The Peace Corps, like any four-year-old, suffers from growing pains. “I wouldn’t say its image is tarnished, but it has weathered a bit of a beating,” said one Peace Corps official. “You just have to take it one day at a time,” he added.

Sargent Shriver has brought the Peace Corps’ problems to the fore, forcing an evaluation of the agency’s past and present. “We’re in the middle of an institutional problem,” he said. “We have to be aware of the fact that we’re becoming 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 of the Peace Corps. President Johnson has said that he thought students would have some volunteers Volunteers in the next three or four years.

“I feel we can have this number and the ideological character of the agency,” Shriver 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.

“If he’s in in the time it takes to get decisions made, things can get bogged down in the meantime.”

Another official compared Shriver’s dual role with that of the Secretary of State or Defense. “It’s been a heavy title but man jobs. One could consider a man with such a dual role as having been under-employed before his present assignment.”

Shriver serves as a reminder of President John Kennedy and personality of the Peace Corps.

President Kennedy had general America started on the road to peace by his vitality. And the Peace Corps was the outgrowth of his vision.

The most recent growing pain has come from within the Peace Corps itself. A Peace Corps program director in Bolivia, Jules Sargent, has complained of the “American” of today’s Volunteers.

“[The Volunteers are] the worst people that you could imagine,” he added. “They are not educated, they are not culturally aware, they are not sensitive to the people they are working with.”

The Peace Corps has recently been receiving a lot of criticism. “The sign says ‘join,’ but Negroes think they don’t mean me,” said Bob Gale, director of recruiting. “They are not even bothered any more.”

Gale pointed out that letters have been started to the presidents of Negro colleges asking for the names of two students, who were subsequently contacted by Peace Corps representatives. A “socialization” letter was sent to the students by the director of the Peace Corps.

“We have not sent white men into black men’s countries and black men to white men’s countries and never has this policy caused us a single moment of discomfort or created a single incident,” Gale said.

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 is sensitive 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 must work to get minority students into the Peace Corps.

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 try to tell just how black, white, or gray the picture is not possible.

1. I don't speak a foreign language.

2. I'm not physically strong enough for the training program.

3. I want to be alone. Many work in cities, where they sometimes live within a month or two weeks of training.

4. I'll never make it through selection. The requirements are too few.

5. They are. But so are about 30 per cent of all Volunteers.

6. 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.

7. In some areas where the language is unknown to Americans, the Peace Corps sends an objective, unprejudiced expert, who does not know the language but is able to interpret by inflexions, sounds and patterns.

8. He records representative parts of the language which are then interpreted by persons who have a command of the language.

9. The Peace Corps has been de- scribed as a "living laboratory" under the watchful eyes of Peace Corps trainees. The students realize that the language group. From these investigations, lab tapes and manuals are prepared.

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21. Many people have been known to ask why they had to speak a foreign language. As are.

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College Juniors Train in Advance

About 800 college juniors will become the second group to participate in the Advanced Training Program this summer. The new group will be almost twice as large as the first group, which is made up of Peace Corps graduates. Trainees are selected in their junior year. They go to an eight-week training program where they then return for their final year of college during which they are encouraged to study courses in fields related to the country where they will be volunteers.

After graduation, the trainees return to the United States, live with their families, and select their fields of specialization. This year's group of 800 students was recruited because of the increased interest in the Peace Corps.

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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 constructing 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 by and nobody asked with what 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 improvements 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 Muntzner, Latin America regional director for the Peace Corps.

This 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 boredom. 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 digging 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.

"On the grounds they have been asked for, the Peace Corps has dug wells, built a high school, and we were faced with the problem of finding a daily labor force for the laborers, which they promptly set about doing..."

"This again was a special projects type of a brick kiln, a chicken coop, or a cleared road: the 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 Ivoiriennes 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 adapt their programs to fit the women's needs: harvesting, daily marketing and family needs are all considered.

In addition to the basic tasks of reading and writing, meal planning, child care, sewing instruction and nutrition are part of the curriculum. Some of the Volunteers have established "causeries culinaires," 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 "we are trying to create an image of "an animatrice," who is an Ivoiriennes woman who has had a secondary education and some special training.

Voters in the larger, urban schools have complained of the lack of use in their teaching, but the small-

mothers 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, century-old, African villages, the Peace Corps Volunteer is helping the Ivory Coast fill an educational gap. There is no American analogy to the Foyer programs, 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 Volunteers are informed that 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 Ivoiriennes women for the twentieth century.

Colombia ETV Job Done by Volunteers

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

The Colombia 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 science, 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, were involved in television technicians, maintenance and repairmen, program 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 1,600 receivers are expected to be operating, many in more remote areas.

Volunteer Charles M. Pitch is a director-producer in the program. His job is to combine the educational concepts delineated by the Colombian 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 have never seen before."

The problems of illiteracy and poor education are so acute in Colombia that the Peace Corps decided to introduce a program as "an intervention." 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 would get done on the draft piece.""