

PEACE CORPS  
**volunteer**  
NOVEMBER 1965



*Volunteers in Jamaica*

# 'Senior' status for PCVs

*Editor's Note: Is two years long enough? Should the Peace Corps encourage longer service through promotion incentives? The author of the following article thinks so, and his ideas have attracted considerable attention at Peace Corps headquarters. For a contrary opinion, see the opposite page.*

By WILLIAM BRENNEMAN

As a Peace Corps Volunteer who has decided against re-enlisting, I would like to make an appeal for a system of incentives to induce qualified Volunteers to seriously consider another one- or two-year term.

It is my thesis that by refusing to make greater effort to retain experienced Volunteers, the Peace Corps is wasting a great deal of its more significant contribution to host countries.

It has almost become axiomatic that at the end of two years spent working in a country, many Volunteers are just getting to the point where they can be effective. In two years language becomes adequate to meet most normal situations, and understanding of customs and procedures finally reaches the point where excessive time need not be spent in trial-and-error attempts to get projects underway. Then the Volunteer goes home.

A great many Volunteers toy with the idea of extending for another year or two so that they can make use of the experience and talents they have developed. Yet, against this desire must be weighed the additional loss of income and of professional opportunities which two more years in the Peace Corps will inevitably mean.

The number of experienced Volunteers who make the decision to stay is, in my opinion, considerably less than the number who could be of increased value in another one or two years. Those who do stay are being asked, in most cases, to make an unreasonable sacrifice out of goodness of heart or dedication to duty, as the case may be. Based on my experience, I think many may come to regret their decision as time goes on and they see the progress of those who didn't stay or who took other perhaps no more useful but certainly more lucrative jobs in the host country.

The financial factor is not the only one to be considered. The experience of returned Volunteers appears to be that past Peace Corps service is no magic key which unlocks career opportunities. In fact, there may even be some skepticism to be overcome on the part of less "progressive" employers. If this is true of two years service, will it not be more so of four years service?

In our society the person who is sought after and respected is the person who watches out for himself and is able to advance—the person with sufficient quantum of ambition albeit tempered with some gentler, more other-directed qualities of personality which make it possible to live and

You can't  
make a career  
out of the  
Peace Corps,



but what a place to start.

The Peace Corps can't offer you a career. You serve only two years. But in the Peace Corps you learn more about yourself than you could anywhere. And you'll be doing something important.

Peace Corps ad: Are two years enough?

work with him. Peace Corps service will usually be credited to the latter half of this ledger, but will not the voluntary acceptance of two additional years with no improvement of position or increase of salary be looked upon with some suspicion? Certainly it is not likely to make an exceptionally favorable impression on an employer who is looking for hard-driving young men and women, and this is what most employers, especially in business and industry, are looking for.

My suggestions to partly remedy this unfortunate imbalance whereby leaving the Peace Corps is favored over extending service, despite a desire to make a continuing contribution, are fourfold:

- Any Peace Corps Volunteer who volunteers and is accepted for extension of one year or more should be recognized as holding a higher position than a first year Volunteer. The designation "Senior P.C.V." suggests itself as a possibility in terms of work assignments; this is already the case in many instances, at least in Thailand. Experienced Volunteers often do hold positions of greater responsibility than those more recently arrived, and this is as it should be. At the very least, Volunteers accepted by Peace Corps staff for long-term extension will be better at their jobs than when they were new. Also, such Volunteers are best qualified to hold Volunteer-leader and Volunteer staff-assistant positions.

- The accumulated salary retained for the Volunteer should be doubled in recognition of his greater value and higher position and to make some reasonable pretext of compensating the Volunteer for his time, relative to alternate employments. Perhaps in conjunction with or as a partial substitute for this increased salary, tax free status could also be considered.

- The Volunteer's in-country living allowance should be increased by 10 per cent. This would be approximately equivalent to what a host-country national would receive in conjunction with an equivalent promotion or increase in grade.

- It should be made clear that the "Senior P.C.V." was chosen for this job just as much as if he were getting a new job or receiving a promotion in government or business. This is closely related to point one and is no change from existing Peace Corps policy. The difference would be that there would be more of a point made of this fact, especially for the benefit of future employers.

Objections to these suggestions are bound to include, "It will lead to a professionalization of Peace Corps," and similarly "It will detract from the true volunteer nature of Peace Corps." In answer to the first, I would suggest no alteration of the existing four years in one country, six total rule. This rule adequately guards against professionalization. As to the second possible objection, a counter

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# Title taints real purpose

By MAUREEN CARROLL

I am offended by the "incentives" Bill Brenneman suggests for encouraging the experienced Volunteer to extend his service. His argument smacks of the 'personal-reward type of appeal which should be de-emphasized when discussing any phase of Peace Corps service.

His closing statement, which asks whether the myth of the self-sacrificing Volunteer is more important than the job to be done, scoffs at what I feel is the essence of the Peace Corps.

Voluntarism necessarily suggests some form of sacrifice, which gives a volunteer movement its impetus and sustaining energy. Most Peace Corps Volunteers, at one time or another, reflect on the question, Wherein lies the sacrifice expected in the Peace Corps. Often, for example, they are disappointed to find themselves living comfortably.

However, the Volunteer who really does wind up in "the mud hut" may realize sooner than his city cousin that the "sacrifice" involved in Peace Corps transcends the material realm. Paradoxically, it almost always arises from the same sources that provide the satisfactions and benefits of service: the self-imposed limits on one's freedom of expression and behavior, the scaling down of one's ambitions in the light of reality, and the daily encounter with a system and people whose values may clash with one's own.

Volunteers recognize, and fortunately minimize, the importance of these "sacrifices." However, what most commonly strikes host-country nationals about the Peace Corps? The material sacrifice a young American makes in coming to live in their country. They wonder why the Volunteer chooses to leave the gold-paved streets of his comfortable hometown. Why does he accept so little financial compensation for his services?

The answers to such questions have inspired domestic Peace Corps-like activities in host countries around the world. In fact, the arousing and development of the social consciences of host-country nationals may well be one of the most important universal contributions of Peace Corps. To suggest rewarding the Volunteer who re-enlists with a doubled readjustment allowance and an increase in his living allowance puts a price tag on service and taints a very important message Peace Corps offers on the relationship between social service and material reward.

## No more pay

I definitely oppose the increase in living allowance. Volunteers usually receive a bit more income than their host-country counterparts, without bearing the financial responsibility of a family, medical expenses, and material support for their jobs. The ten per cent differential, like the prestigious title of "Senior P.C.V.," would create resentment among other Volunteers doing the same work, possibly just as effectively.

My own experience as a Volunteer showed in Orwellian fashion that when some Volunteers become more equal than others, there's trouble in the ranks. And the extended Volunteer is still a Volunteer.

Brenneman states that it is almost axiomatic that it takes two years for Volunteers to reach the point where they can be effective. If we accept this at face value, perhaps we should resurrect the question of making the normal Peace Corps service three years. I reject both the universality of the statement and the desirability of three-year terms.

Many Volunteers are effective and

feel effective within the first year. This probably varies with the role of the Volunteer. The teacher is apt to sense his effectiveness before the community-development worker.

However, is it necessarily wise for the same C.D. Volunteer to continue working in the same site for three or four years? Isn't it the aim of the community developer to phase out of a community before he is forced into a leadership role or a situation in which the townspeople are dependent on his presence? Isn't it a reasonable guess that the Volunteer loses some of his spark and initiative after fighting the good fight for two years? The Peace Corps teacher who extends his service may do a more professional job of teaching, but does he approach the broader scope of Volunteer service with the same spirit and motivation?

I raise these questions not because I am opposed to extensions of service, but because I would like some answers from Volunteers who have extended.

The argument which most seriously weakens Brenneman's thesis on the need for extended benefits is his reference to the impact they will have upon prospective employers. He says that big business in America wants the go-getter, the man whose drive earns

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ON THE COVER: Bill Ilson leads children in game at Kingston school and Oscar Williams instructs student cobblers at Cobbla Camp. See pages 7-12 for more on Jamaica.

## ALL SYSTEMS 'GO' FOR RE-ENTRY

Has an air of non-crisis enveloped the institutional termination conference? *The Nigerian Tilley Lamp* reports that at the latest such gathering there, "Not one of the Volunteers present, the organizers noted, indicated they might have any readjustment problems on re-entry to the U.S. At this point, all the girls stood up, adjusted their wrappers, and the conference was closed." And an advertisement posted on a bulletin board in Washington headquarters describes this re-entry postscript: "R.P.C.V. no longer concerned with image desires nice warm ride to work and occasionally back home again."

# ATTRITION

A Peace Corps research team has found that proportionately fewer Volunteers overseas are returning home before their projects are completed.

Director Sargent Shriver, who announced the team's findings in a letter to Rep. Thomas E. Morgan, chairman of the House Foreign Affairs Committee, said that during the past two years the Peace Corps has reduced its overseas attrition rate by 33 per cent.

"Attrition" can mean many things (see box), but in the Peace Corps lexicon it applies to the rate at which Volunteers return home from overseas before the scheduled end of their tours.

A key factor in the lower attrition rate is a reduction in the number of Volunteers who return home early for reasons of "personal adjustment." Only 1 in 27 Volunteers now terminate early for this reason each year. Four years ago the ratio was 1 in 21.

About half of all early terminations result from illness or compassionate reasons such as family hardship. "Personal adjustment" includes such factors as low quality work, dissatisfaction or misbehavior.

Other findings of the study conducted by Dr. Robert E. Krug and Mrs. Mitzi M. Wertheim of the Peace Corps Division of Research include:

Men are more likely than women to finish their terms. Volunteers with some college experience have a return rate somewhat higher than college graduates. Volunteers

**attrition/ 1: sorrow for one's own sins that arises from a motive considered lower than that of the love of God (as a fear of punishment or a sense of shame). 2: the act of rubbing together or wearing down: the condition of being worn down or ground down by friction. 3: the act of weakening to the point of exhaustion by constant harassment, use or abuse: a breaking down or wearing down from repeated attacks or constant diminution.**

**Webster's**

with no college are much more likely to return early than are graduates.

Volunteers in the 21-to-30 age bracket have a lower return rate than those under 20 and those over 31.

Rural and urban community-action programs appear to claim the highest attrition toll among projects. Education has a lower return rate.

Attrition is appreciably higher for Latin America than for Africa, the Far East or Near East and South Asia.

The difference between Latin America and other areas persisted even when allowance was made for regional differences in age, sex, and education of Volunteers and type of project.

In their report, the researchers also used the "man-month" concept as a means of measuring the return rate. A man-month represents a month's work in the field by one Volunteer. Thus 100 Volunteers who arrive abroad

**The report on Peace Corps attrition indicates that as a Volunteer the chances of your completing service abroad are best if:**

- You are somewhere besides Latin America.
- You are a male.
- You are between 21 and 30 years old.
- You are a college graduate.
- You are involved in projects other than community action.

**But in spite of these variables, the chances of your going a full-term route are considerably better than they were with previous Volunteers. During early projects, 1 in every 21 Volunteers returned home early because of personal-adjustment problems. Today only 1 in 27 Volunteers terminate early for the same reason.**

for a 20-month project would have an expected service record of 2000 months.

Applying this gauge to Latin America, the researchers found that the percentage of man-months lost through early terminations in all completed projects there through June, 1965 was 9.4 per cent. For the other regions combined, it was about 6 per cent.

Several reasons for the difference were advanced but no conclusions were drawn.

It was suggested, for example, that Latin America is closer, so coming home is easier, and that the presence of a powerful oligarchy makes development a more frustrating task.

Even so, the attrition rate for Latin America has declined. Man-months lost there for current projects is put at 7.6 per cent, against the 9.4 per cent for completed projects.

On a world-wide basis, Volunteers are now delivering 94.8 per cent of the man-months of service anticipated when their projects arrive in the host country.

The comparable figure for completed projects was only 92.2 per cent of man-months anticipated.

Why has the attrition rate in the Peace Corps declined over a four-year period?

The researchers suggested that one answer lies in the early and constant attention to the problem. Once attuned to problems faced overseas, Peace Corps staff began explaining the "recurring crisis" theory of Peace Corps service to all trainees. In other words, Volunteers were given more advance notice of emotional problems they might face abroad and were made aware of resources available to them to meet these problems.

Subsequently, the report suggested, "Volunteers who experienced an expected low point felt relieved by this evidence of their normality and stayed in-country."

The conclusion: "Better selection, better training, better programming, and better support must be the causes of reduced attrition."

By PAT NICHOLS

*Kambia, Sierra Leone*

A big cheery box of Cornflakes has set on my mother's breakfast table for as long as I can remember, which is a trifle longer than I care to admit.

It sat there through all the glorious, green years of my childhood, and even after I was old enough to proclaim, without sustaining a swift knock on the noggin, that I preferred hot cereal to cold.

The importance of that box was not altered by the fact that I was never very fond of quick-sog cereal in cold milk on a chilly morning, and mornings are always refreshingly chilly around San Francisco. Whether I cared to eat Cornflakes or not, that box belonged there. It had its place in the sun along with Dad's morning paper, and a finicky toaster that burned more bread than it ever browned. It was my faithful friend, a warm and pleasant companion at the doorstep of each new day.

That ever-present box held everything of home and happiness, but it was a great deal more. It was a rectangular attestation to Big Business; it was efficiency, economy. It was the American way of life, wholesome and chock-full of vitamins. Its slogans called to me from the realm of advertising, so that now and then I would be teased into eating some of its wondrous contents, tantalized by games to play, puzzles to solve, animals to be punched out and put together.

Then I would skip off to school, assured of the harmony of my home, my health, and my nation, and because my little frame was vibrant from that invigorating American product, I would jauntily jounce my lunch pail, filled with such strange things as orange oranges. Yes, Cornflakes was American all right; big, bright, certain, and ready-to-serve.

Since I am a creature who likes to maintain at least some semblance of habit, a Cornflakes box still graces my table every morning. Bleary-eyed over my ritual of coffee, anointing the sacred house of my stomach with caffeine, I look for the familiar carton. There it is: security. As I gather together the pieces of wakefulness that are wobbling about my brain, I observe the pretty pictures and clever cut-outs that adorn the facade of my old friend. All is well. I am finally ready to read about how I am going to satisfy my minimum daily requirements for vitamins, and how I am going to be the heartiest human being to ever foot the path of a brand new day.

I begin to read, I blink, I look again—the words are all in French! Now fully awake, I jerk the box around with a twist—the other side is in Spanish! In a quick effort to calm myself, because my shaking hand is slopping coffee all over my clean clothes, I think, "what a marvelous opportunity to practice foreign languages." This Herculean try at retaining contact with the conscious world is a miserable failure, for my mind becomes transfixed by the only words on the box that I can readily under-

stand—"Made in England."

Crushed to the core, with those three ominous words swimming dizzily before my eyes, I half fall, half crawl toward the confines of my mosquito net to consider this serious matter. The mechanics of my mind begin a gradual grinding.

I don't care if these particular flakes were born and bred on English soil, pampered and packaged by English hands. Cornflakes is an American institution. It is not to be tampered with. I won't stand for such things, it's unfair, it's flagrant subversion. I'll write to my Congressman. I'll write to my Peace Corps Representative.

But then it comes, stealing on surreptitious haunches over the waves of righteous indignation, the terrifying thought that perhaps Cornflakes are not only really English, but have always been English, and I had been duped through all those blissfully ignorant years. I had been a pawn in a horrible hoax perpetrated upon the American people. If Cornflakes aren't American, perhaps—perhaps—the implications are staggering.

Daily now, the sweetness of youth forever fled, the conundrum of maturity before me, I stagger to school on bleeding feet over the fragments of my fallen idol. Peace Corps service is a time of enlightenment for many.

*Pat Nichols (Belmont, Calif.) graduated in June, 1964, from San Jose State College in California with a B.A. in English. She teaches English at Kolenten secondary school in Kambia, Sierra Leone.*

CULTURE SHUCK:  
'Yankee boxtop  
go home!'



*Drawn by Richard Knox*



**SPARRING PARTNERS:** Ernie Zaremba (Grand Rapids, Mich.) referees a match at a tournament in Mwanza, Tanzania. A former Golden Gloves participant, Zaremba spent weekends with other Volunteers in upper-primary schools, organizing a boxing program—in an area where soccer has traditionally been the popular sport.

## Two join staff

Long-range planning must act as a "vital and creative force in the evolution of the Peace Corps," stated Sargent Shriver last month on announcing the appointment of Solomon H. Chafkin, 41, as Peace Corps Director of Planning.

Chafkin, on a leave of absence from his position as vice president of Checchi & Co., an international economic- and management-consulting firm, has served as adviser to several government agencies and committees of private citizens working with the government on international economic problems.

A native of New York City, Chafkin received a bachelor's degree from City College of New York and a master's from Harvard University. After serving in the Army in World War II, Chafkin held senior posts with the U.S. Treasury Department and the International Co-operation Administration. His work has taken him to Asia, Africa, and Latin America. He is currently a member of the faculty of George Washington University and is conducting a graduate seminar on developing nations.

Robert A. Hatch, 34, also recently appointed by the director, will be Deputy Director of Public Information.

Prior to joining the Peace Corps, Hatch was an executive vice president with the international public-relations firm of Carl Byoir & Associates.

Hatch, born in Salt Lake City, went to work as a reporter for the Salt Lake Tribune and the Logan (Utah) Herald-Journal after graduation from Utah State University. During the Korean War, he served as editor of Air Training magazine. His first public-relations assignment was on the staff of North American Aviation, Inc., in Los Angeles.

## Wanted: dramatists

A Peace Corps Theater will take to the Latin American stage next year.

A company of 45 Volunteers skilled in the performing arts is scheduled to assist Peace Corps community-development programs in four countries: Venezuela, Costa Rica, Panama, and Chile.

Volunteers trained in drama, music, and dance will labor backstage as production assistants, coaches, or consultants with little-theater organizations, drama and fine-arts schools, youth groups and university clubs.

The multi-purpose programs will be designed to entertain, to teach, and to encourage local performing groups.

These productions will bring the performing arts to villagers and slum-dwellers who have never experienced live theater—sometimes to amuse, sometimes to instruct.

A broader purpose, beyond the organization of local talent and entertainment, will be to stimulate community action with the performing groups serving as a nucleus.

The Peace Corps group is scheduled to begin training in February. Its 14-week training will emphasize community-development techniques, Latin American studies, Spanish, and theater as it relates to community development. Trainees will improvise plays and skits concerned with social problems in Latin America.

## Two Volunteers die

Two Volunteers died in Africa during November.

Johannes C. von Foerster, was killed in Nigeria in a motorcycle accident near Nnewi, Onitsha province, where he had been teaching physics in a Peace Corps project since January, 1964. He was buried in Enugu.

John S. Parrott, who had served in Kenya since June, was found dead in a remote area of Lake Nakuru National Park. Kenya police said his death was a suicide, after an autopsy showed that Parrott had taken an overdose of barbituates.



Von Foerster



Parrott

Parrott, 22, had been missing for more than two weeks and had been the subject of a nationwide police search.

He had been organizing a fishing co-operative on Lake Rudolph in northwest Kenya. Parrott attended Florida State University. He is survived by his parents, Mrs. Marietta A. Parrott, of Sarasota, Fla., and John C. Jones, of Littleton, Colo., three brothers, and a sister.

Von Foerster, 25, driving while on official business, pulled out from behind a truck and crashed into an oncoming car. He was killed instantly.

Born in Berlin, he lived in Germany and Austria until 1949, when he came with his family to the United States. In 1958, he became a naturalized U.S. citizen.

He received a B.S. in physics from the University of Illinois in 1963. He is survived by his parents, Dr. and Mrs. Heinz von Foerster of Champaign, Ill., and two brothers.

# Beyond the beaches of *Jamaica* . . . another way of life



The existence of two Jamaicas confronts every Volunteer on the Caribbean island.

Thousands of tourists are drawn each year to the one—the tropical paradise famed for its beaches and resorts—Montego Bay, Ocho Rios, and the exotic flavor of Kingston.

This year, Hugh Hefner opened his first Playboy Hotel there, and it was described by a tour guide book as “one of civilisation’s most sophisticated diversions.”

Ian Fleming told of Jamaica’s Rolling Calf, a duppy, or haunting spirit of the dead, which roars down out of the mountains with fire snorting from its nostrils. It is death to see it.

A noted travel writer comments: “If the duppies don’t get you, the millionaires will.”

At Frenchman’s Cove, the table d’hôte plan costs \$85 a day and you can pay as much as \$150 a day at

this famous resort.

Then there is the other Jamaica, where the per capita income for 1964 was \$441. In this Jamaica, beyond the palm-fringed beaches and their adjoining hostelry, it is estimated that up to 80 per cent of the over 1,700,000 residents of the island live on a bare subsistence level, in city slums and country villages.

It is here—in the marginal countryside, in the youth camps, the undermanned school systems, and the cardboard and tin shanties not far removed from the great hotels—that the Peace Corps has been working for three years. A travel folder advertises Jamaica as a “Paradise for anyone seeking to get away from it all.” There are presently 85 Peace Corps Volunteers there for the opposite reason.

Peace Corps projects are keyed to education. More than half of the Volunteers are engaged in some kind

of teaching. Twenty-six teach in primary schools, and 25 others teach math, science, home economics, and industrial arts in small-town secondary schools throughout the country.

There is a shortage of skilled labor to meet the growing demands of industry in Jamaica, and the Peace Corps has put some emphasis on teaching vocational skills. Cobbla Camp, featured in this issue, is one example of this effort.

Several Volunteers have been teaching at the Jamaica School of Agriculture. Others work with the School of Arts and Crafts and with the Crafts Development Agency. And one group is assisting the government’s new educational-television system. It is expected that some Volunteers will assist in teaching E.T.V. utilization methods in the schools as the program expands.

Tourist couple rafts down the Rio Grande to Port Antonio.



Volunteer Courtney Tyson works at home-ec center, Christiana.



# Volunteers in the 'job corps'

By **BARBARA STARR**

*Spaldings*

"Soon come" is a Jamaican expression particularly aggravating to Americans. It can mean "It will be ready in an hour" or (more probably) "It will be done next week."

The institution of the "job corps" camp however, "came sooner" to Jamaica than to the United States.

My husband Bob and I work at the larger of Jamaica's two "job corps" encampments—Cobbla Camp. Situated in the hills near the center of the island, Cobbla was established by the government's Ministry of Development and Welfare in 1956, nearly 10 years before the first Job Corps Camp was inaugurated in the United States.

The camp is as self-sufficient as possible. All 650 boys help in construction work on the site, produce their own food, and maintain the necessary implements and trucks. They take turns in the kitchen, the stores, and the main office, as well as at keeping the camp clean at all times. In return, they're given about 70¢ a week (for pocket money), food, shelter, and some clothing.

Between the ages of 15 and 20, the campers are for the most part school dropouts who were unable to find jobs before coming to Cobbla. The boys stay in the camp for a period of from one to two years while they learn the rudiments of a trade.

When he was vice president, Lyndon B. Johnson visited Jamaica's "job corps" camps, and there are still some campers that ask if we've met Mr. Johnson. They're very proud when we haven't—and they have.

Since June, 1962, approximately 20 Peace Corps Volunteers, and a few Canadian and British volunteers, have worked here in some capacity. Six Volunteers from the first Peace Corps group to Jamaica served for two years at the camp and were largely responsible for the construction of new workshop buildings, a staff quarters, a children's home, and other buildings in the area. They also laid the groundwork for opening electricity, plumbing, and auto-mechanics workshops.

Lee Brumback (Winchester, Va.) who arrived at the camp in January, 1964, has been trying to find ways

of raising Jamaican farm production above the subsistence level.

*(See story page 11)*

He experimented with strawberries, a crop which yields a high return. Each camper spends his first six months here on the farm, then he is usually assigned to a trade group.

Cobbla Camp provides instruction in masonry, construction, carpentry, plumbing, electricity, tailoring, shoemaking, woodworking, barbering, baking, welding, auto mechanics, horticulture, typing, and photography.

Bob and I came to Cobbla in May, 1964. He runs the plumbing shop and is in charge of the camp's water supply. When we first came, the water tanks (which serve as water reservoirs) were full of moss, algae, and dead frogs—and were, naturally, our only source of water. I'm happy to say that now the tanks are white-washed regularly and are kept spotless. Bob also takes care of laying pipe to service new buildings, installing plumbing facilities where needed, and the like. As a side activity, he's set up a darkroom to give 50 or so boys instruction in photo-finishing techniques—the only formal instruction of this kind on the island.

Chuck Pedrioli (Modesto, Calif.), another of the Volunteers working at the camp, is in charge of the mechanics shop and is responsible for the repair and maintenance of all camp vehicles, including tractors. He also teaches welding and, occasionally, machine shop. The Government of

Canada has donated enough equipment to outfit all the shops presently in existence, as well as a (yet unbuilt) full-scale machine shop.

Chuck runs the most popular shop in the camp. All the campers want a "leggo" on a vehicle (they want to learn to drive), but more than this, the boys think that welding pays better than any other trade.

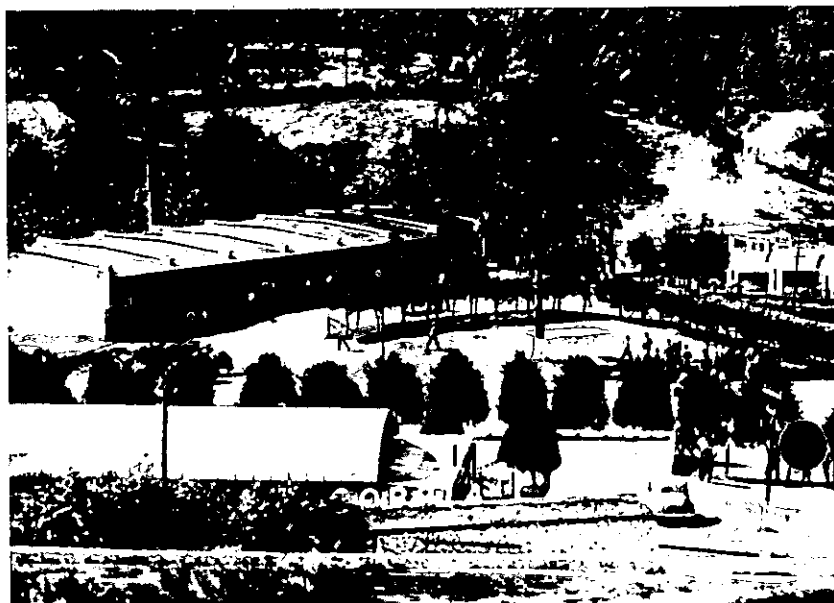
The electrician's shop is run by Paul Meyers (Brooklyn). He keeps the camp lighted and the movie projector and television set running. Since this equipment is always breaking down, he's kept pretty busy.

Oscar Williams (Boligee, Ala.) runs the barber and shoemaking shops, and teaches woodworking in the evenings.

I teach typing, and my classes are organized on a different basis than are the technical shops where an instructor has 20 to 30 boys all day. Since I only have five typewriters, my students must arrive in one-hour shifts. Most of them work in the office the rest of the day, and I frequently hear "Soon come, Miz Starr," or "I don't think I can come today—got plenty work to do."

The typing students, however, if not always faithful in attendance, are definitely imaginative. Some of the boys made typewritten pictures for display at graduation, and one did a beautiful picture of a girl in a bikini, complete with a cross around her neck—and all with an asterisk!

Cobbla's extra-curricular activities include clubs, movies, and sports—the camp's choir, the Boy Scout group, a 4-H Club, and the camera club are popular. A small library is maintained by the campers with books supplied by the Jamaica Library Service.







As residents on the campsite proper, we Volunteers find ourselves involved in all aspects of camp life. We lend books and magazines to campers, exchange views with both campers and staff on life in the U.S. and in Jamaica, and, of course, learn to play cricket!

*Barbara Nolting Starr (Chattanooga) was a Volunteer librarian in the first Jamaica group (1962 to 1964). After completion of service, she married Robert Starr (Paragould, Ark.) and re-enrolled, with her husband, in Jamaica IV. Mrs. Starr received a B.A. in English, and in 1960, an M.Lib. from Emory University in Atlanta.*



On the high lines, Paul Meyers gives a student on-the-job training in splicing wire; Meyers runs an electrician's shop at Cobbla.

At right, Barbara Starr, with three of her five typewriters in use, instructs her students not to look at the keys while typing.

An aerial-like view is furnished of Cobbla Camp (see story) from the surrounding Jamaican hills; the camp accommodates 650 boys.

Photos by Robert Starr



# Grassroots schools "keep" everywhere

By BILL ILSON

*Porus*

Jamaica has experienced a grass-roots movement in pre-school education for almost two decades.

An estimated 4000 to 5000 schools for children between ages 4 and 6½ are found "keeping" in abandoned stores, makeshift bamboo lean-tos, or under mango trees—in even the more remote villages.

Nearly all of the teachers in this Jamaican "head-start" program are untrained women. Some are girls in their teens, others are older women whose children have been reared.

Usually the teacher's salary comes from a small fee paid by the parents each week. Fees average from 3 pence (4 cents) to a shilling (14 cents) for each child. But more often than not a teacher, of a class of 50 children for example, supposedly receiving 6 pence (7 cents) for each child, ends up with only 7 shillings (a dollar) for herself and her assistant at the end of the week.

Basic schools have come into existence because of an individual or community desire to take some direct action to help young children in the area.

Each school is sponsored either by just the teacher who started the school or a committee composed of church or civic members. Voluntary agencies have also acted as sponsors. The Council of Voluntary Social Services (through member organizations such as the Save the Children Fund, the Jamaican Federation of Women, the Y.W.C.A., and others) has helped establish hundreds of schools.

Little aid has come from government sources, although until three or four years ago, the Ministry of Education assigned a few officers to basic-school matters. The officers conducted a few brief teacher courses, but primarily concerned themselves with clerical matters and the small government grants (of 70 to 100 pounds—200 to 300 dollars—still awarded



Myra Ilson, wife of Bill Ilson (see story), teaches "play" methods at a basic school.

by the ministry) to a few hundred schools.

Four years ago, however, Barbara Priestman, former headmistress of the Froebel Demonstration School in London, became interested in creating some sort of organization and professionalism within the illusory structure of the basic-school system on the island.

With the backing of the Institute of Education of the University of the West Indies and the Council of Voluntary Social Services, Miss Priestman set up week-long teacher-training workshops on the university campus. The workshops were followed by visits to the teacher's school in the "bush."

The Peace Corps, too, has seen the potential in Jamaica's infant-education program. Charles Wood, Peace Corps Director, has arranged with the university and the Ministry of Education to have future Volunteers work with the teacher-training program, primarily in follow-up visits to the schools.

During the past two years, six workshops have been conducted on the university's campus by Miss Priestman and Volunteers. The workshops have been attended by approximately 200 teachers from over 150 schools.

The emphasis in the workshops (as it is hoped the emphasis will lie in future basic-school curriculums) has been on the use of "play" and "found" materials as an essential ingredient in the learning process.

"Found" materials include anything which can be acquired in and around the school area. Stones, ice cream

sticks, and bottle caps can be used by the teacher for arithmetic counters. Pigments can be manufactured from local minerals and vegetable matter, glue from the gums of indigenous trees and shrubs, and all put together with bits of material into a puppet to encourage the children to speak. Musical instruments can be made from "found" items and the children taught the basics of rhythm.

Teachers are also made aware of the help they can obtain from local citizens; they find that children can learn about their world through listening to a truck driver, a farmer, or a nurse invited to the classroom to talk about his work.

Teachers leave a workshop at the end of the week, not only with a good, sound, educational philosophy, but with armfuls of teaching aids they have made themselves.

Miss Priestman left Jamaica early this year, but with the help of the university, the Peace Corps, the government, and other voluntary agencies, she left at a time when the future of infant education in Jamaica looks bright.

*Bill Ilson was an art teacher in the New York City School System before he and his wife, Myra, joined the Peace Corps as teachers and community-development workers in Porus, Jamaica. Ilson received a B.A. and an M.A. from Brooklyn College and was in the Army in Korea and Japan. The Ilsons have returned to teach at Glassboro (N.J.) State Teachers College.*

# Slightly acidic strawberries: An agriculturalist's answer

Apples were Lee Brumback's specialty before he joined the Peace Corps. At the age of eight, he began working in the orchards of his father's 800-acre apple and livestock farm near Winchester, Va.

Upon arrival as an agriculturalist in Jamaica, however, Brumback saw a change in product.

The Jamaican government had been looking for a small plant with a big yield; one which would grow under tropical conditions on a limited area of land. At the same time, hotels in Kingston and along the island's north coast were requesting more quantities of a special fruit.

Strawberries were the answer.

In January, 1964, Brumback began experiments with strawberry growing

on the farm at Cobbla Camp, a government youth camp in the central highlands of Jamaica, where vocational skills are taught. Twenty teenage boys participated in the project.

Brumback describes various stages of the experiment here:

Getting the field ready for cultivation was the first major operation. We used hand tools for nearly every job; machetes to clear the brush off the land and forks to turn and refine the red bauxite soil.

We weren't ready for the plants when they arrived—the land was not yet cleared, and we had not received the results of the soil samples, results which could tell us what kind of fertilizer to use. We decided to put 5500 plants (which were of the Flor-

ida Ninety variety) in a hastily prepared bed.

The dry season came in March, shortly after we had set the plants into the field. Irrigation pipes were installed throughout the plot. Irrigation was necessary every day because of the low moisture retention of these "terra rosa" soils.

The May rains solved the moisture problem, but a new trouble arose. A severe attack of something like a root weevil killed more than a quarter of the plants. After trying various insecticides, we finally found one effective enough to save the remaining plants and guard against any future infestations.

Throughout the summer months, June through August, the plants reproduced themselves by sending out runner plants. As a result, we were able to reset the original patch and even had enough plants to set out an additional acre.

This time we had the benefit of the use of a tractor in preparing the land.

The strawberries began bearing in early December and continued to bear through the middle of July. The fruit quality was fairly good; the berries were large, although somewhat acidic in flavor.

The yields of salable fruit totaled over 5000 lbs. per acre, compared to the reported top yields of 600 lbs. per acre of small farmers.

Most of the good fruit was sold to the government's Agricultural Marketing Corporation. This year the corporation supplied all the boxes and crates while guaranteeing a minimum price. Other berries which were small or slightly damaged were made into jam.

The experiment continues. Presently under observation are 13 additional varieties of strawberry plants, exclusive of the Florida Ninety. The plants are being watched for their ability to adapt to a tropical climate and for their resistance to insects and disease.

Brumback's work at Cobbla Camp ended in August when he left Jamaica. A Jamaican is now in charge of the commercial aspect of strawberry growing at the camp.

The Ministry of Agriculture has shown an increased interest in strawberry growing. It is believed that with much needed basic research trials such as the experiment at Cobbla Camp, strawberry growing on a wider scale in the mountains of Jamaica could be an economic possibility.

Cobbla campers help Lee Brumback harvest another crop of strawberries (see story).





## *Gran-gran at browndust*

By BARBARA KINGSLEY

There is a time in Jamaica called browndust when the lizards crouch and noise the coming of night—a sound like the wrench of a cork from a bottle-top. The sun is kinder now, a warm pink lustre which softens the outline of the solemn hills and catches on the wings of a jon crow hovering over a bloated pig washed up in the sea-trash. The mongoose waits for night and a loitering fowl. The duppy waits in the crevice of the cottonwood tree and the dark place under the bridge. He is restless—a spirit denied the comfort of the grave who wanders only when the moon is dark.

The sunglow deepens, then disappears. Night comes suddenly and the pickneys scatter, seeking their own yard. They share out the pot of dumplings and stewpeas and follow the singsong chant of their granny to where she sits pounding ginger, chanting, "Hog in a cornfield . . . Dig out the cocoa . . . oh, oh, . . . It's a raking hard time."

Her voice fills the corners of the night, and the children cling to her as she tells of the time when the black crabs ran thick and the magic of the obeah man held the key to good and evil fortune.

Mostly, they love the story of Anancy, of the time he outsmarted Brother Snake, of the time Brother Breeze outsmarted him. Anancy, the Spiderman—half man, half spider. Able to change from one form to the other at will. Anancy the shrewd, Anancy the wily. Anancy whose roots lie in African tales of antiquity.

Gran-gran will always be there. Her stories will always clothe the hard times and take the edge off the emptiness.

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*Barbara Kingsley (Salem, Mass.), received her B.S. in Publication in 1960 from Simmons College. She taught primary school as a Volunteer in Sandy Bay, Jamaica, and is now working for Peace Corps Public Information in Washington.*

*Once all women were kept together in a fortress and no men were allowed inside . . . This was because they all belonged to a giant . . . who killed any man who tried to get in . . .*



# LETTERS TO THE VOLUNTEER

## Values differ

### TO THE VOLUNTEER:

I agree with Charles Peters (THE VOLUNTEER, September, 1965) that the significant fact about the Peace Corps is that it is an organization that works for peace by attempting to affect some of the fundamental causes of war such as poverty, ignorance, disease, and so on. What I object to, however, is Peters' conception of the problems of underdevelopment and of the Volunteer's role vis-à-vis these problems.

Peters views the underdeveloped world as lacking the "human infrastructure" necessary for development.

He elaborates further, "Human infrastructure means people who care about solving the problems of their national community and people who have problem-solving ability." He states, "They lack a sense of community, a sense of social responsibility, a concern for individuals outside their families."

Finally, cultures in the underdeveloped world are characterized as valuing forms over substance; that is, rote learning over thinking and understanding.

Is it accurate to say that people in underdeveloped countries don't care about community problems? I suggest that they often seem this way to us because they are apathetic to our particular suggestions (often for good reasons), or because they do not see what we do as problematic.

Further, is it fair to say that people "lack a sense of community?" It might be more accurate to say that what we call social responsibility takes radically different forms in other cultures and is expressed in ways that are sometimes antithetical to the social behavior necessary in a modern society. Do people in underdeveloped countries simply lack the ability to solve problems? Is Peters really suggesting that American Peace Corps Volunteers are intellectually superior in this regard to host-country officials, community leaders, and so on?

There might be a point in saying that Americans have a better developed habit of trying to solve problems, and a more extensive (culturally defined) range of problem types that they consider solvable (and not, for

example, dismissed as the will of Allah). Here again, to dismiss people as incapable of solving their own problems blinds us to what their real perception of these problems is.

Finally, a fundamental assumption of anthropology is that cultural forms must have some function or they would not exist. I suspect that we Westerners have exported some of our beloved institutions (such as the Boy Scouts, 4-H Clubs, democracy) only to discover that they do not perform their intended functions.

Peters' oversimplified view of underdevelopment leads him to an oversimplified view of the Peace Corps. One gets the impression that Volunteers are chiefly bringing superior attitudes, moral norms, and technical skills to be transplanted in the host-country environment. They are bringing light into darkness. The trouble here is that these countries are not dark. They each have their unique social cultural systems which must inevitably be dealt with in any effort to create something new. The Volunteer's understanding of local culture, social structure, and values may be more important than his own attitudes, morals, and technical skills.

It is important that the Peace Corps show more sophistication (or at least a desire for more sophistication) than is evidenced in the Peters' article, not only to be more effective on the job, but also to attract the support of our universities. My impression is that the Peace Corps looks desirable from the university point of view largely to the degree that it appears to be a valuable educational experience in a sophisticated program of development.

TOM NEWMAN

Chicago

## People are why

### TO THE VOLUNTEER:

Both Peters and Deamer hinted at, but failed to accentuate, the value of and most important reason for Peace Corps Volunteers: intercultural per-

*THE VOLUNTEER welcomes readers' opinions on subjects of general interest. The shorter the better. All letters are subject to condensation.*

sonality contact.

If Peace Corps recruiters will emphasize the individual personal affiliation between the Volunteer and the people with whom he lives and associates, plus the fact that through this affiliation a whole new world of understanding, ideas, and values emerges, then the prospective Volunteer will have a concept which he can savor and digest.

ROBERT L. READ

Indore, India

## A 'human' corps

### TO THE VOLUNTEER:

The high-minded notion of promoting world peace through effecting change is all very nice, but not very relevant to the Peace Corps of my experience. In addition to its irrelevancy, such abstractions possess remarkably little sustaining power for most Volunteers in the field.

Both Peters and Deamer express concern that the American public fails to appreciate "... the present importance of the Peace Corps." Might this not partially result from efforts such as theirs to retool the Peace Corps from a human organization composed of real people pursuing worthwhile, albeit limited, goals into a superhuman organization charged with a superhuman task?

NANCY R. MARSHALL

## Idea of 'change'

### TO THE VOLUNTEER:

Deamer's suggestion that the Peace Corps take a new set of goals to the student community seems to me to be basically sound. However, he argues that to do this the Peace Corps must have a special "line" for the campuses, an approach different from that used on the public. But this seems to be exactly what the organization is doing today and it is exactly what students (and Volunteers) find so frustrating, if not hypocritical. Hence the "image" syndrome. If there is anything that students today find repulsive, it is the whole worn notion of fitting an image. Instead, student concern seeks fulfillment through individual creativity, within the organization if need be, but from the self ultimately.

Given then that the dual-goal approach is frustrating at best and seemingly hypocritical to the campus idealists, Deamer's "change" goal must either be broadened for the "consuming" public at large, incorporated, or scrapped. The trouble with "change" is that the public, in Deamer's words,

"might be reluctant to accept such 'radical' ideas." Yet "change" is undeniably what the work of the Peace Corps is about. But "change" implies change to something and it is on this point that the average citizen begins to squirm. "Change to what?" he asks suspiciously. To what indeed? "Change" then, must be defined before it can be "sold." The importance of making change relevant to the peoples in developing nations is well known. Of equal importance to the implementation of change is making it relevant to the peoples of developed nations whose support is so desperately needed. Fortunately, we have at our disposal one word which suits our promotional purposes; for what we are dealing with today is nothing more or less than change for the better (re Peters' discussion of values), or, in short, *development*.

This, then, is the goal of the Peace Corps as I see it from here. For the public, the connotation is positive and acceptable; for the student, it has the same dynamic force of the idea of "change." In keeping with Deamer's suggestion, development should be defined to apply to all levels of the human condition: international, national, and individual—The Great Ascent (to use Robert Heilbroner's term) of Man, nations, and men.

Moreover, in taking this goal of development to the American people, the Peace Corps will be helping to fulfill one of its stated purposes: "to increase American understanding of other peoples." The focus of attention should be on the problems of world development, not, as is presently the case, on the problems of the Volunteer.

WILLIAM F. SEIFERT, JR.  
Kisii, Kenya

## Volunteers delayed

Hostilities between India and Pakistan delayed the arrival of Peace Corps groups headed for projects in both nations.

A total of 196 Volunteers underwent additional training in Israel, Guam, the Philippines, and Turkey as they waited to begin their overseas service.

Eighty-three Volunteers spent six weeks in four kibbutzim in Israel before they reached their Indian destinations. Another India-bound group of 93 Volunteers divided its extra-training time between Guam and the

Philippines. The groups were made up of poultry specialists, agricultural-extension workers, and nutrition experts.

A 20-member Pakistan group was diverted to Yalincak, Turkey, near Ankara, for training in rural development.

## Career information

The listings below are taken from the monthly bulletin distributed by the Career Information Service, a branch of the Division of Volunteer Support. The bulletin is sent regularly to Volunteers in their second year of service, who may register with C.I.S. for individual assistance; registration cards are available from Peace Corps Representatives. Address inquiries to Career Information Service, D.V.S., Peace Corps, Washington, D.C. 20525. The complete monthly bulletin should be consulted for additional listings and other information not reprinted here.

### War on Poverty

Camp Parks Job Corps Center will need teachers with an undergraduate degree and two years teaching experience or a combination of teaching and industrial experience. Elementary training is desirable and experience with culturally deprived youths helpful. Salary from \$7000. Send complete resume to Jim Lewis, Educational Placement, Parks Job Corps Center, Pleasanton, Calif. 94566. There are also openings for counselors with M.A.s in the behavioral sciences. Must have training and experience in living-in situations or in functional social groups and be skilled group-discussion leaders. Regular counselor positions also open: degree not necessary, but some college training required. Salary from \$6500, depending on training and experience. Send resume to Chairman, Counseling Dept., Parks Job Corps Center for Men, Pleasanton, Calif. 94566.

Chicago Committee on Urban Opportunity is recruiting for their Community Action Program. Individuals with college training and job experience in community development, social service, counseling and guidance, or recreation should send complete resume to Thomas G. Paulick, Personnel Dept., Chicago Committee on Urban Opportunity, 1 N. Wacker Dr., Suite 522, Chicago, Ill. 60606.

### Government

U.S.I.A.—Binational Centers are private, autonomous organizations operating in major cities in Latin America, 12 cities in the Near East, 10 in the Far East, and 2 in Europe. Individuals are awarded grants for two or more years based on written application (Form IAP-6), references, personal interviews, panel recommendations, background investigations, and physical examination. General requirements are U.S. citizenship, B.A., thorough background in American culture, fluency in the language of the host country (waived in other than French- or Spanish-speaking countries), a special knowledge of the area gained through residency or study, and if married, spouse must be an American citizen. If spouse is naturalized, applicant will not be considered for a position in the spouse's native country. Positions are as follows: administrator or director (age 30-55), three years high-level administrative experience; director of courses (age 25-45), three years experience in teaching English as a foreign language or teaching a modern foreign language; director of activities (age 25-45), experience in organizing group activities and community projects, some teaching experience and/or organizing group activities and community projects, proficiency in a particular interest, hobby, or sport; teacher (age 23-40), at least one full year's teaching experience, preferably teaching English as a foreign lan-

guage; librarian (age 25-45), college degree from a library school and professional library experience, public library preferred. Grants vary according to position and location of post, from \$6000 to \$15,000 per year. Other benefits: transportation, baggage and household effects, leave of absence, training, medical benefits. Write to Fitzhugh Green, Deputy Director of Personnel and Training, Rm. 1120, 1776 Pennsylvania Ave. N.W., Washington, D.C.

Agency for International Development seeks Volunteers with training as registered nurses or medical-laboratory technologists for positions all over the world. For information write William Cassell, Director of Recruitment, A.I.D., Washington, D.C.

### Teaching

Dept. of Education, San Diego County, Calif., is interested in hiring former Volunteers to teach English as a second language. B.A. or B.S. required, experience in teaching English as a second language to Spanish-speaking people preferred. Write to James G. Middleton, Guidance Coordinator, Dept. of Education, 6401 Linda Vista Rd., San Diego, Calif. 92111.

California Dept. of Education will issue standard credentials based on partial fulfillment of requirements, to Peace Corps teachers who can meet basic qualifications: B.A. or B.S., two years experience in an organized teaching situation, and statement of intent to employ from a California school district. This will enable returning Volunteer teachers to begin teaching at once while completing permanent certification requirements. Credit for Peace Corps teaching may be applied toward an elementary or secondary certificate. Only one year of Peace Corps teaching is needed to meet the student-teaching requirement of a junior-college credential. Volunteers who hold M.A.s may receive such a secondary credential without any teaching experience. Apply directly to county superintendent offices or to Blair E. Hurd, Coordinator of Teacher Recruitment, Dept. of Education, 721 Capitol Mall, Sacramento, Calif. 95814.

### Education

Ford Foundation Study Fellowships for International Development are available to Volunteers working toward their first graduate degree and, in some cases, those beginning doctoral studies in almost any field involving careers in overseas technical assistance. Grantees may study at U.C.L.A., Chicago, Columbia, Cornell, Harvard, North Carolina, Pennsylvania State, Stanford, Wisconsin, and Columbia Teacher's College. The applicant must first be admitted to the participating university before making application to the study-fellowship program. Stipends include a monthly maintenance allowance of \$200 for nine months plus tuition and required fees. Deadline for completed applications is Feb. 7, 1966. Volunteers may request application kits from C.I.S. or their Representatives.

National Defense Education Act offers the following programs for 1966-67:

(1) Student Loan Program: Loans administered by the student's college or university. The student must maintain good academic standing, be enrolled or accepted for enrollment as an undergraduate, graduate, or professional student, and carry at least one half the normal full-time academic work load. Apply directly to the college or university.

(2) National Defense Graduate Fellowships: Awards made to applicants interested in a teaching career in an institution of higher education by the college or university with approval of the Office of Education. The applicant must enroll in a course leading to a doctorate, be a citizen, and be accepted by the university as a full-time graduate student.

### Other

Inter-American Development Bank, with employees in Washington and abroad, seeks Volunteers with backgrounds in economics, finance, law, and public administration for positions as junior professional trainees. Openings for 10 trainees to start in the summer of 1966. Trainees work on 3 to 4 assignments during first 18 months, then are assigned to regular career positions. Starting salary between \$6500 and \$8000 (plus reimbursement for Federal and state income tax). Prefer single men and women under 30. Write to Robert Clark, Recruiting Chief, Inter-American Development Bank, 808 17th St. N.W., Washington, D.C.

# Farsi songfest

## draws 3000

By KEN LAMKE

Kabul, Afghanistan

Afghanistan Volunteers twanged out a dual-language hootenanny for a series of performances in the capital city of Kabul.

The hootenanny drew about 3000 spectators to four shows. Thirty men and women performed songs, skits, and dances, in English and Farsi.

The Farsi portions of the program were the best received, and the hit of the show was a costumed skit, acted entirely in Farsi, called "The Thrice-Promised Bride."

The first performance of the 17-act show was given at an orphanage before 100 children.

It served as a dress rehearsal for the next two performances, at Kabul University. These shows attracted more than 2000 people. A final show, requested by the Ministry of Press, was performed during Afghanistan's independence celebration.

The hootenanny was the third annual one put on by Peace Corps Volunteers in Afghanistan.

"It was the best yet," said Jon Wicklund, a former Volunteer now on the Peace Corps/Afghanistan staff, who has seen all three hootenannies. "It had the most Farsi and got the best response."

Another Farsi highlight of the show was a translation of the popular song "Que Será, Será," sung by Master of Ceremonies Craig Shulstad (Barnesville, Minn.).

"We feared eruptions at the University," Shulstad said, "because in the past, Afghan students have beaten down the doors at assembly-type functions. But once the show started, I knew they were with us."

"We got a scare at the second university performance when a little old Afghan man wearing a cowboy hat, mustache, and black-leather jacket stood up in his front-row seat and said, 'I want to sing.'"

"I thought the place might go up for grabs. But he took the floor, told a long, rambling joke in broken English, sang a song, and the audience loved him. After 10 minutes, he turned to me, tipped his hat, and sat down."

# Memorandum

TO : The field

DATE: November, 1965

FROM : The editors

SUBJECT: A new editor, an old pig tale, and insomnia.

The Volunteer enters its fourth year of publication with a new editor. Deane Wylie, editor for the past year, has been succeeded by Stuart Awbrey. Wylie, who served the magazine as assistant editor for a year before he took the helm, has taken an information post with the Food and Agriculture Organization in Rome. Awbrey, 28, has been an assistant to U.S. Representative Sidney R. Yates of Illinois. He is a graduate of the College of Wooster and the Columbia University Graduate School of Journalism, and was a Rotary Fellow at the University of Ghana. He was a reporter for *The Hutchinson (Kansas) News* and *The Chicago Daily News*. Susan Murray and Pat Brown continue as associate editors. Continuing as editorial assistant is Robin Schrage.

□ □ □

Pig-handling was the subject of a colloquy at a Foreign Affairs subcommittee hearing on Peace Corps activities in Latin America. Representative H. R. Gross of Iowa



took exception to the grip demonstrated by Ronald Trostle (Nickerson, Kan.), an agriculture Volunteer in Brazil, in a picture in the September issue of *THE VOLUNTEER*. "I am not a farmer," said Frank Mankiewicz, Peace Corps Regional Director for Latin America, in response to Gross; "I thought he did pretty good." Gross retorted: "He must have had this pig anesthetized, or he would rip the pants right off this guy and, moreover, if there wasn't something docile about the pig, he would have him wet down from holding him that way. You just don't pick up pigs of that size that way." Trostle, who grew up on a farm, bristled when he heard

of the criticism. "As far as pigs are concerned," he said, "to each his own." Trostle says his pig was wide awake. What's more, he said, its handler kept his pants on and the pig dry. "Just grab them around the girth and they relax," he advises.

□ □ □

**PEACE CORPS BEDACHES**—Volunteers in southern Tanzania received the following message of comfort from field headquarters: "It



has been brought to my attention that the springs on many of your beds have weakened so much that they sag considerably. Those of you who would like to have bed slats should notify this office. We will have them made locally and get them out to you as quickly as possible." (And if you still can't sleep, try the Division of Volunteer Support.)

## 'Senior PCV'

(Continued from page 2)

question is in order. What is more important, the myth of the self-sacrificing Volunteer or the job to be done?

*Editor's note—A recent rule change makes it possible for Volunteers to request extensions of up to 18 months. The theoretical effect of this change would be to permit seven years of Peace Corps service (two 2-year terms and two 18-month extensions). However, re-enrollments and extensions of more than six months are subject to the approval of Washington.*

*William Brenneman (Eden, N.Y.) was a Volunteer in Thailand and is now with the Malaysia Training program at the University of Missouri.*

## Title taints

(Continued from page 3)

his status and salary increases. Why should we tailor Peace Corps to suit values that many Volunteers join the Peace Corps to reject?

I sympathize with the dilemma of the experienced Volunteer who weighs re-enlistment against the effect it will have on his eventual return to the U.S.

However, Brenneman has used an argument in which the end justifies the means. I feel strongly that the Volunteer who extends his service should do so within the spirit and meaning of voluntarism and the Peace Corps.

I think that Peace Corps Representatives should make a deliberate effort to use extendees during orientation and in-country training, as discussion leaders at Volunteer conferences, and in any way that would draw upon the enhanced talents of the Volunteer. However, I feel that the extendee should be allowed to

stand or fall on his performance in these roles.

If he does well, he will automatically enhance his position in the eyes of the rookies, without alienating them with special titles and privileges. With respect to his particular re-entry problem after a three- or four-year absence, I feel that the completion-of-service statement should state that the Volunteer's extension was "above and beyond the call of duty," was approved on the basis of outstanding performance as a Volunteer, etc.

The only financial incentive I feel is applicable to extensions is payment of the round-trip home between completion of the first term and extension of service—regardless of the host country's ability to put up half the cost.

*Maureen Carroll (Washington, D. C.) was a Volunteer in the Philippines. She is now with the Peace Corps staff in Washington.*

## The race is on

The first Malawi National Track and Field Championship drew 2000 spectators and the first rain in six months in Blantyre.

The meet was made possible through the combined efforts of Malawians, British personnel, and the Peace Corps.

Records didn't approach Olympic standards (there was a 4:45 mile and a 15:50 three-mile). But the results encouraged Malawi officials to prepare for their country's first international competition in the Malagasy Republic next year, and to plan for at least token representation at the 1968 Olympics and the 1969 All-African Games.

The track and field teams were either fully or partly coached by Volunteers from various Peace Corps projects—co-ops, health, and education.

About 1200 Malawi boys and girls were involved in the competition which began among most of the 50 secondary schools and teacher-training colleges, then extended to regional meets.

Three Volunteers, formerly in the physical-education program in Indonesia, planned and supervised both the regional and the national meets.

## Boats, bricks, anyone?

Does your community need a deep-water fishing boat, a brick-making machine, cooking equipment, desks and chairs?

The money for these and other items can be obtained from the Pan American Development Foundation, an organization which accepts donations from private citizens of the United States and Latin American nations and channels them directly to Latin American communities.

In nearly two years of operation, the foundation has loaned almost one million dollars to 192 towns and villages.

One of the features of the foundation is its revolving fund, whereby recipients of loans are asked to repay their loans, in money or in goods, either to the foundation or to another community, within two years.

The foundation only considers requests for specific items; the amount of money necessary to purchase a brick-making machine, for example. Tools and machinery are common requests, but the foundation has also loaned money for medicines and items essential to public-health work.

Peace Corps Volunteers who wish to interest their communities in sponsoring projects or who want to recommend projects to the foundation can write to Pan American Development Foundation, 19th St. and Constitution Ave. N.W., Washington, D. C. 20006.

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