

Application Comes First . . .

Peace Corps Lists 4 Steps to Service Abroad

By **BONNIE MARSH**
of the *Minnesota Daily*

In the Peace Corps Washington offices — where there seems to be more bustle than around a catalogue mail order desk — it appears impossible that prospective Volunteers could receive individual attention. But they do.

Some say that it is this emphasis on the individual that keeps the Peace Corps alive and growing, and forestalls the bureaucracy which plagues other government agencies.

With up to 7,000 requests for information coming in each week and 3,600 Questionnaires a month, how does the Peace Corps even begin to place a person in a pro-

gram and see that he stays happy and effective while on the job? In other words, how does a person who is interested in working for the Peace Corps overseas go about getting there?

Application

The answer is simple, in the words of one staff member: "Apply." To do this, an applicant must fill

out a Questionnaire, available at his local post office. This is not a test, but a probe into such things as citizenship and marital status, medical information, and especially into skills and schooling. It also asks for farm, trade, foreign travel and teaching experience, and in addition lists 201 skills from which the applicant is to choose three as his

major interests. College students indicate how many credits they have in certain areas.

Applicants are given a page to answer the question, "What do you hope to accomplish by serving with the Peace Corps?" This answer is regarded as important because it indicates the motivation of the applicant.

(See 'Steps,' page 2)

PEACE CORPS NEWS

VOL. 2 NO. 1

A Special College Supplement

AUTUMN, 1963



VOLUNTEER BARBARA WYLIE, of Eastern Michigan University, is an English teacher in Katmandu, Nepal. She's shown teaching in a school she started for children of neighborhood servants. Normally these children would receive little or no schooling.

Peace Corps' Future Bright, Shriver Says

Sees Challenge For New PCVs

By **ROGER EBERT**
of the *Daily Illini*

The fundamental challenge facing the Peace Corps at the start of its third year, according to Director R. Sargent Shriver, can be stated simply:

"As young Americans realize how unglamorous and unromantic the work of developing nations can be, will they be tricked into believing it is also unimportant?"

Shriver said in an interview that new waves of Peace Corps Volunteers will be called upon to remain "persevering and determined — despite the fact that service is not quite as romantic as it first appeared to be."

He said Volunteers actually have harder jobs now, and are faced with more meaningful challenges. "The first Volunteers could afford to make mistakes, simply because



PEACE CORPS DIRECTOR Sargent Shriver sees a challenge — and a promise — in the Peace Corps future. Shriver discusses the Peace Corps program in Honduras with a group of Volunteers and nationals.

they were the first," Shriver said. "But now the work is mapped out for us and we have a fine tradition of two years of service which we must maintain."

According to Shriver, the first two years of the Peace Corps experience have provided a clear-cut answer for cynics who asked, "How can you expect to accomplish anything when even experts have failed?"

"As the first returns from Peace Corps projects are studied," he said, "we are becoming more and more aware that Americans of 23, 24, 25 and 26 years of age not only can match the work of the experts — but are, in fact, often better."

Shriver said experts require extensive equipment and often are capable of working only in sharply limited areas. On the other hand, young people who are creative and adaptable, and who can work with the tools at hand, can often achieve better results in an underdeveloped society.

"The Bolivian ambassador recently warned us, in fact, not to 'select' ourselves out of business," the Peace Corps director said. "He pointed out that most of the people Volunteers work with do not have extensive educations, and can often be reached most effectively by Volunteers who are capable of consistent, determined effort over long periods of time — regardless of education."

Another challenge facing the Peace Corps, Shriver said, is the need to recognize that progress is often slow and discouraging in developing nations.

"Volunteers sometimes grow discouraged when, so to speak, they succeed in moving the ball only from the 50-yard line to the 49-yard line," Shriver said. "They fail to realize that, in many cases, it may be the first time the ball has ever moved at all."

By Next Fall . . .

7,000 PCV's To Be Selected

By next fall 7,000 new Peace Corps Volunteers will be serving overseas, many filling completely new assignments in the 48 countries requesting additional Volunteers. Applications are now being received from students eligible to enter training in January and June for these programs.

Projects will begin training on a monthly basis beginning in February, although the major in-pull will be in the summer months. Students who apply now will be notified within one month if they will be accepted.

Liberal arts majors will fill most of the new assignments in teaching and community development work. Teacher-training courses will be included in the training program for teacher training projects. Prior teaching experience is not required for Volunteers assigned to elementary and secondary classrooms.

More than half of the Volunteers serving overseas are engaged in some type of teaching. Many of these Volunteers did not major or minor in education.

The most frequent request from

host country governments is for Volunteers who can teach in the public schools. Government officials are aware that no lasting progress can be made through technical advancements until the populace reaches an adequate educational level.

Some university-level assignments will require advanced degrees. The requirement for a secondary school teaching job is usually only a bachelor's degree.

Volunteers assigned to community development will seek to help rural and urban communities organize to meet their own needs. Liberal arts majors with experience in youth club work, recreation programs, farming and construction are generally assigned to these programs. A college degree is not required for all community development programs.

A Volunteer working in this type program in Colombia defined the work as "group education through physical projects." Volunteers seek to get a community to work together on such projects as building a new health center, school or road,

projecting the idea that "in unity there is strength."

"When a community realizes that it can work together to meet its own needs in this manner," the Volunteer said, "then major attacks can be made on the whole spectrum of social, educational and health problems."

Among the 7,000 new Volunteers will also be doctors, nurses, medical technologists, vocational teachers, physical education workers, foresters and agricultural specialists.

Spring programs will utilize 656 Volunteers in community development work. Countries include Somalia, Malaya, Thailand, Bolivia, Brazil, Chile, Colombia, Dominican Republic, Jamaica, Panama, Venezuela and Nigeria.

Teachers and health workers will serve in these countries, as well as Ecuador, Nepal, India, Togo, Iran and Tanganyika.

For a complete listing of opportunities by skill and country with training dates, write the Office of Public Affairs, Peace Corps, Washington, D. C. 20525.

51.000

The Editors

This special Peace Corps college supplement — distributed by the nation's college newspapers to nearly a million college students as a public service — was written and edited for the Peace Corps by four college editors.

The four, who spent a week at Peace Corps Washington headquarters and spoke with dozens of Corps officials, were:

Roger Ebert, editor of *The Daily Illini* (University of Illinois); Steven V. Roberts, feature editor of *The Harvard Crimson*; Bonnie Marsh, editor of *The Minnesota Daily*; and Richard Simmons, editor of the *Western Washington State Collegian*.

The supplement, a Peace Corps publication, is being distributed to hundreds of college papers in cooperation with the newspapers, the U.S. Student Press Association and the Associated Collegiate Press.

Coffin Says Volunteers Complement AID Work

By RICHARD SIMMONS
of The Western Washington State
Collegian

Taxpayers have leveled criticism at the Peace Corps and the Agency for International Development for duplicating each other in United States foreign service projects in other countries.

But Frank Coffin, Deputy Director of AID, which spends about \$4 billion annually on 2,700 projects throughout the world, feels that the two organizations complement rather than duplicate each other's work.

"AID tries to give technical training assistance," Coffin said, "while the Peace Corps Volunteer goes in and works on an individual level with the people."

Often the Peace Corps does the first technical work of surveying for schools or hospitals and then AID comes in with the funds to construct the buildings and set up training programs, he said.

"When we can't afford to put the individual into the field to work with the people, the Peace Corps has come through very well with Volunteers," Coffin noted. "We

hope to set up a training program in our own organization so that returning Volunteers can continue their foreign service work with AID after they finish with the Corps."

AID receives more money than the Peace Corps but its work involves more construction projects and longer range investments in foreign assistance.

"AID may be criticized for building a dam and the Peace Corps complimented for teaching natives," Coffin said, "but what good can the educated native do without the facilities supplied by the power from the dam?"

In answer to the question of whether a foreign service agency should attempt to recruit as many Volunteers as possible at the expense of some quality, Coffin noted that an agency should always seek the best people and develop them in the best possible manner.

"The American people must realize that there is a long road ahead for the Peace Corps and for AID. We can't move too fast and we can't afford to overstep our organizational limits," Coffin said. "They must realize that we must stick with projects like the Peace Corps."

"Goodness, Are You The Beat And Angry Young Men I've Heard So Much About?"



Herblock in The Washington Post

The New Diplomacy

(Editor's note: The following article was written by two Peace Corps university professors in Ciudad Bolivar, Venezuela. They are Robert Arno, who holds a B.A. from the University of Michigan and an M.A. from the Fletcher School of Law and Diplomacy, and Jonathan Seely, a graduate of Dartmouth.)

Our role as English teachers abroad has been tempered by the fact that we are Peace Corps Volunteers representing a new concept in U.S. diplomacy in a politically very sensitive and revolutionary area, the Latin American university. As English teachers we can donate a technical skill needed by the university. As Peace Corps Volunteers, we must also participate in a much wider circle of ideas and social relationships which are compatible with the philosophy of the Alliance for Progress.

The English class and the role of teaching, we maintain, must be viewed within a far more embracing perspective. While here to teach the English language and maintain the highest professional standards in doing so, we have also found ourselves serving other, if not higher, purposes.

In the university we can serve a useful role by exacting discipline and honesty in examinations, inculcating habits of study and research, pointing up the use of a library, and counseling the students outside of class. In the evening classes we have used the classroom as an instrument for cutting across whatever class lines may exist, bringing people together from all social strata without discrimination. We have used the classroom as a medium in which to elucidate issues and expand the outlook of our students.

Schools Aided By PC Teachers

The U.S. public school systems temporary loss of teachers to the Peace Corps is actually an investment in better teachers, according to Wayne O. Reed, U.S. Deputy Director of Education.

"We must set a precedent on how we husband our time," Reed said. "Education is a most important factor in our foreign relations program. Teachers that have an opportunity to see people in a society that is underdeveloped can return to the States more valuable than when they left."

Reed agreed that one of the most valuable investments we can make in our own future is to boost our foreign teacher exchange program.

"The Peace Corps is a tremendous idea . . . all reports I have received have been very positive. It has a definite service aspect."

Reed believes that by sending Volunteers to other countries to teach the people, they will return to the classrooms of the United States with a better understanding of foreign economies and societies than any textbook could ever hope to explain.

"It's a two way street," Reed said. "No country can build a wall of sophistication around itself. I believe that the future of this country lies in the classroom. The nation will bend and change according to the way the children are taught."

Peace Corps News Briefs

Liberal arts graduates sometimes feel — incorrectly — that the Peace Corps requires only Volunteers with specific skills.

They're wrong because two of the major areas of Peace Corps work are tailor-made for the general backgrounds of liberal arts grads: teaching and community development.

Peace Corps opportunities for liberal arts grads are outlined in a new information booklet, "College Education — Plus," which is available at no cost from the Peace Corps, Office of Public Affairs, Washington, D. C. 20525.

A new 15-minute documentary sound film on the Peace Corps is now available for free showing by college, civic or church groups.

The black-and-white production supplements an earlier 27-minute color film, "The Peace Corps," which was narrated by Dave Garro-way and is still available.

Another film of campus interest is "The Peace Corps in Tanganyika," an NBC News production available at no cost. Three specialized filmstrips — outlining work of Volunteers in medical, agricultural and home economics programs — are also available.

Films and filmstrips may be booked through regional offices of Modern Talking Pictures, Inc., or directly from the Peace Corps, Office of Public Affairs, Washington, D. C. 20525.

How can the Peace Corps use your particular skills in its overseas projects?

For many potential Volunteers, this question is answered by one or more special leaflets now available at no cost from the Peace Corps.

Leaflets cover these specific topics: engineering, registered nurses, trade and technical school gradu-

ates, junior college graduates, women, older volunteers, agriculture, librarians, health professions, labor, and high school support groups.

More than 2,000 liaison officers form a direct link between the Peace Corps and American college campuses.

Appointed by the university president, liaison officers keep contact with Volunteer alumni serving overseas. They work with local support groups. And they have information available for potential recruits.

There are liaison officers on nearly every American campus. To locate the officer on your campus, call the president's office.

The "Peace Corps Volunteer," a 24-page monthly, keeps Volunteers and friends of the Peace Corps all over the world briefed.

The "Volunteer" searches out unusual human interest stories to supplement complete coverage of Corps projects and progress.

The "Volunteer" is available in every college library in the nation, and can also be found at public libraries and in the offices of campus Peace Corps liaison officers.

One of the favorite pastimes of Peace-Corps Volunteers is reading, but in many project locations books are lacking or scarce.

To counter this problem, the Peace Corps has started a unique "Booklocker" program. Study cases containing 300 paperbacks are shipped overseas to Volunteers, who use them for reading material as well as for a source of local library material.

The titles, chosen from among American paperback publishing lists, range from "Moby Dick" to an annual crossword puzzle collection.

Steps to Service . . .

The applicant is then asked to furnish at least six references, and preferably ten or twelve. For college students at least three of these should be professors or administrative staff members. In addition, applicants are asked to indicate the name and address of the one person who knows them best. It may be a relative.

Selection

This is one of the indefinite areas in the Peace Corps. When a person applies, he has no way of knowing if he will be accepted. Only one person in six is accepted for training, but these statistics do not give a fair picture, especially to college students. For instance, after a recruiting program at the University of Wisconsin one out of two applicants was finally selected. The Peace Corps cannot be definite about selection procedures, for it is dealing with abstracts such as attitude and motivation, skill and dedication.

The weeding-out process starts as soon as the Questionnaires get to the Washington office. Information from applicants passing a citizenship, health and marital status check is coded and put on IBM cards. Skills and experience are coded ready for grouping.

At the same time references are being checked. Reference forms are sent to the persons the appli-

cant has mentioned asking him to rate the applicant on job competence, emotional stability and relations with other people.

One bad reference cannot exclude a candidate.

All this information, together with any further medical information required, is put in a folder, the applicant's permanent record. Then when a request comes in from a country for a group of Volunteers with certain qualifications, the IBM cards are run through until all the persons who could teach geology are sorted out, for example.

Selection for training is done by checking the Questionnaire and comparing such things as all-round experience and motivation.

Training

Selection is not complete until a Volunteer has finally been chosen to go overseas. During training the applicant is in a goldfish bowl. He is observed by faculty members at the university where he is training, and by Peace Corps representatives.

Training is devoted to providing each trainee with skills necessary overseas, and understanding of the U. S. and contemporary affairs.

Twice during training a selection board views all the information about a trainee and recommends whether or not he should be sent overseas. A background check by the Civil Service Commission and a psychological assessment is also made.

Overseas

The Division of Volunteer Support is responsible for physical support of the Volunteer once he begins training, and for moral support once he is overseas.

The liaison branch of the division looks after the Volunteer as an individual. This is a new branch of the organization which handles any requests or suggestions from the field and any problems that may arise.

In short, the Volunteer is more than a number to the Peace Corps. There is time amid the bustle for individual attention to requests and applications. The Volunteer and prospective Volunteer are the core of the organization.

Basic Corps Requirements

Basic requirements for the Peace Corps are:

1. A minimum age of 18; there is no upper age limit.
2. American citizenship.
3. Sound physical and mental health.
4. Married couples are accepted if both husband and wife qualify for Peace Corps service and they have no dependents under 18.

(A college degree is not required for all projects).

After the Peace Corps: A New Self-Knowledge

By STEVEN V. ROBERTS
of the Harvard Crimson

Reticence is not a trait particularly characteristic of most Peace Corps Volunteers. Words are hardly ever a scarce commodity, even when a Volunteer is 500 miles of dirt road away from the nearest supply of cement or textbooks. One evening Georgianna Shine, a Volunteer teaching English in Ghana, was talking to the watchman at her school compound. They discussed their families, their villages ("His village is Ougadougou, Upper Volta; my village is New Britain, Conn., with 85,000 people."), their work, their education.

Mumooney, the watchman, said to the American girl who had recently taught him English, "This be best way to knowing how world be. You travel, you see other man's way, other tribes, see white man's way, see other people and how they live. Then you go think what the best way for you and your people. You go back your village, talk to the children, you tell them other man's way. Then they know how world be, then they be better people."

Educational Adventure

These words, simple as they are, come close to describing what happens to a Volunteer during his term of service. The Peace Corps is a profound educational adventure, an extension of the individual's sphere of experience in ways hardly possible at home. Having seen "other man's way" for two years, 700 Peace Corps Volunteers will return by the end of December. They will come back to their "villages," and "talk to the children." What these Volunteers have learned, and what others will learn from them, could, as their numbers grow, have a significant effect on how Americans view the world and themselves.

After talking to several of these returning Volunteers it is clear few fail to learn from their Peace Corps experience, or avoid being changed by it. Many of the changes are obvious. Georgianna Shine wanted to study English in graduate school, and will now most likely undertake African studies. George Kroon, a community developer in Colombia, will study that subject in London next year although he majored in business administration. Eugene Schreiber received an engineering degree from Purdue; now, after teaching surveying and English in Tanganyika, he will enter the foreign service. Other engineers and geologists returning from Tanganyika will enter law schools, African studies programs, and graduate schools of philosophy.

And as one would expect, most Volunteers learned a great deal about the country and the people with whom they worked.

The Volunteers were instructed to stay out of local politics, but sometimes they could not help getting involved, as when a local chief attempted to thwart a building project in Colombia. But just in the normal course of existence the opportunities were limitless for gaining insights into the social, political, and religious attitudes of the people.

The value to the Volunteers of living in another country was not limited to a deep understanding of that society. In their separation from the United States, and in their immersion in a different culture, they gained a new perspective on their own country and a new sense of objectivity.

George Kroon said "We don't want to fall back in the same rut," and Ralph Thomas expressed the hope that "I won't join the ulcer brigade." Returning Corps-

men manifest a critical understanding of both domestic political affairs and such programs as foreign aid. It is not surprising that many will enter government service immediately or after further study.

If the Volunteers are able to make more reasoned and objective judgments, many have also returned with a renewed appreciation of the United States and its policies. Perhaps this is because many of their basic precepts about American life for the first time withstood severe scrutiny. Kroon added that one "is more sensitive to the things that can harm America, and trends within the society that aren't very healthy."

Dr. Joe Colmen, Peace Corps research director, said that returning Corpsmen tend to be more tolerant of opposing ideas, and this too was corroborated by the Volunteers. Georgianna Shine said "You learn to accept things without taking them on yourself, although sometimes that's not so easy."

The most significant element in the education of a Volunteer, however, is the changes wrought in his own personality. Simply, the Volunteer learns to do things for himself. Most Corpsmen were placed in a position where there was little or no structure to their operations. "You had to carve out your own niche" George Kroon remarked. And there was hardly any "expert" advice or supervision. "No one told me what to do or how to do it."

In addition, Volunteers were often given tremendous responsibilities from the beginning, since they were often the most educated people in the area. A teacher in Nigeria was made headmaster of his school. Gene Schreiber said a surveyor in Tanganyika could find himself in charge of 200 men. "We were completely on our own, with responsibility we would not have for another seven or ten years, if we were in the States."

High-Level Responsibility

While some Volunteers felt they had had the opportunity to be on their own in college, all noted that the intensity of their Peace Corps experience was incomparable with any other. In a Questionnaire answered by returning Corpsmen the question "What did you like best about your service" most often drew the following general answer: "Discharging a high level of responsibility with a great deal of freedom and initiative."

Dr. Colmen, who is currently compiling the results of the tests administered to returning Volunteers, said that the individual Corpsman was subjected to far



GEORGE KROON trudges down a road in Colombia between two young friends. Kroon, a business administration major at Claremont College, is now intent on a career in community development.



EUGENE SCHREIBER, a graduate of Purdue, and a Volunteer in Tanganyika, instructs a student in proper surveying techniques.

more severe challenges than he had faced in college, or that a person of his age would meet in the United States. The result of all this is that the average Volunteer grows up very quickly, develops a poise and self-reliance seldom found in people of his age.

But it is a quiet self-confidence, that does not manifest itself in bravado. Many Volunteers are actually embarrassed by press coverage which makes them out to be a collection of geniuses or supermen. "Sometimes I feel like a phony when I read stories about us," Georgianna Shine said. Their attitude is best described as self-assurance tempered by a humility built up after two years of almost unremitting frustration. The challenges of their job were so severe, that after two years many feel they can handle just about anything that comes along. But they also understand, as Ralph Thomas points out, that everything cannot be done at once, or ever, and that one has to learn to settle for the possible. Everyone has grand visions when they set out, but for most, like Miss Shine, "success be-

comes making your students understand the past tense."

Perhaps education is, in the end, getting to know oneself. And this, above all, happens to Peace Corps Volunteers. In facing the tests and challenges of their jobs they come to know their own capabilities and limitations, and from this self-knowledge springs their self-confidence. And it is this opportunity for self-knowledge that most of them found lacking in their college careers. "College is a shell, a half-life" says Georgianna Shine, because one only knows things intellectually, not through experience.

The Peace Corps Volunteers now returning have, like Mumooney the watchman, been learning the "other man's way," and thus have come to understand themselves and their country with deeper insight. Thus too, they will be better teachers of their children, and better citizens of a wiser and more humane nation.

Chuckles from the Mailbag

The following excerpts are from application forms and from references of Volunteers and would-be Volunteers received by the Peace Corps Division of Selection:

Job Description: "Connector of steel girdles."

"I've never had a fiscal examination."

"First, I thought you had to be an English major to teach English; then I learned different."

"About emotion, he can take it or leave it."

"And when he was in the mental hospital with T.B. . . ."

Area preferences: "Europe — Rome, Germany, London, Hawaii. I would prefer these countries because of their higher cultures and more scenic travel areas."

What do you want to accomplish: "I need, want, and must have a job."

"Hasn't been arrested as yet."

Primary skills: "I don't remember."

PEACE CORPS: A Woman's World?

By **BONNIE MARSH**
of *The Minnesota Daily*

Is it really a woman's world — as they say?

Women in the Peace Corps have had a unique opportunity to test the worldwide aspect of this American adage, and they report that women do, indeed, wield even more influence around the world than is commonly suspected.

This makes the woman in the Peace Corps more important than is commonly suspected, according to Nan McEvoy, deputy director of Africa programs and one of the Corps' "leading ladies."

Almost one-third of the Volunteers in most projects are women, she explained, "because women round out the picture" on a project. For example, women can bring hygienic practices into the home, where they are most important. A man Volunteer can teach classes in how to bury garbage, but a woman can go into homes and teach how to care for and feed babies healthfully, or how to wash dishes.

In short, women seem to have a unique role abroad, a role secondary to their regular assignments, which can be summed up as combination home economics teacher — 4-H Club leader — hygiene consultant — interior decorator — child care consultant — dietitian.

Women Needed

The Peace Corps needs qualified women. "In fact, I would say that if every qualified woman in the United States were to apply to the Peace Corps, we could use her," Mrs. McEvoy said.

But what does "qualified" mean? Here, as in all Peace Corps selection criteria, complexities enter. One country may ask for 15 registered nurses who speak French, for example, and this limits the field. However, on projects such as community development, qualifications may be less limiting, and this is the opportunity for a woman with no particular skill.

"A little knowledge about many things is obviously useful," Mrs. McEvoy said. The key word in Volunteer selection is "attitude," and the adventurous, versatile woman can be an asset in situations that require imagination and a host of ideas.

Some women are especially trained by the Peace Corps to teach

How to Join

1. Fill out the application Questionnaire. You can get one from your liaison officer on campus, from your post office or by mailing the coupon in this paper.

2. Next, take the new non-competitive placement test (two hours) on campus or at a nearby Civil Service Office. Ask your liaison officer or write the Peace Corps for a full list of addresses and the date of the next exam.

3. Your application data, your test and your references help to determine the kind of assignment for which you are best qualified. If your training or experience match that of a request from abroad, you will receive an invitation to training. You may accept, decline, or state a preference for another assignment.



PEACE CORPS WOMEN have proven their ability to adapt. Malinda Ann DuBose, a graduate of Florida State University, scoots around as a public health nurse on St. Lucia.

nutrition or hygiene. But on the other hand, spontaneous cases may arise where a Volunteer has an opportunity to teach a Saturday class in home decorating. It is here that a woman has a unique opportunity to tap her knowledge as a woman.

American women are brought up with sound attitudes about cleanliness, nutrition, cooking, and home decorating skills. Although they may not know it, they are often equipped by this exposure alone to teach and to set an example.

Charlotte Hough, a Volunteer who has recently returned from a teaching assignment in the Philippines, tells this anecdote about setting an example. The women in the settlement where she lived had no furniture in their homes — simply bare floors.

When Miss Hough arrived, she arranged her home as attractively as she could while still maintaining the Peace Corps ideal of simple, modest living. She planted flowers around her house, furnished it in bamboo, and then built a fence around it. A bamboo bed cost her \$1 (American money) in a furniture store in a nearby village.

The Filipino women were curious, of course, about her home. After Miss Hough became acquainted in the community, they began to visit her. One woman, after many visits, came one day and asked how much the bed had cost. "Five pesos." So the woman pulled out five pesos and asked Miss Hough to buy a bed the next time she went to the village on the bus.

Soon all the women in town wanted beds, and Miss Hough had to use a Peace Corps truck to carry

all the beds back to the settlement.

It is difficult for men to establish this kind of rapport with women, Miss Hough said. American women are prepared by their experience to set examples of clean homes, personal cleanliness and creativity.

Although the people in the community accused her of "working like a man," actually the men did not resent her bringing these new ideas to their women, Miss Hough said. The women are often very powerful in the Philippines because they control the purse strings and run the household while the men fish. Therefore, the men welcome devices which make their women more efficient.

Ingenuity Best Tool

In teaching this efficiency, ingenuity is the best tool of the woman Volunteer, Miss Hough said.

In the Philippines, living conditions were no problem for the women, but what about other parts of the world? Generally women Volunteers are not sent to places where it would be too difficult for them to live, but on the other hand, Volunteers are not usually excluded anywhere on the basis of sex alone.

Janet Boegli, who served two years on a Chile community development project, said living conditions are the least of the problems a woman Volunteer has to face. She cooked on a wood stove and had no refrigerator, but said she adjusted with no difficulty. The nationals are used to living without these conveniences, she said, and it is surprising how quickly an outsider can learn to do without.

Women do encounter a special



HER MUSICAL SKILL serves Volunteer Merry Lee Corwin, who organizes community sings at her house on Leyte Island in the Philippines. Miss Corwin, a teacher, graduated from Connecticut College for Women.



VOLUNTEER MARY JO WEEKS, a teacher at Mile Ten, a remote village in North Borneo, has organized her students into a Girl Guide unit. Mary Jo, 23, is a graduate of Southern Methodist University.

problem in Chile, however, Miss Boegli said — a problem not uncommon in other parts of the world. "A nice woman is not seen alone on the streets," she said, "and this often limits a Volunteer. However, the men Volunteers and Chilean co-workers "adopted" her and would "escort" her in town.

Apparently, then, the stereotype of a woman Volunteer living in a mud hut surrounded by natives is false.

In the first place, women are sent only where there are jobs for them to do — and jobs do not include clearing the jungle.

Secondly, most societies are very protective toward women. The classic example is the community that became so worried about the safety of a woman Volunteer (in their opinion neglected by the Peace Corps) that they posted two

24-hour-a-day guards by her house so no guests could get in without her permission. "Guests" included the Volunteer's own visitors.

In Africa, where most job requests are for teachers, the governments are eager to provide good housing for all their teachers, and Peace Corps Volunteers therefore have quite adequate facilities, with few exceptions.

It is evident from the fact that only one-third of the Peace Corps Volunteers are women that the Peace Corps is not a woman's world. It is evident, too, that there are many places the Peace Corps goes and many things it does that women simply cannot help with. But there is a new realization of the importance of American women abroad in Volunteer capacities, and it is this realization which leads the Corps to seek qualified, versatile women for overseas duty.

For further information, complete this form and mail to:

PEACE CORPS, Office of Public Affairs, Washington, D. C. 20525

Mr. Mrs. Miss _____ Date _____

Address: _____

College or University _____

Level at present time (circle one): 1 2 3 4 Grad. Degree _____

Major _____

Major field of experience outside of school: (Jobs, Farm background, hobbies, etc.) _____

Date you could enter training: _____