summer Seminar----- Teachers of Asian or Middle East  
(20 grants) History, World History,  
or Ancient History**

American teachers of world history, Asian or Middle East history, or ancient history at any level, elementary through college, will be accepted, but preference will be given to those teachers with special interests in Iran and the Middle East.

The objectives of the seminar are to further the understanding of Iranian culture, both ancient and modern, and to give American teachers an opportunity to examine and study Iran to some depth. The program will cover a 6-week period, beginning July 10. Lectures will be given by eminent scholars, professional men and women, business men, and Government officials. Field trips will be taken to ancient sites, modern housing developments, public works, and other places of interest.

The grant will provide for program expenses, international transportation, and field trips within Iran. Grantees will pay their own maintenance, estimated at \$500, and other personal expenses, with housing to be arranged at a nominal price by the Commission in Iran.

**Italy (8 positions)----- Teachers of English**

*Please refer to page 6 for financial arrangements*

Eight 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 student groups and other 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. Proficiency in the Italian language is required in some positions and will be an asset in all of them.

Teachers will be expected to arrive in Italy on or about August 20, in order to take part in the Summer Seminar on Linguistics and Teaching Methods. The assignment will end on May 31 of the following year.

**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, 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 within Italy in connection with the program. Teachers will pay the cost of living expenses for the 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 week end 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.

Following the course a final examination will be given and a certificate will be awarded, recommending six 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, relatives, or friends during the duration of the seminar.

**Italy—Summer Seminar**----- Teachers of Italian, Teachers  
**(20 grants)** of Romance Languages  
 (French, Italian, or  
 Spanish)

Twenty grants will be awarded to attend a 7-week seminar on Italian language, literature, and history. The seminar will be held in Rome under the auspices of the *Facolta'di Magistero* of the University of Rome, from June 29 to August 7, with a free travel period following the 6-week academic program. The academic program will include three main courses on Italian languages, modern and contemporary literature, and modern and contemporary history. This will be supplemented by a brief course on archaeology and art history with guided tours, individual lectures on the Italian educational, political, economic and social structure and problems, field trips, and other activities. All candidates must be able to follow lectures in Italian. The grant includes the cost of tuition and round-trip transportation (tourist class), and travel within Italy in connection with the program. Teachers will pay the cost of living expenses for 7 weeks in Italy, estimated at \$600-\$700. Consideration can be given only to applicants without accompanying dependents, relatives, or friends for the duration of the seminar. The grants will be awarded as follows:

1. Ten of the grants will be awarded to secondary school teachers, with a minimum of 3 years' teaching experience, who are holders of either a bachelor's or a higher degree in Italian, or a master's degree in literature, history, or classics; and who teach Italian at least part-time.
2. Ten grants will be awarded to college teachers holding the rank of instructor or assistant professor in the Romance language department of their institution. Although they need not be teaching Italian as a regular part of their schedule in the current academic year, evidence must be shown that this language is offered by the institution periodically.

If the applicant is not currently teaching Italian, he should present a statement from the department chairman or school administrator to the effect that there are definite plans for him to teach Italian the following school year. Applicants in this category should hold at least a master's degree in French, Spanish, or Italian.

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

*Please refer to page 6 for financial arrangements*

American teachers will be placed in designated national universities with teacher training institutes which graduate a high percentage of secondary school teachers of English. The teacher will also devote some of the time teaching English as a foreign language at a secondary school attached to the university. 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 some university in the United States, 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.

**(Korea----- Please see appendix IV.)**

**Laos**----- English as a Foreign Language

*Please refer to page 6 for financial arrangements*

It is expected that several grants will be available to American teachers to teach English as a foreign language in Vientiane. A knowledge of French is helpful but not essential.

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.

**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 in June.

**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 (All Secondary Level); 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.

**The Netherlands (4 positions)**----- English Language, English 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 extracurricular activities at the schools and to speak before local audiences on American culture and institutions. Knowledge of Dutch is not required, but will be very helpful. The four positions provide 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 one American teacher with one Netherlands teacher of social studies.

Preference will be given to teachers with a master's degree in the subject taught. 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

*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. 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, with a vacation period of approximately 6 weeks beginning in mid-December and one of 2 weeks in May.

**Norway (1 position)**----- English, American History  
and Literature

*Please refer to page 6 for financial arrangements*

One American teacher will be placed on a direct interchange basis in a Norwegian secondary school to teach English or possibly American history and literature. The Norwegian teacher recommended to teach in the United States will probably be qualified to teach world history or geography, mathematics, or a modern foreign language such as Norwegian, German, or French.

Although a knowledge of Norwegian is not required of the American teacher, a working knowledge of the language is a valuable asset and is recommended. 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.

**Pakistan (2 positions)**----- Botany, Zoology, Chemistry, Gen-  
eral Science; English, Phys-  
ical Education or Home  
Economics

*Please refer to page 6 for financial arrangements*

One high school teacher or college instructor of botany, zoology, chemistry, or general science will be selected to teach at one of the several colleges in West Pakistan, probably in Abbottabad, Peshwar,

or Karachi. One instructor or teacher of English will be placed in a college in either East or West Pakistan.

Two additional grants may become available: (1) a teacher of home economics at the Womens College at Quetta, and (2) a teacher of physical education or science education at the college level.

Although instruction is given in English, teachers must speak slowly and clearly, using simple language, since Pakistani students have had limited experience in hearing American English.

Due to an acute shortage of housing in the major cities of Pakistan, preference for each of the two known positions will be given to a single man or a man accompanied only by his wife.

**Paraguay (1 position)----- English as a Foreign Language**

*Please refer to page 6 for financial arrangements*

One teacher will be assigned to the National University of Asuncion to teach English as a second language. Fluency in Spanish is required. The teacher should be available early in June, and preference will be given to a teacher who can arrange to remain in Paraguay for 2 years, if requested.

**Peru (2 positions)----- English, Methods of Teaching English**

*Please refer to page 6 for financial arrangements*

One American teacher will be placed to teach English in a public high school at Arequipa, Piura, or Trujillo, which are important provincial cities of Peru. Preference will be given to a teacher whose school will accept an exchange teacher from Peru to teach Spanish.

The other American teacher will teach English at the Faculty of Engineering of the Catholic University in Lima.

Proficiency in Spanish is a requirement for both positions. Teachers should be available by August 1.

**Spain—Summer Seminar (50 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 within Spain in connection with the program, and tuition costs. Grantees will be responsible for their own maintenance expenses, estimated at \$500. Consideration can be given only to applicants who agree to go without accompanying dependents, relatives, or friends for the duration of the seminar.

International travel for 20 of these grants will be provided by the *Instituto de Cultura Hispánica*. Travel within the United States and Spain will be provided by the Commission.

**Sweden (3 positions)**----- English and Social Science

*Please refer to page 6 for financial arrangements*

One American teacher of English will be assigned to the Royal Board of Education to serve as a traveling language assistant in English. In addition to the salary paid by the Royal Board of Education, the teacher will receive a per diem allowance as well as payment of all travel expenses while in travel status within Sweden. Because of the itinerant nature of this assignment, preference will be given to candidates who are single men.

Two American teachers of English or social science will be placed in secondary schools in Sweden on a direct interchange basis. They will continue to receive their salaries from their schools in the United States, and also will receive, from the Commission in Sweden, a supplemental maintenance allowance in Swedish kroners.

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

Priority will be given to teachers of biology, chemistry, 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  
(73 positions) Teacher Education;  
Kindergarten Through  
Junior College

*Please refer to page 6 for financial arrangements*

Elementary teachers, especially at the kindergarten-primary level, are encouraged to apply, since a high percentage of the interchanges 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 English, mathematics, the sciences, and social

studies, emphasizing geography. Secondary exchanges for French and German and home economics teachers are also available. Opportunities in teacher-education institutions may also 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 areas, suitable housing for grantees with several dependents may not be available; in such cases, interchanges can be arranged only for teachers 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><b>United Kingdom</b>-----</p> <p><b>Dependencies</b></p> <p><b>(8 positions)</b></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, 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 receiving awards in the British Dependent Territories will 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 eight positions identified above for 1964-65, it is expected 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. *Kenya*.—(1) Kisii Boys' School. Teacher of physics, chemistry, and junior mathematics.
2. *Northern Rhodesia*.—(1) Kitwe Training College. Teacher of science or mathematics preferably. (2) Mufulira Training College. Teacher of science or mathematics preferably.
3. *Southern Rhodesia*.—At one of the following schools: (1) Goromonzi Government School (Salisbury), (2) Fletcher Government School (Gwelo), (3) Tegwani Secondary School (Plumtree), (4) St. Mary's Secondary School (Hunyan). Teacher of mathematics or science.
4. *Zanzibar*.—The Combined Teacher Training College. Teacher of geography, history, and civics, mainly to work with the staff in revising the social studies syllabuses of the primary schools and in running refresher courses for teachers, or (2) teacher of mathematics and rural science, revising the syllabuses of the primary schools and running refresher courses for teachers, the choice to be left to the local authorities. For both posts elementary school experience is essential.

#### **Mediterranean**

1. *Malta*.—(1) Secondary Technical School for Boys, Paola. Teacher of physics and chemistry, or (2) The Lyceum Hamrun for Boys. Teacher of physics and chemistry, the choice to be left to the local authorities.

**British West Indies**

1. *Antigua*.—(1) Princess Margaret School, St. Johns. Teacher of French, Latin, Spanish, or two of these subjects; or (2) Golden Grove Government Secondary School. Teacher of mathematics and/or French, the choice to be left to the local authorities.

2. *Virgin Islands*.—Virgin Islands Secondary School. Teacher of Spanish, science, and mathematics.

3. *Dominica*.—(1) Convent High School, Roseau. Teacher of mathematics, sciences, business education, and English, or (2) Wesley High School for Girls, Roseau. Teacher of mathematics, geography, and English, the choice to be left to the local authorities.

4. *Grenada*.—Anglican High School for Girls, St. Georges. Teacher of English language, English literature, mathematics, French, and biology.

5. *St. Kitts*.—Nevis Grammar School. Teacher of English or chemistry.

6. *Barbados*.—(1) Queen's College for Girls. Teacher of mathematics and general science. (2) Harrison College for Boys. Teacher of mathematics or geography.

**South Pacific**

1. *Tonga*.—Tonga High School, Muku'alofa. Teacher of English, geography, or mathematics, and science.

**Indian Ocean**

1. *The Seychelles*.—Seychelles College for Boys. Teacher of science to advanced level with some mathematics if possible.

**South Atlantic**

1. *St. Helena*.—Education Department. Teacher of general subjects including English, mathematics, history, and geography.

**Uruguay (1 position) ----- English**

*Please refer to page 6 for financial arrangements*

One American teacher will be placed in a Uruguayan high school to teach English. Fluency in Spanish is required. Preference will be given to a teacher whose school will accept an exchange teacher from Uruguay to teach Spanish.

**Vietnam ----- English as a Foreign Language**

*Please refer to page 6 for financial arrangements*

It is expected that several American teachers will be placed in the national secondary schools of Vietnam to teach English as a foreign language. A knowledge of French is helpful but not essential. Teachers should be available early in July.

## Appendix I

### 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, Belgium-Luxembourg, Brazil, Canada, Denmark, Finland, France, Germany, <sup>1</sup> Greece, India, Iran, 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
COMMERCIAL AND BUSINESS SUBJECTS.	Cyprus
ELEMENTARY.....	Australia, Canada, Indonesia, Morocco, New Zealand, United Kingdom, United Kingdom Dependencies
ENGLISH, AMERICAN LITERATURE, ENGLISH AS A FOREIGN LANGUAGE.	Argentina, Australia, Austria, Belgium-Luxembourg, Brazil, Cambodia, Canada, Chile, Cyprus, Denmark, Ecuador, Finland, Germany, <sup>1</sup> Greece, Iceland, Iran, Italy, Japan, Laos, Liberia, Libya, Morocco, The Netherlands, New Zealand, Norway, Pakistan, Paraguay, Peru, Sweden, Tunisia, Turkey, United Kingdom, United Kingdom Dependencies, Uruguay, Vietnam
FRENCH.....	Belgium-Luxembourg, Cambodia, France, Italy, Morocco, Tunisia, United Kingdom
GENERAL SECONDARY.....	Australia, Canada, Morocco, New Zealand, United Kingdom, United Kingdom Dependencies

<sup>1</sup> Federal Republic of Germany.

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

<sup>1</sup> Federal Republic of Germany.

## Appendix II

### Guide to Opportunities, by Area of the World

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<sup>1</sup> Federal Republic of Germany.

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### Guide to Opportunities, by Foreign Language Requirement

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<sup>1</sup> Federal Republic of Germany.

## Appendix IV

### Addendum to "Opportunities Available"<sup>1</sup>

**Korea (3 positions)----- English as a Foreign Language;  
Science**

*Please refer to page 6 for financial arrangements*

Two American teachers will be awarded grants to teach English as a foreign language. They will be assigned to the Ministry of Education to conduct a series of seminars on English teaching in various secondary schools throughout Korea. These seminars will be conducted as inservice training for secondary school teachers of English and will include demonstration classes as well as instruction in recent teaching methods. Because of the itinerant nature of these assignments, preference will be given to single male teachers, or if married, to those who have no children.

One American teacher of science will be awarded a grant to teach science and assist in the development of science education in Korean colleges and secondary schools. Since materials available for science experiments will be extremely limited, the teacher will need to improvise.

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<sup>1</sup> Information received too late to be included in alphabetical listing of opportunities available.

