

As I thought over the problem, a possible solution occurred to me for securing the teachers without undue recourse to Federal aid. Why not tap the resources of our school districts at home, on a kind of people-to-people basis? My idea was to send teachers from the Denver metropolitan area to the binational center in Guatemala City on a sabbatical basis for a year to teach English as a foreign language.

I broached the idea with Instituto officials and educators in the Denver area, receiving an enthusiastic response. Then I queried the Department of State and the U.S. Information Agency regarding the feasibility of the undertaking. With excellent cooperation on the part of all concerned, the plan already is in operation.

Briefly, here is how it functions: The school superintendents were informed of the plan, and in turn requested the approval of their school boards. Teachers then were informed of the opportunity and requested to write a letter to their superintendent if interested. The qualifications required of our teachers were an undergraduate degree or higher in one of the following fields: English, Spanish, linguistics, Latin American studies, education, anthropology, sociology, archeology, economics, political science, library science, journalism; a minimum of 3 years of teaching experience, and good health. Proficiency in Spanish was not demanded.

Teachers were asked to accept a position for a full year, to teach 25 hours weekly, and to take part in the binational center's activities program. They are to be paid by receiving a sabbatical stipend from the school district and \$2,400 from the binational center. If necessary, and with the approval of the director of the Instituto, teachers could supplement their income by obtaining additional employment while in Guatemala. Teachers would also be free to use leisure hours in research projects. The grant includes 4 weeks' leave during the course of the year.

The result was a flood of serious inquiries, and the director of the Instituto flew to Denver to select four teachers from among the plethora of talent that had come forward. Among those chosen are a man who teaches English, two who teach Spanish, and a lady who instructs the sixth grade in all subjects. They received orientation regarding Guatemala and the operation of binational centers from a USIA-Washington staff man. Three of the Denver teachers are now in Guatemala, and the fourth is scheduled to follow shortly.

The families of the teachers were able to accompany them to Guatemala through the generosity of an anonymous donor who provided funds for their travel. The necessity of resorting to the benevolence of a private citizen, however, is cause for apprehension for the future success of similar enterprises. People are not likely to undertake—nor should they be expected to—a year's separation from their families. Assured funds should be available for this type of expense.

The Denver-Guatemala arrangement is by way of a pilot project. I am convinced that this type of program, if expanded to other school districts in the United States, could provide the binational centers in Latin America with a tremendous infusion of talented, trained, qualified, and enthusiastic personnel, all with teaching degrees and experience. They would enable the binational centers to realize their full potential without creating an expensive new bureaucracy.