



**AT WORK**—Kenneth Baer, 23, of Beverly Hills, Calif., was one of the first Volunteers to report for duty. He is teaching English in a Ghanaian secondary school. For more pictures and a report from Ghana, see pages 4 and 5.

### Goal for '62:

## VOLUNTEERS TO MATCH PROJECTS

**M**OUNTING demands from foreign countries for Peace Corps Volunteers range across a wide spectrum of American skills—from liberal arts graduates who can be trained in village improvement techniques to carpenters, heavy equipment repairmen, physical education instructors, and nurses.

*Continued on page 6*

## LATIN PROJECTS SET FOLLOWING SHRIVER TOUR

**P**EACE CORPS projects for Brazil, Peru, Bolivia and Venezuela were announced by Sargent Shriver, Director of the Peace Corps, upon his return from a month-long tour of Latin America.

In Chile and Colombia, where projects already are underway, officials of the host countries requested additional Volunteers. The 62-man contingent in Colombia is to be doubled.

Mr. Shriver estimated that some 500 Volunteers will be at work in Latin America by next summer.

The Director's trip, launched in response to invitations from the six countries visited, was warmly received. Everywhere, the Peace Corps attracted favorable comment from government leaders, private agencies and newspapers.

In Colombia, President Alberto Lleras Camargo told Shriver: "I would like you to express to President Kennedy my gratitude and the gratitude of the people of Colombia for being chosen as one of the first Peace Corps projects and for the quality of the young men we have received under the program."

President Lleras asked Shriver to double the number of Volunteers in his country.

Here is Mr. Shriver's own report concerning the response in other countries visited:

"In Peru, President Manuel Prado and the members of his cabinet asked us to help with both the problem of rural development in the Indian highlands of the interior and urban slums of the great coastal cities. They invited us to send skilled craftsmen for vocational schools; social workers, practical nurses, construction tradesmen and others for work in the slums; agricultural and rural workers for assistance in their efforts toward land reform.

*Continued on page 7*

# EL SALVADOR ASKS FARM ASSISTANCE

EL SALVADOR has requested Peace Corps Volunteers to assist in expanding its Agricultural Extension Service and to cooperate in its rural colonization program.

This marks the first PC project in Central America. Volunteers will serve as teachers in the Salvadorean



THE PEACE CORPS training division was responsible for training 729 Volunteers in 1961.

On January 1, 1962, some 364 "graduates" of the training program were at work in seven countries.

Each Volunteer had at least three months of intensive training on a work schedule that professors have called the equal of a year's post-college work.

An additional 124 Volunteers in host countries are completing their overseas training and will move into specific assignments in January.

In the United States some 245 more Volunteers are packing their bags and preparing to go abroad. Many will spend holiday leave with their families, then will go to Asia and Africa.

Some will join Volunteers already at work in the Philippines and Nigeria. Others will start new projects in Malaya, India, Sierra Leone and Thailand.

The task of turning out 729 trained Volunteers was accomplished with the cooperation of 14 U.S. colleges and universities, three private organizations and 15 foreign educational institutions.

## THE BOX SCORE (as of Jan. 1, 1962)

PROJECT	PCVs	STATUS
Chile .....	45	Overseas
Colombia .....	62	Overseas
Ghana .....	51	Overseas
Nigeria .....	109	Overseas
East Pakistan .....	29	Overseas
West Pakistan .....	28	Overseas
Philippine I .....	128	Overseas
St. Lucia .....	16	Overseas
Tanganyika .....	35	Overseas
India .....	30	Overseas
Sierra Leone .....	50*	Jan. 2, 1962†
Philippines II-A, II-B ..	54*	Jan. 4, 1962†
Malaya .....	37*	Jan. 10, 1962†
Thailand .....	55*	Jan. 17, 1962†
Philippines III .....	60*	Dec. 27, 1961#
Brazil .....	70*	Jan. 3, 1962#
El Salvador .....	30*	Jan. 29, 1962#
<b>TOTAL .....</b>	<b>889</b>	

\* Approximate—† Due Overseas—# Begin training, Stateside

National School of Agriculture in training extension agents.

In addition, Peace Corps agricultural economists, cooperative specialists and rural development assistants will cooperate with the Institute of Rural Colonization.

Some 28 Volunteers will carry out the project.

They will teach such specialties as extension techniques, demonstration and communications, marketing and production cooperatives, animal husbandry, farm mechanization and maintenance, biology and bacteriology, horticulture and soil analysis.

Volunteers will work in the field with Salvadorean extension agents in demonstrating modern cultivation techniques, animal husbandry, pest control, soil conservation and home economics.

The project request was based upon need. El Salvador's economy rests almost entirely on agriculture, and already increases in productivity have been affected on a small scale through the introduction of modern farming practices by both the National Agricultural School and the Extension Service.

## Ghana Wedding for Volunteers

Carol Armstrong and Roger Hamilton, who met while training with the Peace Corps at the University of California in Berkeley, were married recently in Ghana.

The ceremony took place November 11 in Trinity Church in Accra, and was the first marriage of Peace Corps Volunteers.

The 24-year-old bride lives in Cynwyd, Pa. The groom, a Harvard graduate, is from Arlington, Va. He teaches history and French at a school in Half Assini, located on Ghana's coast. Carol is teaching English at the Tamale Women's College, about 300 miles inland.

They hope to be assigned to the same post after the Christmas recess.

Training Salvadorean farmers in new and diversified farming methods is one of the major objectives of El Salvador's expanded agriculture education program.

## A SCHOOL IN NIGERIA

### 'Good Teachers and Good Friends'

It was the last day of practice teaching for seven Peace Corps Volunteers at Lagelu Grammar School in Ibadan.

Tom Seiler of Pittsburgh, Pa., finished his last English class for the day and prepared to leave. Across the hall, Harland Hibbard of West Caldwell, N.J., closed his biology book and dismissed his students.

Similar scenes were occurring in other classrooms, presided over by practice teachers James Lancaster of Washington, D. C., Paul Newman and Stanley Field of Philadelphia, Joel Splansky of Los Angeles and Robert Teller of Havre de Grace, Md.

It was several minutes after the close of these final classes that the Volunteers found that school wasn't over. The entire student body of Lagelu school had

assembled in their honor.

There were speeches of good will by several students who spoke for all their classmates.

One of these expressed the students' initial doubts when they learned that a group of Americans were coming to teach them, but stated their decision to reserve judgment.

Now that the teaching period had ended, the speaker said, his fellow students wanted him to say they had enjoyed being taught by the Americans, whom they had found "good teachers and good friends."

They were sorry that the Americans were leaving, he said, and they hoped that some or all of them could return to Lagelu school as regular teachers in the future.



—Peace Corps Photo by Rowland Scherman

Volunteers in the West Pakistan group (from left) Willie Douglas, Janet Hanneman, Theresa Fayette and David Ivra, clapped in rhythm as they learned a folk song in Urdu at the Puerto Rico Field Training Center.

### NEW RESEARCH PROGRAM

Dr. Nicholas Hobbs is heading up a research program now being organized for the Peace Corps.

Current plans call for studies of projects in 8 to 10 host countries.

In addition, the training program in Puerto Rico will be evaluated by a research team.

A major objective of the research effort will be to determine the effectiveness of the procedures used to select Volunteers. The studies will be conducted by outstanding scientists through contracts with universities and non-profit research organizations.

## BOOKS

THE COMPLETE PEACE CORPS GUIDE, by Roy Hoopes (180 pp.; Dial; \$3.50).

Here is a truly definitive study of how the Peace Corps came to be, its objective, specific projects and what makes a Volunteer.

Roy Hoopes was present at Peace Corps headquarters in Washington during the early formative days of the agency. He recorded Peace Corps history as it was being made. He has blended this on-the-spot reporting with exhaustive research elsewhere to produce a book that is both enlightening and entertaining.

NEW FRONTIERS FOR AMERICAN YOUTH, Perspective on the Peace Corps, by Maurice L. Albertson, Andrew E. Rice and Pauline E. Birky (212 pp.; Public Affairs Press; \$4.50).

This book was adapted from a report presented to President Kennedy in February, 1961, on the advisability and practicability of the Peace Corps program. The report was made by the Colorado State University Research Foundation under the direction of Dr. Albertson.

It has been expanded to include immediate as well as long-time considerations, a selection of editorial cartoons from U.S. periodicals and the complete text of the Peace Corps Act.

Volunteers will be interviewed and asked to provide information necessary to the research program.



TOM LIVINGSTON

## A Peace Corps Teacher Writes Home

A year ago, Thomas W. Livingston was teaching English and French to seventh- and eighth-grade students in the Itasca, Ill., public school system.

Last spring, he applied for Peace Corps service and was selected to train at the University of California for a teaching assignment in Ghana.

Here, in a recent letter home, the 25-year-old University of Illinois graduate tells of his new life as a teacher at the Ghanata Secondary School in Dodowa.

“Life goes well in Dodowa. Every day holds some new adventure. I can hardly believe that I am now in my sixth week of teaching. The students are wonderful, and the staff has been most friendly.

Mr. Addy, the headmaster, gave me a monumental introduction the first day of school. He is ever so grateful to the U. S. for sending the desperately needed “masters” to Ghana.

The students are an inspiration. They fight with each other over who is to be the lucky one to carry the master’s books and papers, and they stand to greet me in unison whenever I enter the class. They try very hard, for the most part, but they have quite a bit of difficulty with English. And my American accent does not help it. I always pronounce the “r” on all words and they often look at me puzzled until I say its Anglo-Ghanaian equivalent—father is “fathah” and here is “heah.” They really break up whenever I give them a bit of American slang. They constantly request something in “American vernacular.”

I have a very comfortable house. The view from my sitting-room window is magnificent. Dodowa is spread out just at the foot of the escarpment. The hills rise to the north in quiet grandeur, and the ubiquitous vultures are always making graceful circles high above the hills. They clean up the market with great alacrity and thoroughness, and although they are indescribably ugly on the ground or perched in a coconut tree, they are a thing of beauty spiraling victoriously up into the clouds.

I have many rooms, although I only use the sitting room and the bedroom, in which the only piece of furniture is a monumental iron bed draped in Japanese (the cheapest I could get) mosquito netting, and graced with a lumpy, saggy straw mattress. But I sleep well. My john is a cozy room with a galvanized can encased in a rough-hewn mahogany box. I shave and bathe out of a bucket on the floor. It’s like living at a perpetual summer camp, but since it also has all or more of the joys of a summer camp, it has been delightful.

The kitchen has no stove, refrigerator or water—all those things synonymous with such rooms back home. Mr. Addy says he will get me a “fridge,” but as yet I haven’t had a cold thing here other than the beers enjoyed by the staff at the local “drinking bar”—not to be confused with the “chop bar.”

The staff is really wonderfully friendly. I’ve been wine and dined in delightful Ghanaian style, and the house is always filled with people. My house is the only one blessed with electricity in this town of 2,500 but it only runs from sunset until 10 p.m. I’m the only European in town and thus quite a curiosity. I always have laughing little children following me about chanting, “Oburoni, Oburoni.”

I often jump a “mammy wagon” and go to Accra or to Aburi to visit PCV’s there. Last Sunday I went to a football match in Accra and ran into Meryl Blau. I was supposed to meet John Demos, but I couldn’t spot him. Two weeks ago several of us went to Winneba for the Glowacki-Lescher birthday party. It was delightful to just dig our feet into the white sands and sing folk songs with the sea breezes blowing through our hair. The graceful, swaying palms, the blue Gulf of Guinea, and colorful Ghanaian fishing boats all blended into a lovely tropical mosaic. We all had a good time.

I was shocked to hear on the “wireless” and then to read in the paper of the P. C. incident in Nigeria. I hope that this rather unpleasant incident does not do a great deal of harm. As President Kennedy said, the whole world is looking at us and we must make a success of the project. I personally think it’s one of the greatest aspects of the great American experiment. I can’t tell you how glad I am to be a part of the program. This is foreign aid that is intensely personal, and the people identify it with a living representative from America, rather than with some nebulous conception about that “mammoth country across the sea.”

Yesterday four paramount chiefs were installed in Dodowa. It was a gala affair. Mr. Addy let me off for the morning to view it.

Best wishes to all of you on that end.

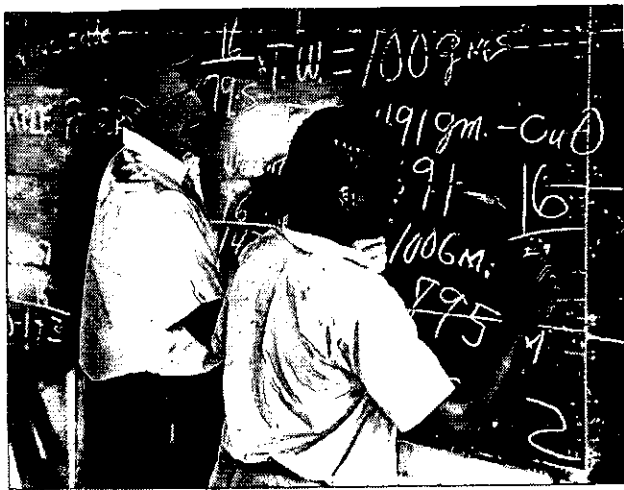
Tom Livingston

# On the Job IN GHANA

The woman and men pictured here are among the 50 Volunteers teaching in Ghanaian secondary schools.

Their classes start early—usually about 7:30 a.m.—and run until about 2 p.m., with a half-hour break for lunch. After school, the Volunteers spend their leisure time in a variety of ways—shopping, hiking, reading, playing sports, or chatting with friends.

**CHEMISTRY CLASS**—Michael Shea, 22, a 1960 graduate of Marquette University, is teaching science at Abuakwa State College Secondary School in Kibi. The former college quarterback also serves as games master of the Ghanaian school.



**CLOSE LOOK**—Students in Ophelia DeLaine's biology class take notes on their microscope observations at Opuku Ware Secondary School in Kumasi. Miss DeLaine, 25, taught high-school science classes in Ridge-wood, N. Y., last year.

**AFTER SCHOOL**—Kenneth Baer (see photo, page 1) and a fellow teacher from Accra's Ebenezer Secondary School chat with children on tropical beach. The beach is a five-minute walk from Baer's school.



## NEED FARM SKILLS

The Peace Corps will need more than 1200 Volunteers with agricultural skills by the fall of 1962, according to Jim Gibson, Chief of the Agriculture Division. Of 729 Peace Corpsmen now in training or overseas, only 76 have backgrounds in agriculture.

*Continued from page 1*

Projects to begin in the next six months will match qualified Americans to the requests from abroad.

Two new programs will begin in January.

One in Latin America will use five men with farming backgrounds; eight literacy instructors; four home economists; two assistants in consumer marketing cooperatives; one art-music instructor; three manual arts instructors; seven public health nurses; four anthropologists and sociologists; two radio engineers; one radio programmer; one agricultural mechanic; two university English teachers; two horticulture instructors; two instructors in general mechanics; two auto mechanics; three carpentry instructors; two farm couples to run an experimental farm; and one tailor.

A project in Africa will be manned by five field inspectors of heavy construction equipment; ten heavy construction equipment repairmen; fifteen architects and city planners; and twelve instructors in physical education who will work with children.

Four projects are scheduled to begin training in February, although formal announcement has not yet been made.

These projects will need sanitary engineers, civil engineers, plumbers, sanitary inspectors, nurses, midwives, nurses aides, health educators (with degrees), well drillers, home economists, assistant county agents, carpenters, masons, librarians, and instructors in manual arts and crafts (wood-working, metal work, etc.).

Thirty nurses will begin training in February for an African project.

Other projects to be initiated in the next six months will need Americans in the following fields:

### EDUCATION

*Elementary school teachers* in English, science and other primary subjects; *secondary school teachers* in science, English, chemistry, physics, biology, agriculture, geology, home economics, Latin, French and commercial subjects; *university teachers* with M.A. or Ph.D. in education, English, general science, chemistry, mathematics, physics, biology, history, political and social sciences, economics, agricultural and vocational education; *technical institute teachers* in geology, electrical engineering, metal-working, mineralogy, ceramics, jewelry design, textile and clothing design; *vocational teachers* in the manual arts, including plumbing, electrical trades, carpentry, diesel motor care, shoemaking and tailoring; *teachers of adult literacy*; persons to serve as demonstrators in horticulture, small animal care, carpentry, physical education and health education.

### MEDICAL AND PUBLIC HEALTH

*Nurses* (R.N. diploma or degree) to staff hospitals and clinics, assist in training host country nurses and hospital attendants, operate field clinics, and serve on teams in public health disease control programs; *dentists* to staff hospitals and

dental clinics and train local personnel; *health educators* (MSPH or MPH) to assist in health programs in local communities; *medical social workers* (MSSW) to provide case-work services to patients and families; *sanitary experts* with knowledge of water use, sewage disposal, food preservation, *medical laboratory technicians*, *field laboratory technicians*, hospital attendants, etc.

### AGRICULTURE

*Agriculture engineers* with B.S. or M.S., specializing in farm machinery; *agricultural economists*; *agronomists* with B.S. or M.S. and/or substantial background in forages, pastures, grain crops, soil management, etc.; *animal husbandmen* to work in all phases of livestock handling; *dairy processing specialists*; *forestry specialist* to plan and supervise reforestry projects; *land classification workers* with technical degrees; *plant pathologists* to serve as junior research technicians at agricultural institutes; soil chemists, poultry husbandmen.

*Non-professional agriculture needs* (no degrees required) are for people with farm background and/or 4-H Club experience to serve as instructor-demonstrators in poultry and cattle care and raising, irrigation, fertilization, horticulture, 4-H Club leaders, operators of earth-moving machines, carpenters, farm machinery mechanics, diesel engine mechanics, etc. (Liberal arts graduates with farming experience can often be used in certain rural development projects.)

### VOCATIONAL SKILLS

*Foundry workers* to set up and operate small foundries; *machinists* with experience in small machine shops, knowledge of metals, ability to improvise in absence of modern tools, ability to teach the use and the maintenance of lathes, drill presses, milling machines, and machine shop hand tools; *arc and acetylene welders*; *road builders* to build and maintain rural roads; *carpenters and joiners*; *plumbers*, and *pipe fitters*, *electricians*, *auto mechanics*, *metal workers*, *lathe operators*, *shop foremen and supervisors*, *motion picture projectionists*, *printers* and *printing plant supervisors*, *photo engravers*, etc.

### PROFESSIONAL

*Town planners* with professional degrees to work with host government planners; *architects* to design and supervise construction of local buildings; *construction engineers*, *social service directors*, *social work teachers* to staff schools of social service; *family caseworkers* or generalists (MSSW), *child welfare specialists* (MSSW); home economists to demonstrate and teach home preserving and canning of fruits and vegetables, sewing, cooking, etc.

### VILLAGE INDUSTRIES

*Tailors* to teach rural villagers; *shoemakers*; *toymakers* to work with local people making toys for home consumption and as a village industry; *arts and crafts teachers* to instruct villagers in making objects in clay, ceramics, wood, metal and stone as a village industry; *jewelry designers*, *textile and clothing designers*.

While many of the projects call for men and women with technical skills, many others will require persons with non-technical training—such as liberal arts graduates to work in community development projects and people with general farm backgrounds.

"No one," Peace Corps Director Shriver has said, "should automatically exclude himself because he is either highly skilled or unskilled."

Additional information about Peace Corps qualifications and opportunities can be obtained by writing the Office of Public Affairs, Washington 25, D. C.

# Ad Council Preparing Campaign for PC



THE ADVERTISING COUNCIL is preparing a national public service advertising campaign for the Peace Corps as an aid in recruitment.

The special campaign is scheduled to begin in January. Volunteer agency on the project is Doherty, Clifford, Steers & Shenfield, Inc., of New York City, Sheldon Sosna, vice president for the agency, and Robert Finnie, account executive, are creating the advertising program.

H. George Wolfe, advertising manager of the Merck Chemical Division of Merck & Co., Rahway, N. J., is coordinating the campaign.

In the photo at left, Sargent Shriver is shown consulting with the men who will direct the Advertising Council special project. (From left) Mr. Finnie, Mr. Sosna, Mr. Shriver and Mr. Wolfe.

## Latin America: War on Slums, Poverty

*Continued from page 1*

"In Bolivia, President (Victor) Paz (Estenssoro) hailed the Peace Corps and joined with members of his cabinet to request Volunteers to assist in colonization of the fertile jungle lands.

"A large part of the Bolivian population is clustered in the rugged altiplano region where the mountains rise to 20,000 feet. The Government hopes to attract the Quechua and Aymara Indian descendants of Inca times into newly opened lands in the jungles.

"If we are successful in finding the rugged Ameri-

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*"... The assistance which the Peace Corps will lend will mark a renovation in foreign cooperation in Peru. It is not concerned with contribution of money, nor of complicated plans to be put in practice in our country.*

*"It will consist simply of supplying to the existing labors the techniques and experience of United States Volunteers who, shoulder-to-shoulder with the Peruvian people, will work towards the solution of its problems and the raising of its standard of living.*

*"... It is plain that the Peace Corps will bring to Peru an appreciable moral and material offering the importance of which is greater because it deals with men and women who have volunteered to serve their brothers of America."*

*(From a recent editorial in LA CRONICA, the leading newspaper of Lima, Peru)*

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cans needed for this pioneer job, they will work in clearing the jungle of the eastern Andean slopes, building farm houses, improving crops, starting education, and surveying for access roads from the jungles to the larger centers. This would be the most difficult job ever undertaken by our new organization."

"In Chile, President Jorge Alessandri hailed the Peace Corps, wished the Volunteers well, and joined his ministers in requesting additional Volunteers for work both in the urban slums and in rural education. We plan to send additional Volunteers to Chile.

"In Brazil, we shall work in the Northeast where the poverty, lack of education and of jobs are attracting the attention and solicitude of all enlightened persons including the leaders of Brazil. We expect to engage in agricultural extension work, in rural education, sanitation, and health.

"We will also work in the 'favelas', or city slums, assisting the people to reconstruct their communities and also help to develop new communities in which they can live decently.

"We hope to develop one of our largest programs in Brazil. The Brazilian Government has asked us to do so, and the bright future of that immense country encourages us to cooperate in their resolve."

"In Venezuela, President Romulo Betancourt heartily endorsed the program outlined to us both by his ministers and private agencies in his country. As a result, our Volunteers will teach at the University of the East, work as county agricultural agents establishing 5-V (4-H) clubs, and assist the YMCA in its urban programs."

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Mr. Shriver was accompanied on his Latin America trip by William Haddad, his special assistant; Jack Vaughn, Director of Latin American operations, and Rafael Sancho-Bonet, Director of the Peace Corps Field Training Center in Puerto Rico.

# ARRIVAL IN DACCA: A *Pakistani* View

The following comments about the arrival of Peace Corps Volunteers in East Pakistan appeared in the *Dacca Morning News* on October 30, 1961. The excerpts are from a column called "Dacca Diary" written by Tahir Mirza.

Mr. Dulles had his brinkmanship; Mr. Kennedy has his peacemanship. This youthful American head of state's idea of forming a Peace Corps is certainly not new, but it is daring. It is daring because it requires a lot of courage to send young Americans, brought up on boiled water and in an atmosphere of good, clean living at home, to work in the difficult conditions found in most developing Asian countries. The emphasis on voluntary recruiting has served to attract a large number of volunteers to the ranks of the Peace Corps, young people in the West being generally more adventurous and eager to go trotting around the world than those in our own. This element of adventure is important, because the success of the Peace Corps will depend on whether its members have joined up for the sheer fun of it, of the thrill of seeing new places at somebody else's cost, or with a sincere desire to help the countries where their assignments take them. I think Mr. Kennedy will have people of both sorts on his hands but he can feel safe in the assumption that the rigours of Peace Corps work will separate the bad from the good.

However, the group of 29 Peace Corps volunteers that arrived in Dacca last week—and who have prompted these unDiaryish thoughts—seemed pretty bent on business. They presented a picturesque sight as they assembled at Dacca airport, not merely because there were four women volunteers among them, but because of the variety of their dresses and the obvious excitement which they felt at the beginning of their mission. Some wore full suits, with hats perked rakishly on their heads, while others wore plain bushshirts. One fellow came down the gangway shouldering a huge guitar, doubtless a native of the Wild West. But I particularly liked a grey-haired old lady—the oldest member of the group—who said

simply: "I have been here before. I like you; your people are dear to me. That is why I have come back." This reason—love—sounded such a much more inspiring one to join the Peace Corps than all the talk of creating an international brotherhood. I wish the old lady success (she is a child psychologist, by the way).

The volunteers will miss home. It will be a difficult period for them, at least the first few months of their two-year assignment. Working in East Pakistan will not be easy, even though their arrival coincides with the turning of the weather.

The first difficulty would be in overcoming the distrust of foreigners, particularly of Americans, that is common in the cities, as distinct from the rural areas, where a townsman would probably be looked upon with as much distaste as a foreigner. The distrust among the educated people is understandable and in certain ways, justified. Though well meaning and large-hearted, Americans have somehow succeeded in alienating themselves from the people. Their very warmth and hail-fellow-well-met manners have made people conservative. Happily, that distrust is gradually lessening. Better, more sympathetic Americans are being sent to us. More rigorous rules for entry into the United States Foreign Service have been enforced. The people in this country are also becoming more cosmopolitan and broadminded.

The Peace Corps volunteers should, therefore, remember that they can never become the people—a lesson which the British learnt so early. They will remain Americans even if they start wearing native dress. If they do this, and, at the same time, give evidence of being sincere and devoted to their work of helping "build schools, colleges and hospitals," they need not be afraid of scorn or mistrust, which come only when one tries to imitate somebody in an effort to please him but ends up by looking ridiculous.

The fact that the volunteers would be working with East Pakistan Government officials rather than with United States officials is also encouraging and provides a sound base for the Peace Corps. The lack of brass bands and trumpets itself gives promise of fruitful results.

The final answer of course will lie with time and with the seriousness of intent of the Peace Corps volunteers.

CUT OR TEAR HERE

I am interested in serving in the Peace Corps as a (farmer, teacher, home economist, carpenter, nurse, mechanic, health worker, etc.—please list the skill you can perform abroad). (Please Print)

I do not have a special skill but am interested in serving in the Peace Corps

Please send information

I am available after \_\_\_\_\_ (month, day, year)

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