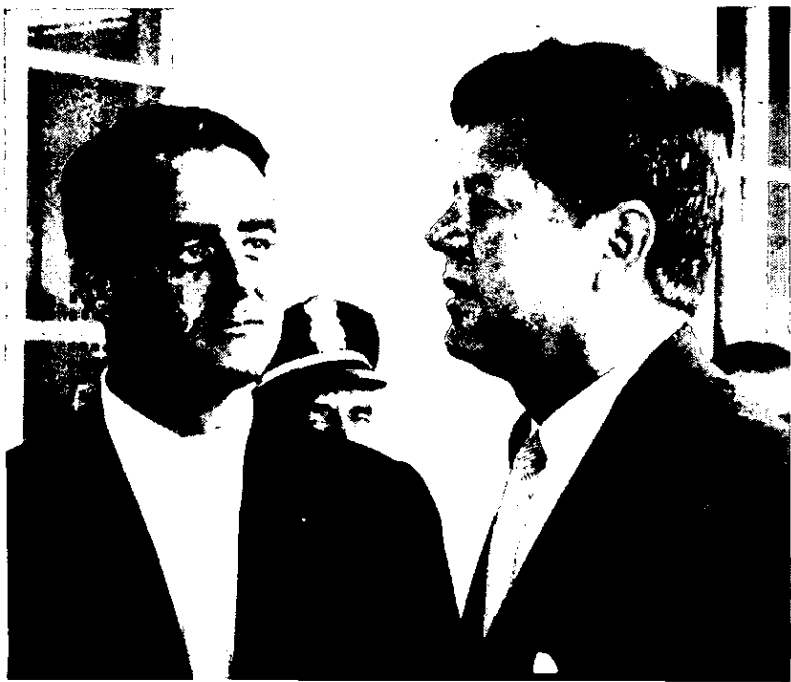


# PEACE CORPS NEWS

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Peace Corps Director Sargent Shriver talks with the late President Kennedy shortly before the President addressed a group of outgoing Volunteers.

## Can One Sargent Be Two Lieutenants?

The Peace Corps, like any four-year-old, suffers from growing pains.

"I wouldn't say its image is tarnished, but the luster has dulled a little," said one Peace Corps official. "Other people have done it and the 'me alone' feeling is missing."

Age has brought the Peace Corps the additional problem of trying to become an institution with a sense of permanence, while keeping its youthful spirit and idealism intact. "I have contemplated the problem growth could bring to the Peace

Corps," said Warren Wiggins, associate director for Program Development and Operations. "President Johnson has said he thought we should have some 20,000 Volunteers in the next three or four years."

"I feel we can have this number and still retain the highly individual character of the agency," Wiggins said.

Another problem is that Sargent Shriver now serves the dual role of directing the Peace Corps and the War on Poverty.

"Shriver still makes all the policy decisions and keeps his personal touch on the agency," said an official. "The main loss is in the time it takes to get decisions made. Things can get bogged down in the meanwhile."

Another official compared Shriver's dual position with that of the Secretary of State or Defense. These men have one title but many jobs. One could consider a man with Shriver's abilities to have been under-employed before his present load.

Shriver serves as a reminder of President John Kennedy and personifies the idealism of the Peace Corps "type."

President Kennedy had generated a particular type of spirit and sense of living dynamic. This esprit de corps captured the minds of many young Americans. Because President Kennedy originated the Peace Corps and because of his youthfulness, there was a unique identification.

The most recent growing pain has come from within the Peace Corps itself. A Peace Corps program director in Bolivia, Jasin Edwards, has complained of the "blandness" of today's Volunteers.

"The bland Volunteer is one who doesn't cause trouble, who makes the necessary friends, adjusts nicely to his environment, accepts things as they are and gets along beautifully without worrying anybody or wrenching changes in the environment."

"Anyone approaching the extreme such as the quiet guy, the pretty girl, or the outspoken critic was selected out somewhere along the line as a dangerous risk," said Edwards.

In the critic's opinion, the selection process may eliminate the person who would not only understand and adjust to a new environment, but also those who would have the courage and drive to inspire change, affect attitudes and encourage others to act for themselves.

Commenting on what Edwards said, F. Kingston Berlew, acting

(Continued on Page 2)

## A Story of Opposites: Bias & the Peace Corps

The Peace Corps, in its four years of existence, has emphasized repeatedly that racial and religious bias are not tolerated in its selection process.

The Peace Corps rejects bias. But bias has not been so kind to the Peace Corps.

A major problem in the civil rights movement today is finding skilled and well-educated Negroes to fill jobs now open to them either through reforms generated by the civil rights bill or the increased readiness of employers to hire them.

The problem admits to no simple solution, for an individual coming from a "culturally deprived" environment, who receives sub-standard schooling, doesn't necessarily "make the grade" even if he is given the chance.

The issue, not so much racial as socio-economic, is a very real concern for rights leaders. It is also of concern to the Peace Corps.

The trouble centers in both Peace Corps recruitment and selection.

"A lot of Negroes just aren't sure that the Peace Corps wants them," states Bob Gale, director of recruiting. "The sign says 'join,' but Negroes think 'they don't mean me.' It's been that way so many times that some Negroes don't even bother any more."

Sargent Shriver, director of the Peace Corps, said: "We haven't waited for colored citizens to seek jobs in the Peace Corps. We went out and looked for them."

"We have sent white men into black men's countries and black men to white men's countries and not once has this policy caused us a single moment of discontent or created a single incident."

Gale pointed out that letters have been sent to the presidents of Negro colleges asking for the names of top students, who were subsequently contacted by Peace Corps representatives. A "special saturation effort" is conducted at Negro campuses to get a larger representation in the Peace Corps.

"The job of the Peace Corps is not civil rights," one official points out. "We have our own job to do. But we'll do anything we can to help qualified Negroes get into the Peace Corps."

Thus the articles in Negro publications, photos of Negroes in Peace Corps advertising literature, Negroes placed on as many recruiting teams as possible.

Yet the percentage of Negroes serving as Volunteers overseas remains low. Although Negro representation as staff members in Washington and overseas is high (about 26 per cent), Negro Volunteers abroad constitute only about 5 to 6 per cent of the total, based on unofficial estimates. The nationwide percentage of Negroes is about 11 per cent.

One problem manifests itself in concern over the "image." George Carter, director of the North Africa, Near East and South Asia projects, and a Negro himself, said:

"There is probably no project in the world without a Negro connected to it in some way, either as a staff member or a Volunteer."



Volunteer James F. Fisher, a 1962 graduate of Princeton University who majored in philosophy, was an English teacher at the demonstration school of Kaimand'u's only teacher training college. An Eagle Scout, he was also active with the Nepalese scouting movement which is just getting underway. Here he helps a youngster master one of the knots she must learn. He wears the Nepalese national dress.



Running a school lunch program is one of many things done by Volunteer Ida Shoatz, a 1963 liberal arts graduate from State College at Choyney, Pa., as she works in the Peruvian Andes. Here she greets a young friend in the market of Pisac where she has gone to buy food.

"The only place where a preponderance of whites is a problem is in those countries where we already have a 'racist image.' Here the lack of Negroes tends to fix the Peace Corps in the people's minds as a middle class white organization."

Many bright, socially-oriented Negroes are committed to the civil rights fight at home. Others are busy looking for good jobs or graduate schools. Competition for the educated Negro in business, industry and education has become fierce today.

But even when a substantial proportion of Negroes submit Questionnaires, there is still a problem, especially in the case of the Southern Negro.

The Peace Corps relies strongly on the Modern Language Aptitude Test, which purports to measure potential ability to learn a language. On this exam, Negroes, as a group, tend to score lower than other Volunteers.

The race of an applicant, incidentally, is not known to Peace Corps personnel before he shows up for training—in other words, until after the tests have been taken.

Gale pointed out that "until we raise the level of teaching in some Southern schools, we won't have college students who score well on the aptitude exams."

Dr. Abraham Carp, director of Selection, points to another difficulty.

"There is a danger," he says, "in using these aptitude tests for applicants from culturally deprived environments. The tests may underrate applicants in terms of their potential." They are not, he maintains, an absolute index of what their future achievement as Volunteers may be.

Dr. Carp is presently studying whether training courses could be lengthened for these applicants. He sees "academically oriented techniques" used in aptitude testing and training as favoring certain types. Also under study are more programs where another language is not required.

The Peace Corps is sensitive, in a meaningful way, to the problems of discrimination. They will disqualify anyone if he shows discriminatory tendencies. Colleges that are not integrated will not be chosen as training sites. The representatives of minority group members on the staff in Washington and overseas is high compared to other government agencies.

But other hazards are operative too—those of "reverse discrimination" which hampers the organization that wants to give Negroes a break but can't because of complex societal factors; those that stop a Negro from believing that the sign reading "join" means him; those that deter a Southern Negro from getting good references because the people he asks do not know how to write.

The Peace Corps tried to say goodbye to bias a long time ago. But it's a stubborn guest.

# Common Misconceptions Exploded

The Peace Corps, like many other governmental organizations, is plagued by a "knowledge problem." Many people, including a large number of college students, don't know what the Peace Corps is all about.

The misconceptions cover almost every phase of Peace Corps activity, but the truth about the work is simple and less menacing than most suppose. Here are the most commonly offered objections to joining the Peace Corps:

- *I don't speak a foreign language.*  
Although some knowledge of Spanish or French is desirable, it is by no means necessary. The Peace Corps teaches you what lingual skills you'll need.
- *I'm not physically strong enough for the training program.*  
There's a 79-year-old woman serving overseas. She hasn't done a push-up in years.
- *I'm a liberal arts major.*  
So are 70 per cent of all Volunteers.
- *I'm a chemistry Ph.D. I can't afford to spend two years digging ditches somewhere when I have to advance my career.*  
How about spending two years teaching chemistry in an overseas university?
- *I can't afford it.*  
Although the "hourly pay" is lousy by American standards, Volunteers receive an allowance to pay for clothing, food, housing, and incidental expenses and a readjustment which accrues at the rate of \$75 per month for each month of service, including training. You won't starve, either during service or for sometime after.
- *I'll never make it through selection. The requirements are too tough.*  
They are. But so are about 45 per cent of those college students who apply and are accepted.
- *I'm a girl.*  
As are 40 per cent of all Peace Corps Volunteers.
- *I'm married.*  
There are 580 married couples serving overseas. The Peace Corps just requires that the pair work in the same project and have no dependents under 18.
- *I don't want to live alone in some remote jungle town.*  
Don't. You can still join. Volunteers are placed in pairs, unless they want to be alone. Many work in cities, where they sometimes live better than they did at home. The mudhut image is just that, real to only a few.
- *I have a girl friend.*  
Take her with you. You can even serve together, if you can take it for two years. (Really.)
- *You never hear from the Peace Corps after you apply.*  
Often a request, sent in, for example, in March, that indicates you'll be ready in November is put aside while more urgent requests for June, July or August—are processed. In any event, you'll get a note within a month telling you what's being done.  
If you want to know more, use the coupon in this issue for free information.



This small boy is the child of a leper. He lives with his parents at a large leprosarium on a hillside outside Addis Ababa, Ethiopia.

## STAFF

This special Peace Corps supplement, distributed to college newspapers in cooperation with the United States Student Press Association, was written and edited by four college editors who spent four days at Washington Peace Corps headquarters.

The four are John Dorschner, Colorado Daily (University of Colorado, Boulder); Linda Weiner, The Daily Iowan (University of Iowa, Iowa City); Sy Safransky, The Phoenix (Queens College, New York); and Charmayne Marsh, The Daily Texan (University of Texas, Austin).

## For Training— Universities Apply Too

It's not clear who is following whose lead, but universities as well as students offer their services to the Peace Corps.

Unlike the students, the universities don't volunteer to go overseas; they offer to be a training site for those who do.

The process of selecting universities for Peace Corps projects and helping the schools plan the training program is the job of the University Relations office of the Peace Corps.

Once a contract has been let to a university and the planning for a training program begins, the University Relations office works closely with the school.

"We first select a project director, who is usually a faculty member," said Dr. John M. Groebli former Deputy of University Relations. "This must be someone who is flexible in his approach and is able to draw from all the resources on a campus."

Because of the relative lack of planning in many developing countries, the universities are often faced with an abrupt aboutface. A country that originally requested English teachers suddenly decides that it needs physical education instructors more desperately. The carefully planned program has to be adapted to fit the future needs of the Volunteer.

Dr. Groebli believes that the university benefits from the experience, as does the trainee.

"The trainees are excited to teach because of their commitment to what they are doing," he said, "and the faculty is often intrigued with the extremely practical aspect of this type of education."

Until recently, the Peace Corps has not been able to select freely from all the schools in the country when planning training programs.

"We feel that any Volunteer from any place in the country should be able to use the full resources, not only of the school, but of the town," said Dr. Groebli. "We only now feel that the climate is right for using Southern schools in the training programs."

"This summer, a half a dozen Southern schools will be used as training centers," said Dr. Groebli.

"In spite of small problems, it is an educational miracle that within 1,450 days, higher education in this country has trained 15,000 people to go work in 46 different countries, speak 42 different languages (many not regularly taught in the United States) and work at 300 different jobs," said Dr. Groebli.

# College Juniors Train in Advance

About 800 college juniors will become the second group to participate in the Peace Corps' new Advanced Training Program this summer.

The new group will be almost twice as large as the first group, which is now completing its last year of college.

Trainees are selected in their junior year. They go to an eight-week training program that summer then return for their final year of college during which they're encouraged to study courses in fields related to the country where they will be working.

After graduation, the trainee returns for another four or eight weeks of training, then is sent overseas.

Last summer's program with 400 students was concentrated into four main project areas—English and French-speaking Africa, and Latin American rural and urban community projects.

Most of the trainees have enrolled in classes relating to their fields of studies.

Of the 134 advanced trainees for Latin America, 98—80 per cent—are engaged in Spanish studies. Over one-half are enrolled in courses related to Latin American affairs.

Of the advanced trainees for French-speaking Africa, 83 per cent are engaged in continued French usage at school this year. About a third of the trainees for all of Africa are studying courses related to their field.

In the Latin American program about a third of the trainees are presently engaged in student teaching, social work or some type of community action project. For those scheduled to go to Africa, about 40 per cent are now student teaching or tutoring.

Few of the advanced trainees have lost interest in the Peace Corps. Of the 134 who are studying for Latin America, seven have dropped out of the program—six because they will not graduate in June and only one because he lost interest.

Of the 213 in the Africa program last summer, another seven have dropped out—one for medical reasons, two who will not graduate in June, three who plan marriage and one who lost interest.

"We don't really know yet how

many more will drop out before June. Marriage or scholarships may come along," Jules Pagano, deputy director of Training said. "But we attempted to pick those who seemed to have a genuine interest in the Peace Corps. Their involvement right now shows us that the program is in pretty good shape."

The advanced training program will be expanded next summer to include Thailand, Iran, Turkey and Malaysia.

## Cool Approach To Trouble

American ambassadors, diplomatic staffs, even visiting professors, may be asked to leave a foreign country, but the Peace Corps Volunteer remains.

To date, no country has ever officially requested that Volunteers in that country leave. The official Peace Corps policy is to "play it cool" and not evacuate Volunteers at the slightest political tremor. Each situation is evaluated individually.

Volunteers have been present in countries where there have been political disturbances and anti-American feelings, such as in Panama, Turkey, Ghana, the Dominican Republic and others. Volunteers have remained during these crises and coup d'etats, with some interesting results.

Some villagers in Turkey held an anti-American demonstration one day. As they later congratulated themselves on the success of their venture, it occurred to someone that they might have offended the Peace Corps Volunteer staying in the village.

To prevent hard feelings, the villagers then walked to the Volunteer's home and staged a pro-Peace Corps demonstration.

The fact that foreign countries and people make a distinction between the Peace Corps and official American foreign policy has been and continues to be an interesting side-note of the Peace Corps operation.

When there is a political disturbance in a country, the decision about removal of the Volunteers is up to the Peace Corps director in that country.

The philosophy behind the Peace Corps policy is that if Volunteers were evacuated every time there was a disturbance, they would be receiving preferential treatment in the community.

## CRITICISM

(Continued from Page 1)

director of the Peace Corps Office of Volunteers, wrote in the Peace Corps magazine that while the motivations for volunteering might be the same, there are more people who view the Peace Corps as a logical step in their career and fewer of those who think of the Peace Corps as a risk-taking, way-out adventure unrelated to their life plans.

"There is little evidence, however, that this has adversely affected the Volunteer's performance. The evidence is that Volunteers are more solid, reliable, and technically qualified."

Charlie Peters, Director of Evaluation, pointed out that one element which has caused a change in the Volunteers is that now the average age level is down to 23 or 24 years. Before there were more 25- and 26-year-olds, who tended to give it built-in leadership.

A consensus among Peace Corps workers and associates is that the people in it have brought to the government a sense of enthusiasm and real commitment which has been absent from too many government agencies for too many years.

And despite the usual trials of growing up, the Peace Corps, for a Washington agency, still retains a refreshing air.

It is built upon a foundation of idealism and practicality and oriented to making the world a little bit better.

# Parlez-vous Swahili? Don't Worry, You'll Learn

Learning a language in a Peace Corps training program is a radical departure from the teaching methods used in most universities.

The entire Peace Corps program emphasizes a "good grasp" of oral communication between the Volunteer and the people he will be working with overseas—and this fluency must be crammed into a 12-week training session.

To add to the program's uniqueness, the Peace Corps teaches 20 languages taught nowhere else in the United States. And, to top it off, the students realize that the product is not an abstract grade but an immediate need to communicate with people in that language.

"They learn the languages primarily through repetition — and more repetition," says Miriam Charnow, who works in Washington on the language program.

The teaching method is called "intensive." The trainees spend between 290 and 350 hours studying language in the classroom and the tape lab during the 12-week session.

The Peace Corps attempts to have native speakers teaching the classes whenever possible. In some languages native speakers try to be with the trainees constantly—on field hikes, at meals and during rest periods. This technique is called "immersion."

Only when it is absolutely necessary does the Peace Corps attempt to teach the trainees to read and write a foreign language. The emphasis is always on direct oral communication. The written characters of the foreign languages are transliterated into phonetic English.

"We're looking for a fair understanding and control," says Mrs. Charnow. "And by control we mean being able to tell the difference between the various tenses and forms of nouns. We don't spend any time teaching grammar itself, but through repetition a Volunteer should be able to obtain a structural understanding of grammar."

Of the 42 languages which have

been learned by Peace Corps Volunteers, 20 have never been taught in the United States before. These 20, called exotic languages, have presented unique problems.

In some areas where the language is unknown to any American, the Peace Corps sends in a linguistic expert, who does not know the language but is able to interpret by inflexions, sounds and patterns.

He records representative parts of the language which are then interpreted by persons who have a general familiarity with that language group. From these interpretations, lab tapes and manuals are prepared.

The Peace Corps has been developing and intensifying its language training since the organization's beginning. The number of hours spent in language study has steadily increased until it now fills 50 per cent of the time spent in training.

The most unusual aspect of the training is the students themselves.

"The motivation is tremendously high," says Mrs. Charnow. "It's something entirely new, the language itself and the way it is taught. And it's the one direct touch with a foreign country they have while training."

"Excitement is high," Mrs. Charnow said, "The training does not have the academic atmosphere. It's alive. When they leave the language class, they're still chattering away in their new language. They speak it at dinner, for the fun of it. Most of all, they realize that within a few weeks they'll actually be using this language to communicate with people."

In those cases where the work language is English, as it is for teachers in many of the former British colonies, the Volunteer is often taught a local dialect. Where several major languages are spoken, as in Nigeria or India, the Volunteer learns the language spoken by the people in his area.

# Special Projects Span the World

## Community Change— Goal of Volunteers

Peace Corps community development projects are exactly what the name implies.

Such projects, concentrated in Latin America, can mean teaching Peruvians to lay bricks, building an aqueduct in Colombia, or conducting adult literacy classes in a Brazilian "favela."

One Peace Corps Volunteer working on a community development project wrote, "I had been sitting on the sidelines for twenty years watching the world go to pot and nobody asked me to do anything about it. The Peace Corps did . . ."

The goals of the community development project are:

- Educating people to work together to define their own goals and solving the problems necessary to achieve them.
- Getting governments to respond to community needs.
- Achieving material improvement in forms of specific technological advancement and economic growth.

"The aim of community development is nothing less than a complete change—reversal or revolution if you wish—in the social, economic, and political patterns of the country to which we are accredited," said Frank Mankiewicz, Latin America regional director for the Peace Corps.

The community development project begins with the presence of the Volunteer in the country.

His first step is getting to know the people—gaining their confidence. This can be done in a variety of ways—organizing baseball teams, teaching English classes, visiting, talking or attending a fiesta.

Next he organizes a community meeting. Volunteers have compared this to the first day of school—mostly noise and bedlam. Here the Volunteer tries to get the villagers to discuss their problems. Generally the most this first meeting can do is arouse in them an interest to meet again.

Gradually the Volunteer leads the people into discovering their problems and finding solutions, remembering that some day he won't be around and they must do it for themselves.

After a problem is recognized and a solution seen, shirt sleeves are rolled up and the doing begins.

It is in the last stage that the Volunteer sees his success and it may only be the building of a brick kiln, a chicken coop, or a cleared road.

Community development is hard, mostly because it is like an iceberg with most of the development remaining beneath the surface.

Mickey Melragon, a returned Peace Corps Volunteer who worked on the Alto Beni project in Bolivia, wrote about building a brick kiln.

"We realized we needed a project that could be successful, achieved with a little fun, one which didn't rely on outside assistance, was practical from the colonizers' point of view, and one with an immediate payoff.

"We started talking it over with people who had experience, how valuable it could be, how it could be used, etc. This process took a little over a year as the colonizers were busy in their fields.

"But bit by bit they did the work and we were constantly re-defining and reacting to them. Along the line we had successfully test-fired and had positive evidence. We then gave everyone two days' experience with mixing mud and actually making the bricks, cutting wood and loading the kiln.

Many who objected on the grounds they didn't have the talents at the end of the day could count 100 real bricks and we could see a look of self confidence, one of the things they lacked.

"Several from this experience continued making bricks which they could sell.

"This again was a lesson which was hard to bring home. A businessman had to calculate how many days of work it took to make 1,000 crude bricks, mix mud, gather wood, burn. Many wanted us to hire them as day laborers, being afraid of assuming responsibility and not having experience in practical matters."



TEACHING IN A WOMEN'S CLUB. Volunteer Carolyn Dukes, a 1962 liberal arts graduate of Clark College, Atlanta, Ga., instructs women in an Ivory Coast Village as part of the Peace Corps "foyer feminin" project. The program concentrates on teaching adult women literacy, homemaking and health care.

## Mothers Educated In African Project

Volunteers teaching in the Ivory Coast "Foyer Feminin" program may find children attending classes, but the mothers are the real students.

The Foyers are special schools, established by the Ivory Coast government, for Ivoirienne women who have had no previous education. Directed by the ministry of education, Foyer classes are concerned with adult literacy, basic health and homemaking. At the request of the government, the Peace Corps entered this program with seven Volunteers in 1962. There are now 18 Volunteers working in the Foyer program, and the government has requested 15 more.

The Foyers are designed for adult education, but children are allowed to tag along as part of a program to make attendance as easy as

possible for the mothers.

Classrooms are conveniently located and the women are encouraged to attend whenever they can, either in the morning or afternoon sessions. The schools adjust their programs to fit the women's needs: harvesting, daily marketing and family needs are all considered.

In addition to the basic tools of reading and writing, meal planning, child care, sewing instruction and nutrition are part of the curriculum. Some of the Volunteers have established "causeries culturelles," discussion groups in which the women talk about social and civic problems.

The Volunteers teach in French, the national language of the Ivory Coast, and work under the direction of an "animatrice," who is an Ivoirienne woman who has had a secondary education and some special training.

Volunteers in the larger, urban schools have modern equipment to use in their teaching, but the small-

er Foyers do without such things as electric irons, stoves and sewing machines. Sometimes the only equipment available is chalk and a blackboard.

In a land where skyscrapers are visible from small, centuries-old fishing villages, the Peace Corps Volunteer is helping the Ivory Coast fill an educational gap. There is no American analogy to the Foyer program, so the Volunteers are taught the basics of this new approach to education in the training programs.

A previous knowledge of French is a great asset for someone applying for the program, but not an absolute necessity since instruction in French is a large part of the training.

The Foyers are informal because that is the only way they can be effective, but the rationale behind the program is a very serious—and formal—attempt to equip the Ivoirienne women for the twentieth century.



EDUCATIONAL TELEVISION. A class of children watching educational television in Bogota, Colombia. Now teaching 150,000 students, the project is manned by Peace Corps Volunteers working as technicians, producers and teachers.

## Colombia ETV Job Done by Volunteers

Educational television may not be scoring well with all American teachers, but pedagogues of the Colombian variety can't get enough of it.

The Peace Corps pilot project in educational TV, which opened up during 1963 in Colombia, is now reaching about 150,000 students in Bogota and vicinity, with such subjects as mathematics, natural sciences, geography and history.

Two teams of Volunteers inaugurated this mass schooling effort which will become an integral part of Colombia's national educational system. The first group of 43 Volunteers, trained at the University of New Mexico and the University of Nebraska with an equal number of Colombians, were television technicians, maintenance and repairmen, programmers, producers, writers and teachers. A second group of 50 Volunteer teachers was assigned to travel to the schools receiving the broadcasts, acting in general as contacts between the teachers and the program planners.

More than 800 TV sets supplied by the Agency for International Development under the Alliance for Progress have been installed already. By December about 1,400 receivers are expected to be operating, many in more remote areas.

Volunteer Charles M. Fitch is a director-producer in the program. His job is to combine the educational concepts delineated by the Colombia Ministry of Education with modern, lively television-oriented approach to learning.

"One day we might be filming on the Amazon," he says, "and the next up in a chilly forest . . . Now, through ETV, the children and teachers of Colombia are seeing things in their own country which they never knew were there."

The problems of illiteracy and poor education are so acute in Colombia that teachers don't look upon the program as an "encroachment." The program, according to one official, is "remarkable for its acceptance and the cooperation of the Colombian teachers and students."

## Getting A Draft? Call Back Later

The relationship between service in the Peace Corps and the draft will remain the same for at least another year.

Although some Congressmen have suggested that Peace Corps Volunteers should be exempt from military service, no one plans to introduce a bill to that effect.

A spokesman for the Peace Corps' legal division said, "I don't think anything will be done on the draft piecemeal. Congressmen are waiting until the Pentagon's report is published in April."

The Pentagon committee is making a comprehensive investigation of the draft. Its final report is expected next year. The present selective service bill expires in 1967.

Sen. Joseph D. Tydings, (D-Md.) last October said he would support legislation changing the draft status of Volunteers who complete two years of service in the Peace Corps.

"In its own way, the Peace Corps has contributed as much to the cause of world peace and national security as has the armed might of this country. Service in the Peace Corps and in the domestic service corps soon to be formed is considered no less rigorous, arduous and at times hazardous than is service in the military," Tydings said.

However, Tydings said he has no plans to introduce any legislation

himself.

Presently Peace Corps service does not fulfill military obligations. Volunteers have been classified as being "within the national interest," which means that local selective service boards will usually give deferments.

Like those given to college students, a deferment does not exempt the Volunteer from future draft requirements.

Partly because so many Volunteers return to school after their two years of service, few have been drafted.

Armed forces reservists and National Guardsmen must complete their initial period of active duty before becoming eligible for the Peace Corps. Those who have weekly drill or summer camp obligations may have them deferred until they have returned from the Peace Corps.

## Recruiting

Peace Corps recruiters are a funny sort.

They'll go to a campus and put up posters in the library where those kinds of promotional gimmicks are prohibited. They'll use two eight-foot tables as a recruiting center when restrictions allow only one four-footer. They'll run big signs from wall to wall when the administration limits them to a three-foot space.

In the words of one Peace Corps official, "we do as much as they will let us get away with." They do.

Peace Corps recruiting is not done by professionals, per se. Every staff member at Washington headquarters, in fact, is responsible for putting in a yearly recruiting stint of up to four weeks. This includes Sargent Shriver himself. And better than 80 per cent of this work is done at college campuses, the biggest source of Volunteers.

Peace Corps recruiters like to have fun and still do a job. "We try not to take ourselves too seriously," one veteran recruiter says. "This offends some people but it works, because there is a great deal of seriousness underneath it all."

Recruiters stay in their booth all day long, often on their feet from 8 a.m. to 11 p.m. "This creates a psychological impact," Recruiting Director Robert Gale says. "Keeping the booths open all the time gets people to think of the determination these people have. The enthusiasm is catching."

## Requests . . .

Dead or alive, sharks can be a problem.

The dead variety was a problem for a Volunteer in the Dominican Republic. With the help of the Volunteer Support Officer in Washington, he learned that one constructive means of disposal is to make walking canes out of the backbone of the sharks.

The Support Office handles requests from Volunteers all over the world. However, most of these requests are a good deal less exotic than the shark problem.

The requests for visual aids for teaching, queries about lost mail or a plea for information are all forwarded to this office.

One Volunteer wanted a recipe for cooking cactus. Another wanted to know how to grow cashew nuts. The growing procedure was eventually routed to the Volunteer from India, rather than from the United States, because cashew nuts are not regularly grown here.

A Volunteer in Latin America stumped the Washington office—and several other organizations—with his request for instructions on how to build a kerosene-run egg incubator.

Hatchery groups, egg associations and the Department of Agriculture had no answer to his problem because that particular type of method had not been used in the United States for over 50 years.

Eventually a hatchery came up with an alternate plan for an incubator that didn't run on kerosene, but it produced results—and chickens.

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: \_\_\_\_\_

# Four Wheels To Two: A Study In Austerity

It was to be Spartan in character, an organization where service would replace status, built from top to bottom on the word "Volunteer."

This was the atmosphere in which the Peace Corps was born and through the organization's growing pains, the staff has worked hard to maintain the austerity which made the undertaking something special. Considering the increasing size of the Peace Corps, the effort has required constant evaluation and adjustment.

One particular area which has caused a few problems has been that of vehicles for the Volunteers working overseas.

As Kevin Delany, project evaluator, explained the situation, the guideline of the Peace Corps was to deal with people, not things. In spite of this, there was a rush in the beginning to supply the Volunteers with essentials, some of which subsequently proved to be non-essential.

"There was a general revulsion to this type of approach," said Delany, "not only among the staff, but the Volunteers."

The provision of vehicles for Volunteers was one of the areas which was reconsidered.

As of Dec. 31, 1963, there were either on hand or on order 835 four-wheel vehicles overseas, 175 for administrators and 670 for Volunteers' use.

These vehicles cost a total of \$2.5 million, according to an evaluation Delany did.

"We decided that this was a lot of money to spend for something that was causing us a lot of trouble," said Delany. There had been many accidents involving Volunteers' vehicles.

Delany explained that the situation was re-evaluated and there was a cut in the number of vehicles issued to Volunteers.

"We changed our approach on the matter," he explained. "Whereas our first question used to be whether a car or small truck was needed, we now ask first whether it is possible for the Volunteer to walk and still do his job."

"Our entire approach to the matter has changed," he said.

Delany explained that many times a simple vehicle such as a bicycle will do an adequate job for the Volunteer. In Nepal, any vehicle is impractical. Volunteers do all their traveling by foot, sometimes walking for days at a time to reach their destination.

In situations where vehicles are necessary to a Volunteer's job, they are provided as a matter of fact.

"If a Volunteer is in an isolated area and a vehicle is essential to getting groceries or teaching, then there is no hesitation," said Delany. "We have only tried to cut out the unnecessary expenses."

The number of staff vehicles has also been cut down where possible.

The Division of Management in the Washington headquarters estimated that, although complete figures for the end of 1964 were not yet available, the number of four-wheel vehicles was about the same as it was a year ago. Because the number of Volunteers and projects has increased in the past year, this indicated a proportionately smaller number of vehicles per Volunteer.

The cut-back in the ratio of vehicles to Volunteers was not purely an economic measure. It was an attempt to maintain and develop the original ideals of the Peace Corps and make the Volunteers work as efficient as possible.

There were three primary reasons along this line for the cut-back, according to Delany.

The most pressing was the danger element involved concerning the Volunteer.

The second was that the vehicles sometimes prevented two of the objectives of the Peace Corps from being fulfilled. These objectives are:



A Peace Corps jeep fords a stream in the Dominican Republic.

to help promote a better understanding of the American people on the part of the peoples served and to help promote a better understanding of other peoples on the part of the American people.

Delany explained that Volunteers would sometimes use the vehicles as props to bring prestige to themselves and gain a preferred position in the local community.

"The jeep would give a boss-image to the Volunteer which was not desirable," said Delany. "This sometimes tended to create resentment toward the Volunteer."

"Because the jeeps were painted baby-blue, they would be especially easy to identify," he said.

Having a vehicle also made it easy for the Volunteer to get away from the local community when he was frustrated. This meant that rather than staying and becoming involved in local projects and working out the problems, there was a tendency to escape to the company of other Volunteers.

In a report on the Dominican Republic, one evaluator stated that vehicles created more problems than they were worth in many cases.

He wrote that the Volunteers in the Dominican Republic were generally unhappy about the vehicle situation, although many had

built their programs around them.

Delaney said: "Automobiles are an extension of the American image. As long as a Volunteer drives a car, it is difficult for him to feel like a Volunteer. He has a difficult time acclimating himself to the local people."

"We also felt that too many vehicles would seem like just another thing from America. The Peace Corps isn't interested in creating that type of feeling."

Vehicles are necessary to many projects—teachers and nurses in the Peace Corps often find that their assignments require them to travel to many villages in a certain area.

The whole process of evaluation in the Peace Corps is to see that the job is done most efficiently, and continuous evaluation is necessary to keep such a diversified organization effective.

The four-wheel vehicle situation is only one instance where evaluation leads to improvement. The Peace Corps is dedicated to working with people. As one Volunteer in Nigeria wrote, "Volunteers who have cars are the ones who don't know anybody; the ones with bicycles are the ones who know more Nigerians than anyone else."

It's only a small difference—from four to two wheels—but an important one.



This trainee, working near Albuquerque, N.M., gets a taste of mountain climbing, but most Peace Corps trainees do not face such rugged tasks.

## To Join . . .

You can join the Peace Corps if you are:

An American citizen

18 years of age (There is no upper limit)

Able to serve at least two years

Married couples must qualify for the same projects and have no dependents under 18

Foreign languages need NOT have been studied previously

Questionnaires can be obtained from Peace Corps liaison offices on campuses, local Post Offices, or by writing Peace Corps, Washington, D. C. 20525