



PEACE CORPS  
**volunteer**  
DECEMBER 1965



*A story from Sabah*

# MEMORANDUM

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**TO: Volunteers Everywhere**  
**FROM: The Editors**  
**SUBJECT: Correspondents**

The Peace Corps world has grown dramatically since THE VOLUNTEER began covering it four years ago.

Our first issue went to 614 Volunteers in 13 countries. This issue goes to 10,197 Volunteers in 46 nations.

At the same time, today's Volunteers are engaged in infinitely more complex tasks affecting men and institutions in thousands of communities.

It is our job to relate this experience. And we need your help to do it. THE VOLUNTEER is launching a correspondent system to keep pace with a growing Peace Corps and to do a better job of covering its work around the world.

We seek a select group of Volunteers who have talents in writing or photography and who are willing to contribute stories and pictures on a regular basis.

Generally, we plan to have one reporter and one photographer, or a combination, in each Peace Corps country. In larger countries we may have more than one.

If you have ability as a writer, or as a photographer, and if you have ideas about stories that would appeal to our readers and the desire to seek them out, we invite you to apply.

Our magazine has a growing audience around the world. We are being read in more and more places by more and more people. Our readership now extends to parents of Volunteers, college students, newspapermen, library visitors, congressmen, foreign diplomats and host-country officials, American diplomats and a steadily growing number of returned Volunteers who want to "stay in touch."

We welcome this broadening interest. But we are determined to maintain THE VOLUNTEER as a magazine for Volunteers. THE VOLUNTEER began four years ago with a primary function of providing information and ideas of particular interest to Volunteers. We continue on that course.

It is increasingly difficult to "cover" the Peace Corps world. There are too many people in too many places for us to be all things to all Volunteers. But in an effort to broaden our coverage we are gradually moving away from the "country-section" cycle to concentrate on single stories and smaller sections. Occasionally we plan to survey Peace Corps activities by subject, too, instead of by geography.

Peace Corps "news" includes the new approach a Volunteer has employed in a project, personal reac-

tions to different cultures, the funny things that happen to a Volunteer and maybe even short works of fiction.

It also includes local, national or international events as experienced by Volunteers. The Taal eruption in the Philippines, the revolution in the Dominican Republic, the India-Pakistan conflict—these events had major impacts on Volunteers. How does the Volunteer see these events affect the people with whom he lives and works? This, too, is something we want from correspondents.

Our correspondent system works this way:

Volunteers may nominate themselves directly, or nominate others. We are asking for nominees from a variety of sources, including Peace Corps staff members.

We want qualified photographers and writers. You don't have to be an Anthony Armstrong-Jones or a James Reston. But you should have some writing ability. We ask that each applicant submit one or more sample articles or, in the case of photographers, sample photos.

To minimize initial turnover, we seek Volunteers who are in training or in their first year of service abroad.

We prefer Volunteers who are stationed at a place not too distant from other Volunteers and staff sources.

Selection of correspondents will be at the discretion of the editor.

We will call on correspondents to provide pictures and stories and also general background information on subjects as they relate to their countries. Since this work is extracurricular, we cannot reasonably expect a correspondent to develop all the news from his or her country. Where time and distance preclude on-site coverage or writing, the correspondent would be expected to solicit material directly or pass story possibilities along to us.

While we seek to encourage the flow of news through the correspondent system, we shall continue to welcome stories, pictures and letters from all Volunteers and staff.

As our roster of steady correspondents grows, we plan to list them as correspondents, by location, in the masthead. This will be in addition to regular recognition in bylines and credit lines.

We are out to do a better job of covering the Peace Corps. You are that story. You can help us tell it. If you are interested, write THE VOLUNTEER, Peace Corps, Washington, D.C. 20525.

# The Peace Corps and RECRUITING

The search for Peace Corps Volunteers is a year-round effort.

It is concentrated on college and university campuses, but it also embraces farm and factory, city and town—anywhere potential Volunteers might be found.

The search is called recruiting and, in the words of Director Sargent Shriver, it "is a matter of informing the American public about eligibility and opportunities for service."

More specifically, it is an effort to get people thinking of the Peace Corps in terms of themselves, to answer their questions and then, if they are still interested, to make it as easy as possible for them to apply.

The Division of Recruitment in the Office of Public Affairs continually seeks to provide the Division of Selection with more and better qualified applicants from which to make a selective choice of people to invite to training.

It accomplishes its task without recruiting stations, without local offices and mainly with volunteer help reinforced by staff and a small core of full-time recruiters.

Peace Corps recruiters make speeches, show films, hand out literature, administer tests and just plain talk.

The bulk of the recruiting effort takes place on the campus, from where the Peace Corps obtains about 90 per cent of its Volunteers. Last year recruiters visited more than 1500 campuses.

The general rule is that colleges with an enrollment under 4000 are sent one recruiter for one to three days, and larger schools receive teams varying from three to eight recruiters who stay for one week. The teams are composed of Washington staff members and returned Volunteers.

The teams are usually preceded by an advance group which arranges campus- and community-oriented publicity, schedules speeches, sets up the information center and arranges interviews and discussions.

In their role as information-givers, recruiters will always be called upon to comment on queries like:

"I'd like to join the Peace Corps, but I can't do anything with my hands."

"What can a history major do?"

"Do I have to go if I apply, even if I change my mind later?"

But the motivational appeal used by the Division of Recruitment goes deeper than merely answering questions on how one joins and if certain skills can be of use.

In the early days, the appeal of

the Peace Corps lay in its "pioneering" spirit and in the glamor of self-sacrifice. As the first Volunteers began to describe "what it was really like," the appeal shifted its emphasis to the more trying aspects of Peace Corps life—the monotony and frustration.

Donovan V. McClure, Associate Director for Public Affairs, feels that past approaches did not succeed in conveying the significance of the Peace Corps to the public. Last year, says McClure, recruiting was on a "mosquitoes and frustration kick." This year, "the emphasis is on our substantive work."

The Division of Recruitment senses that students today want to know if they as individuals have a place in the Peace Corps and if they as Peace Corps Volunteers could "actually make a difference in the world."

"This was the year of the student protest," says McClure. "They (students) thought that the Peace Corps should be viewed as a positive protest in which they can get involved personally and do something."

## Old talent finds the new

Face-to-face confrontation with qualified potential applicants remains the most productive means of Peace Corps recruiting. And returned Volunteers have been the most effective salesmen of the Peace Corps story in this arena.

In the past two years more than 450 returned Volunteers have recruited for the Peace Corps.

The Division of Recruitment calls these returned Volunteers "invitationals," W.A.E.s and "pickups."

If a Volunteer indicated on the information card he filled out for the Office of Public Affairs that he would be willing to recruit on his return to the U.S. and he is called upon to do so, he is an "invitational."

The "invitational" might spend anywhere from one day to ten weeks recruiting. He receives no salary, but he is given \$16 per diem plus travel expenses.

Before 1965, recruiting teams were composed primarily of "invitationals" and staff members from Peace Corps

headquarters. Recently, however, Peace Corps hired 40 W.A.E.s to work through the current school year. W.A.E. is an abbreviation for When Actually Employed, which means they are paid only when they work and not on a regular salary basis.

The W.A.E.s are all returned Volunteers. Their normal cycle is to spend three weeks in the field and a week in headquarters. They are the only people hired solely to recruit and as such they form the core of the recruiting effort.

About 40 per cent of all former Volunteers are back in school. To take advantage of their on-campus presence and their Peace Corps experience, the Division of Recruitment has occasionally called upon many of them to serve as "pickups." When the W.A.E. or invitational goes to a campus, he is given a list of all returned Volunteers enrolled there. The "pickup" aids the recruiting effort by organizing and promoting publicity and speechmaking.

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ON THE COVER: Sabah Volunteers Ron Kuhl and Beth Halkola (see story, pages 12-15) photographed by Paul Conklin, Peace Corps photographer, on a recent trip to Malaysia.

By PEGGY ANDERSON

I think I could paint recruiting better than I can write about it. I would use a lot of purples and reds to describe the eyes of recruiters who get up at 7:00 A.M., and give six or eight speeches in classes and meetings and answer questions at the Peace Corps booth until 10:00 at night.

I'd use off-white and burnt brown and anemic green to represent the food served three times a day in college unions and snack shops from Yale to U.C.L.A. I'd use a shivery blue to show how a recruiter looks when he arrives at a classroom to speak after walking half a mile in a sub-zero Minnesota wind for the fourth time that morning.

And I'd throw in an ashen gray for the faces in the Division of Recruitment when they discover that this year's pickin's at a given school are leaner than last year's, or rambunctious red when they soar above the previous totals.

Peace Corps recruiting is simply a job personally contacting as many qualified applicants as is humanly—or governmentally—possible.

As a method, recruiting has all the thoroughness of a political campaign. But because about 90 per cent of all Volunteers have some college ex-

perience, recruiting is most intense on campuses.

At a small school (under 4000 enrollment) the effort is limited to a one- or two-day visit, usually by a single recruiter who may speak in a few classes or at an all-school convocation and spend the rest of his time at the Peace Corps information center (usually a table stacked with literature) answering questions.

At a large school the vehicle for ferreting out prospective Volunteers from the labs and the frat houses is a phenomenon known as the "team visit." This used to be called a "blitz" operation.

The team visit is a carefully structured system. It begins with the advance man, who usually has an assistant. This pair arrives on the doorstep of Old Main very early Monday morning a week before the recruiting visit is scheduled. The job of the advance team is to make sure everyone on campus learns the Peace Corps is coming.

The advance team works through a Peace Corps liaison on campus, a faculty or staff member who has been so designated by the president of the school at the request of the Peace Corps. He may be a placement officer, a coach, a professor in international relations.

## Recruiting:

Without the coordinated efforts of the advance team and the liaison, we may miss some students, or they may miss us, and we may take fewer applications back to Washington than we'd hoped, which means fewer than the team took back last year.

When the school permits, as it usually does, the advance man pulls out all the stops. He arranges for tables to be set up in the busiest spots on campus, usually in the student union or outside the library. He arranges for a phone at the main booth, as the table is called, and for the number to be publicized. He arranges for posters, for radio and T.V. interviews and for press coverage on and off campus.

Most important, he makes arrangements for members of the follow-up team to speak in classes, meetings, residence halls and fraternity and sorority houses. In a school of 20,000 or more, 100 such appointments is not an unusual number. The advance man matches the recruiter to the audience

"From shivery blue" (the author at Yale) . . . . .



## a team effort

wherever possible. For an education course he will send the team member who taught as a Volunteer in Nigeria; for a political-science class he will slot the Washington staff member who is a lawyer, and so on.

On Sunday night, the follow-up team comes in. Its size depends on the size of the school; the team I was on at Yale comprised four, while the team at the University of Minnesota had nine plus Janet Leigh, a member of the Peace Corps National Advisory Council.

A team is usually a combination of Washington staff members (who take turns recruiting, usually two or three times a year, no matter what their jobs) and returned Volunteers hired to recruit full time or hired just for the trip.

Advance team meets follow-up team late Sunday in an overheated motel room on or near the campus. There is a briefing on the week's schedule, the general climate of the school (whether it is conservative or liberal, where

students come from and what they study, what the strong groups are and what the recent headlines have been in the campus paper) and potential problems (what to do about campus socialists who are scheduled to put up a table next to the Peace Corps booth on Tuesday).

Monday, Tuesday and Wednesday are long, hard days. Each recruiter may go to seven or eight classes where he talks from five minutes to an hour, depending on the prof. At night he may go to a sorority house for dinner and a 20-minute talk, and after that he may hit a seminar at the Newman Club where he will talk for another half hour.

After every class or meeting he returns to the booth to answer questions. Depending on the traffic, the whole team may stay there until the last entwined couple has straggled out of the union and the janitors sweep by. Most recruiters spend Thursday and Friday at the booth, and several stay until Saturday afternoon.

The purpose of all this is to get students interested enough to come to the booth. Once there they can receive personal attention of recruiters, pick up an application and the shiny literature ("Teachers in the Peace Corps," "The Peace Corps in Africa," the India poultry-project description,

THE VOLUNTEER, "Over My Dead Body!" etc.) and sign up for the placement test.

In the old days, campus placement tests were given several times a day for a whole week by a tester from Washington. Now it is administered over three or four days by a team member or a returned Volunteer on campus. We assume that the people who show up are sincerely interested in the Peace Corps.

If, as Americans seem to believe, it is possible and fair to equate success with growth, then Peace Corps recruiting has been a very successful venture.

In the more than two years before recruiting began in mid-1963, some 58,000 people applied for service. In the first year of organized recruiting, about 46,000 people applied, and 13,585 of them were recruited during team visits. During the second year of organized recruiting, 1964 to 1965, total applications dropped slightly to 43,537, but at the same time the number of available and qualified applicants increased.

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*Peggy Anderson, a former Volunteer in Togo, is a veteran of ten recruiting trips. She has been a public-information writer for Peace Corps since her return from Togo.*

"to rambunctious red" (Gene Schreiber at the University of Maryland)



## Peace Corps ads: from 'glamor' to 'individual need'

A young couple is sunning on the beach. Music from their transistor radio is interrupted by an announcer who informs them that there are not enough teachers in Somalia, that Quechuan Indian children live on potatoes and that in parts of Asia people dance in the streets to cure smallpox.

"It's a great, wide, wonderful world you live in," continues the radio voice, "but the world you don't live in is filled with poverty and ignorance and disease. Please write the Peace Corps. We'll tell you what you can do about it." The couple continues sunning.

This television advertisement reflects the latest "pitch" of the Peace Corps. It is called the "do-nothing" approach.

Young & Rubicam, Inc., the ad agency handling the Peace Corps ac-

count, devised this format for a new fall series of ads.

"Do nothing" in this instance actually is designed to provoke a "do-something" sentiment on the part of the hearer, says Donovan V. McClure, Peace Corps Associate Director for Public Affairs.

That couple on the beach may be doing nothing, on the beach or off. The Peace Corps ad isn't pointing an accusing finger at them and saying they ought to be up and about saving the world. Instead, the message seeks to tell them that there is something for the individual to do in the Peace Corps.

"We want people who read and hear our ads to say to themselves, 'the Peace Corps needs me to do such-and-such a thing and I can do it,'" says McClure.

"Do something" also represents a shift in approach in selling the Peace Corps.

The early ads, Volunteers com-

plained, were making out the Peace Corps to be all glamor and thus creating a phony image: living in a mud hut, eating only rice, being paid 11 cents an hour and generally making sacrifices that the Volunteers felt they were not really making. ("You're going to be right in there with monotony, illiteracy and an army of blood-thirsty mosquitoes.")

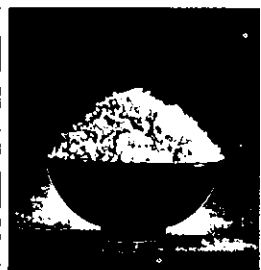
Later ads reflected what Volunteers said the Peace Corps was like: a rewarding opportunity to serve, but full of frustration, boredom and painfully slow progress. ("The Peace Corps doesn't work miracles. Don't expect any.") Others felt, however, that these ads showed the negative aspects out of proportion.

Still later ads tried to combine some of the original idealism with the realities of service. ("Maybe they won't change the world much. But they won't leave it the same either.") But the most obvious break with the old approach came this fall when "mosquitoes and frustration" gave way to "individual need." ("You'll use every skill you've got. . .")

1963



First-class travel



Exotic foods



Luxurious living

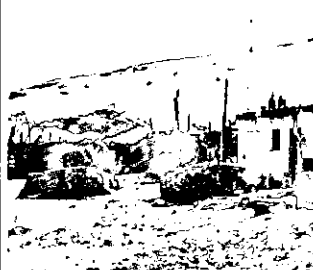


with pay

You were expecting maybe romance . . . glamour? Then forget about the Peace Corps. Glamorous it's not. You're going to be right in there with monotony, illiteracy and an army of bloodthirsty mosquitoes. Helping people who have asked for help. You're going to work 16 hours a day and sometimes some of the people won't even know what you're doing there in the first place. And you will see one fraction of the results you'd hoped for. But it's worth it when a kid in Turkey understands what an alphabet is and some day will be able to use it. When a farmer in Ethiopia gets chickens with some meat on them for a change. Or when Colombian villagers learn to work together for the first time—and this new spirit of unity builds a health center. The Peace Corps works in 46 countries—not changing the world dramatically, but not leaving it the same, either. It's tough to get into the Peace Corps. But we'll be glad to check you out.

Just write to: The Peace Corps, Washington, D. C. 20525

1964



Chimbote, Peru



Chimbote, Peru  
two years after  
the Peace Corps

The Peace Corps doesn't work miracles. Don't expect any.

The work is hard, the hours long—but the progress is slow. Two years later not much has changed in Chimbote—on the outside.

Inside, a lot has changed.

A child learned the alphabet and pretty soon will know how to use it.

A soccer team was organized to ease some of the monotony, the soul-crushing monotony of poverty. And they're winning.

A health clinic was started. Maybe it won't solve all the medical problems of Chimbote, but at least it's a start.

These aren't miracles—only a start. And for the Peace Corps Volunteers that follow, the job of easing this community into the twentieth century might be a little easier. These are things the picture can't show. If you think you can take on a job where progress is never too obvious, put yourself in the picture.

Write: The Peace Corps,  
Washington, D.C. 20525.

Besides the opinion of returned Volunteers, the new approach in Peace Corps ads has been affected by the changing atmosphere on college campuses. About 90 per cent of all Volunteers come to the Peace Corps from the campus.

From these students, the Peace Corps found that the old clichés and generalities just wouldn't do anymore, said McClure. "Students today feel the need to become personally involved in something. They feel 'computer' pressure. They want to know how our programs, our methods and our goals relate to them as individuals."

In addition to recruiting Volunteers, advertising helps increase public understanding of the Peace Corps.

"With the limitations of space and time, advertising can only tell a little about the Peace Corps," says Mark Strook, a Young & Rubicam vice president handling the Peace Corps account. Our ads seek to "encourage an interested person to find out more

about the Peace Corps and its programs," he says.

Coupon ads, for example, serve this purpose directly. Readers write their

names and addresses on the clipped coupon, mark it asking for information and/or an application and send it to Peace Corps headquarters.

Minute-by-minute, inch-by-inch, the Peace Corps obtains more for its advertising dollar than almost any other "client" in the world today.

Last year, the Peace Corps spent \$77,000 for advertising. It received advertising worth more than \$23 million at the going national rates. This year it will obtain an estimated \$25 million worth of time and space for a contracted price of \$81,000.

Low costs are possible because the Peace Corps has been adopted by The Advertising Council as a public-service account. This means the Peace

Corps pays only for the production of its ads.

The Peace Corps does not pay any of the costs of the people's salaries who work on its account, nor does the agency pay for any of the space in newspapers and magazines or time on television and radio.

In 1963, the Peace Corps was ninth most popular among the public media of all the public-service advertisements sponsored by The Advertising Council.

In 1964, it reached third place which it continues to hold, surpassed only by the Highway Traffic Safety and the United Givers Fund (Community Chest) campaigns.

1965



## Some of their best friends are Americans

Their friends are Peace Corps Volunteers who do more than talk about a better world — they do something about it.

They're doing something about it in the Philippines and Peru, in Togo and Nepal. In each of the 40 nations where the Peace Corps works,

Peace Corps Volunteers are teaching and building.

They're farming and they're nursing. Many of them work 16 hours a day — and much of that in the hot sun.

There's no glamour, just hard work. But they wouldn't have it any other way. Maybe they won't change the world

much. But they won't leave it the same either. Just ask their friends. Or better yet, help their friends. Join the Peace Corps.

Write THE PEACE CORPS, Washington, D.C. 20525.



1966

**Everybody asks you  
to cut out coupons.**

**This time  
it's the people of  
Chimbote, Peru.**

The Peace Corps,  
Washington, D.C. 20525  
☐ Please send me information  
☐ Please send me an application

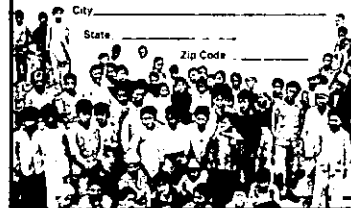
Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip Code \_\_\_\_\_



Published as a public service in cooperation with The Advertising Council

"An activist . . . is a guy who wants to be involved in all the issues."

*Joseph A. Hays, Director of Peace Corps Recruitment*

"(Some will say) that I sound mighty anti-American. To these I say: Don't blame me for that! Blame those who mouthed my liberal values and broke my American heart . . . We have become a nation of young, bright-eyed, hard-hearted, slim-waisted, bullet-headed, make-out artists. A nation — may I say it — of beardless liberals."

*Carl Oglesby, President, Students for a Democratic Society*

"An activist is a person who takes his ideals seriously, is committed and is willing to do something about his

beliefs whether it be tutoring disadvantaged kids, setting up a Freedom School or community-action projects or working in the Peace Corps. . . . Emerson divided the world into the party of memory and the party of hope. I want people voting a straight ticket for the party of hope. That could be somebody in the Young Americans for Freedom as well as the Students for a Democratic Society. I would exclude Communists—they don't make up their own minds."

*Frank Mankiewicz, Regional Director for Latin America*

"In Hamlet, Shakespeare sets the matrix from which I developed my conception of the 'activist.' He is that person who determines that it is *not* 'nobler in the mind to suffer the slings and arrows of outrageous

fortune,' rather, it is nobler 'to take arms against a sea of troubles and by opposing end them.'"

*Charles J. Patterson, Acting Associate Director for Program Development and Operations*

"I do not view myself as an outsider. I want to change society, not leave it, and, for me, the movement is not something outside; it is, rather, the most vital force within society. The radical, as its builder and emissary, attempts to reach more and more sectors of society and to turn the objects of social forces into subjects. This is a task for those who want to relate to people, not those who reject them."

*Kimberly S. Moody, student radical, Johns Hopkins University*

## GRIN AND BEAR IT BY LICHTY



"I don't think they really want skilled college personnel! Not a single job to go to some emerging nation to teach them the latest in protest techniques."

## A New Debate:

Is there a role for the student activist in the Peace Corps?

The answer depends on one's definition of an activist, and there seem to be as many definitions as there are activists.

But in Peace Corps terms, the answer is a tentative "yes." The qualification is that the activist must come aboard on Peace Corps terms.

Some Peace Corps staff hold that a Volunteer, by definition, is an activist. Others feel that since the Peace Corps overseas is non-political, it should not concern itself with the politics of Volunteers and that, in any event, most Volunteers come from neither the left nor the right but from the "service-oriented middle."

But the question continues to thrive.

It was posed by college interns working for the Peace Corps last summer. It has been pursued in discussions with student leaders, confronted in campus recruiting visits and debated vigorously at weekly Volunteer Forums at Washington headquarters.

The reason the question persists is twofold:

First, as outlined by Deputy Director Warren Wiggins, the Peace Corps has progressed beyond its earlier application of "applied altruism" to a



"There is no place in the Peace Corps for beatniks, kooks, draft dodgers or their ilk."

*Peace Corps press release,  
Nov. 9, 1965*

"Although it is established beyond reasonable doubt that many of the demonstrations against the United States policy in Viet Nam are organized with the assistance of Communists, many others who demonstrate are just sincere, idealistic youth whose idealism could well be channeled into the creative work in the valleys of the Indus and the highlands of the Andes.

"I think we must separate the hard-core agitators from the soft-hearted idealists. A large number of the people in government that really amount to something at one time in their life have either been touched, tainted or

involved in something that they would have been better off in 20 years if they hadn't been."

*Vice President Hubert H. Humphrey,  
addressing the Peace Corps  
National Advisory Council*

"He's a student leader who is not only committed to issues but who involves himself in them . . . somebody who is not just going along with the tide."

*Donovan V. McClure, Associate  
Director for Public Affairs*

"African programs require a Volunteer who believes in the commitment of individual conscience and in the efficacy of individual effort. If by 'activist' we mean a Volunteer who will devote intense will and effort to the goals set by a foreign culture,

African programs demand activists. If by 'activist' we mean a person who sees political protest as the primary means of progress, abroad as well as at home, African programs offer neither fulfillment nor acceptance.

"The protests have been made in Africa, and Africans have won their points. It is now their task to fulfill acknowledged goals. Seventeen of nineteen African nations now utilizing Peace Corps Volunteers have been independent for less than ten years. To all these nations, political activists from abroad, whether they come from East or West, are cultural imperialists and saboteurs. But to the American who says, 'I want commitment in my work, and I am committed to the goals which you have set,' Africa says, 'Welcome.'"

*Thomas H. E. Quimby, Regional  
Director for Africa*

## Activists As PCVs

concept of itself as "nation building."

Second, the maturation of The Student Movement has propelled large numbers of socially-oriented American students into the mainstream of social action.

Wiggins sees a relationship. "The Peace Corps and the student have the same idea of what the world should be," he says. "We are finding that our interests and our means are not mutually exclusive."

Wiggins notes that students have changed in the past five years—in taking roles in action and policy arenas and assuming the lead in thinking on major social issues. He cites civil rights, poverty and illiteracy and the demand to end nuclear testing.

"In the same way that The Student Movement has changed and blossomed, the Peace Corps has," says Wiggins. "Anybody who characterizes the Peace Corps as applied altruism misunderstands what it is, what it represents and, most important, what it can become. It is as inaccurate as the idea that the civil-rights movement is nothing more than a chance for 'college kids' to blow off steam."

"We believe that it is fair to begin talking about the Peace Corps in

terms of nation building . . . we believe that Americans, particularly college students, can be a critical element in the evolution of a society."

In relating The Student Movement and the Peace Corps, the Peace Corps does not limit its appeal to any particular type of activist. The conservative Young Americans for Freedom have been party to the dialogue along with the radical Students for a Democratic Society. Peace Corps policy is to find qualified people wherever they may be.

### 'Like a Football Team'

Peace Corps officials generally agree that most Volunteers come from the center of the political spectrum. As Director Sargent Shriver has put it, the Peace Corps is like a football team in that it has a left and a right end and a strong center.

But at the same time the center of the student political spectrum appears to be shifting to the left, and that, too, has contributed to the reassessment of the Peace Corps relationship to the present college generation.

The popular image of the modern activist embraces the student who fits under an elusive umbrella termed The Student Movement.

The Movement claims no ideological parents. Its members see no relationship with radicals of other eras.

And they dismiss the liberal inheritors of the New Deal as "Establishment" and "corporate liberals."

It is not unlike other radical movements in that it wants to change society. But similarities end there. The Student Movement is intensely individualist. It wants to change people rather than change or create institutions. By working at a local level, the new activist hopes to affect people in a way that will encourage them to create their own social structures.

Because The Movement pays little attention to structures, it is more easily defined by its philosophy than by its organization. It embraces 40 or 50 groups of varying size and importance. It is small, and occasionally noisy, but always purposeful. It does not simply picket against war or march for integration. Rather, activists of The Movement are engaged in substantive efforts in teaching, tutoring (there are 100,000 students tutoring in the U.S., many are in The Movement), social work and organizing slum neighborhoods. They have largely abandoned governmental solutions in favor of grassroots "participatory democracy."

David Christienson, a returned Volunteer now at the University of Chicago, told a Volunteer Forum in Washington that a large percentage of the student activists participate on

specific issues of particular interest to them. These, he said, are the activists most inclined to favor the Peace Corps. A smaller percentage are non-ideological and humanist-oriented; others just like to rebel, and a handful are Marxist-oriented, he reported.

Do these activists have a role in the Peace Corps? "There is something about the Peace Corps that should be attractive to the activist," says Wiggins.

But Wiggins makes it clear that the Peace Corps is not going to change anything to accommodate radicals. "We are seeking to attract the activist if he wishes to come in on Peace Corps terms," he says. "That is not seeking out, but saying the door is open."

And the Peace Corps terms are blunt: "Exporting political opinions of any sort is imperialism. It involves a colonialist mentality which is inept, out of date and offensive to people who can think. A Volunteer imports only a basic belief in the individual right to individual creativity."

## The Activist— A Definition

By TOM DE VRIES

The lack of agreement on definitions of "activist" has led to a compromise consensus on a faulty premise: "The great majority of Volunteers now come and will always come from the center."

I believe the statement to be incorrect and misleading. A careful examination of it will do much to solve the problem of whom we are trying to recruit for the Peace Corps.

The conception of somebody in the center implies some kind of ideal, clinically stable personality. There are rarely such people, and although it would be easy to find figures on the average age of Volunteers (24.22) or their educational background (most have B.A.s), the kind of figures that would contribute to a statement like "most Volunteers come from the center" simply are not available.

Further, it isn't true. There is, I suppose, a mean in some given characteristic so that a Volunteer could be described as being "about average" in terms of his political leanings or interest in world affairs. I would

guess, however, that most Volunteers are well above the mean in their interest in world affairs while well within the standard deviation in political orientation.

If we assume that the Volunteer represents the "broad center" of American society, we must agree that the experience has not changed him—he is the same person in all respects as the one who entered training. This, it is to be hoped, is not true either.

And even if those who enter are centrists (something I consider highly unlikely), they come out something else. The returned Peace Corps Volunteer is no longer an "average American."

Finally, until a great many more people start applying to the Peace Corps, the inescapable conclusion is that there is some characteristic that is atypical about those who do. Either the "broad center" is really quite small, or our Volunteers aren't from it.

So who is in the Peace Corps?

There are two answers depending on how much sleep one has had. First answer: who cares? The only question is what they can do and what happens to them, not what label they have on them. Second answer: the activists. Why else would they be there?

There are a certain number who apply to the Peace Corps out of pure opportunism, but I suspect that it is not a large proportion. There are others, a few, with a Foreign Legion motivation—they want to get away. But most are motivated by the same things that motivate The Student Movement in this country. They want to do something "worthwhile" with their lives; they are willing to take some risks and put up with inconveniences; they have a fairly broadminded view of the problems of a developing area and are willing to learn about those problems.

And most important, the way they go about implementing their ideas is often outside the normal, established channels of action. In other words, they are creative.

This is probably a fair description of the young activist in this country. Many of them would think they have been libeled, so I must admit there are differences between them and most Volunteers. Most activists here are not working for the government, and most are getting paid less. Also, the

average activist here has probably had more breadth of movement and more freedom of action than he would have had in the Peace Corps.

Still, the differences are largely of degree, not kind. There are, of course, many Volunteers who would not be caught in domestic activist circles just as there are many radicals who would never join the Peace Corps. Actually, there are radicals working in northern urban slums who think the radicals in southern civil rights are missing the whole problem, and others working in migrant-labor projects who think those in urban ghettos are "piddling around with the small stuff." Everybody has his interests.

The thing that probably keeps more of the experienced activists at home is that they have too much of a commitment to their slum or rural county to leave it. They think the Peace Corps is fine, but they are already busy at something that seems to them more important. Heaven knows, Peace Corps Volunteers get parochial, too.

*Tom DeVries, a Peace Corps public information writer, calls himself the "Peace Corps student-in-residence."*

## OPERATION TURNOVER

"You may join us in speculation about what we will be like in two years. First of all, since the tenure of Volunteers is normally two years, nearly the whole overseas force of the Peace Corps will be people who are not with us today. Projecting our past experience, a maximum of two-thirds of the staff will still be in their jobs and it may be a good deal less than that. I would guess that of the major 20 people in executive posts with the agency, only five will still be the same. It wouldn't really surprise me if all 20 were gone three years from now. All this means that the people who join the Peace Corps in the next few months will exert a tremendous influence on it in the immediate future."

*Deputy Director  
Warren Wiggins  
in a speech to Stanford  
University students.*

## Volunteer Killed In Togo Accident

One Peace Corps Volunteer was killed and four injured when a truck careened into a large crowd at Sotouboua, Togo, on December 5.

James George Driscoll, 20, who was serving as a mechanic at Sokodé Hospital in northern Togo, was one of the estimated 125 persons fatally injured when the truck, loaded with building materials and towing another truck, went out of control at full speed. More than 100 other persons were injured.

The crowd was celebrating a festival in the village, which is 135 miles north of the capital, Lomé.

Volunteers who were injured included Florice M. Barnum, of Los Angeles, Calif. and Audrey Kragel Wiechman, of Dalton, Neb., who were taken to the U.S. Army Hospital at Frankfurt, Germany; Kathleen Craig, of Pittsburgh, Pa., who was taken to the U.S. Public Health Hospital at Staten Island, N.Y., and Audrey A. Doudt, of Allentown, Pa., who remained at the hospital in Sokodé. All four are nurses assigned to a health project there. None was reported critically hurt.

Driscoll entered Peace Corps training March 8, 1964, at U.C.L.A. and was sent overseas June 18, 1964. He attended St. Joseph's Collegiate and Cardinal Dougherty high schools in Buffalo, N.Y. He is survived by his father, Joseph P. Driscoll, of Buffalo, and two sisters.

## Returnees Organize

A committee of 13 returned Volunteers from Michigan has been formed to lay the groundwork for a statewide organization of former Volunteers to work with social problems in the state.

The committee is the result of a meeting of 30 returned Volunteers called by Gov. George Romney to discuss ways in which former Volunteers could contribute their experience toward meeting Michigan's human and social needs and the steps which Michigan could take to enhance this contribution.



**AWANDERING:** Four of the eight Trainees who were lost for three days, trek out of the New Mexico mountains after they were found by a rescue party at an abandoned ranch. Attempts to find the Trainees, who had lost their direction on a 35-mile hike designed to prepare them for community-development work in Chile, involved 2 helicopters and 60 searchers. One of the Trainees, Michael Mitchell was quoted as saying: "We didn't feel lost. We just didn't know where we were." From left: Linda West, Jane Whitmore, Judy Johnson and Sue Selbin.

## Scholarship Initiated by Volunteer

A revolving fund in Malawi has made it possible for potential secondary school dropouts to continue their education.

The "small but significant" C. T. Toothill fund was established by Thomas George Popp, Jr. (Ft. Wayne, Ind.), Toothill's grandson, in March. Popp wrote a letter to his hometown newspaper asking for contributions to aid Malawian students who faced dropping out of school due to lack of fees. He reported a good response.

Each person who receives aid agrees to "do his best" to repay the money to the fund within one year, thus assuring continuous use of the money and aid to more students.

A small committee of Malawians together with Popp administer the fund, selecting the best students from among the applicants.

Popp named the fund for his late grandfather, who himself was unable to finish his college education due to lack of funds.

## Congressional Aide Battaglia Dies

Funeral services for David Battaglia, assistant congressional-liaison officer for the Peace Corps, were held at Fort Myer Chapel, Arlington, Va., on December 6.

Burial was in Arlington National Cemetery with full military honors.

Battaglia was found dead in his Washington, D. C. apartment on December 2. Police said his death was a suicide.

Battaglia assumed his duties as a congressional-liaison officer in August

after serving for two years as a Volunteer in Ecuador.

A Marine Corps lieutenant from 1953 to 1959, he came to Washington after his discharge and was employed for two years as a legislative assistant to the late Sen. Estes Kefauver. He received a bachelor's degree in economics from Georgetown University in 1960.

He is survived by his father, John H. Battaglia, of East St. Louis, Ill., a sister and two brothers.

By PAUL CONKLIN

Tambunan, a town 50 miles southeast of Jesselton, rests on the fringe of civilization in Borneo—eastward, toward the island's center, there is virtually nothing but a blank space on the map.

Like other teachers attached to Tambunan's Government Primary Schools, Rohn Kuhl, a Volunteer in Sabah since last December, lives in a "Class 3" government house in town.

Clamping a Sabah cigar between his teeth, and stopping to inspect the watermelon ripening in his garden, Ron heads for school about 7:30 each weekday morning.

Although he graduated from the University of West Virginia with a major in education and had been considering teaching as a career, Ron goes to school without much enthusiasm. "I just don't like teaching," he says. "I wouldn't like it at home either, I'm sure of that now." Part of the difficulty, he admits, lies within himself, and part of it has to do with the system.

The G.P.S. is an elementary school with six grades and is attended by 350 children from Tambunan and surrounding villages. The school day

## 2 Volunteers in Sabah

is divided into half-hour class periods, and Ron has almost 40 sessions of English a week, a schedule that at times comes close to overwhelming him with its monotony.

Balancing a cardboard box on his shoulder, Ron arrives in class. He reaches into the box and begins a staccato fire of questions. From the box comes an ink bottle. "This is an ink bottle." Or, "This is my ink bottle." Or, "This is not your ink bottle." Or, "There is some ink in *this* bottle, but there is no ink in *that* bottle."

The repetition is almost vigorous enough to stir the somnolent carabao grazing outside.

Although he doesn't enjoy his work, Ron takes it seriously: "I'm a task-master and really get a half-hour's work out of them."

He has his afternoons and evenings to himself, and this is when Ron Kuhl flourishes. After school his house is overrun by children. Sometime during the afternoon he is apt to drop

into one of the dozen Chinese *kadai*, or general stores, where most of the valley's business is transacted and much of its social life takes place. A student sets fish traps in the river that races through the valley, and often, later in the afternoon, Ron helps him empty them.

But a foreigner has to work to win acceptance from a conservative farming community like Tambunan.

The key to his eventual success as a Volunteer, Ron feels, is the Malay language. In Peace Corps training he was an indifferent language student, but after much painstaking study he is on the verge of becoming fluent in Malay. During his vacation in August, he hired three people to tutor him on a consecutive basis of eight hours a day ("It gave me a headache."). One of them still shows up two nights a week for a two-hour tutoring session by lantern light.

Ron never misses an opportunity to enlarge his vocabulary. Particularly elusive words are printed on pieces

At work on tomorrow's lessons: "Vocabulary is the key to success."



A second-grade student launches into an explanation.



Ron Kuhl arrives at Tambunan's G.P.S. at 7:30 each morning: "Now I'm becoming just another person around here—nobody stares."



ion of the difference between "give" and "get."

On a Sunday walk Ron converses with three young friends who ride a carabao.





Beth Halkola and friend: "It takes time, but you learn to communicate."

During a lull in activity at the clinic, Beth



of paper and tacked up around the house and on the inside of the out-house door.

"People who used to ignore me are beginning to talk to me about personal things. Now I'm becoming just another person around here—nobody stares."

The Gardenia restaurant, where Ron goes when he tires of his own cooking, has seen less of Ron since the arrival of a second Volunteer in Tambunan last June.

Beth Halkola is working in Sabah as a rural public-health nurse.

By 8:00 each weekday morning, Beth and the two local nurses with whom she works are loading their simple medical gear into the dispensary's UNICEF land rover. They set out for the morning's clinic, fording the river and scattering chickens and dogs as they head up the valley.

The clinic in Sunsuran is a rude structure of bamboo and tin, it has an earthen floor, a few dilapidated pieces of furniture and is open on three sides.

By the time the health crew reaches the clinic, mothers are waiting for them—on a busy day there may be as many as 80—squatting patiently in

the morning sun under parchment parasols.

The youngsters are weighed first. Bottoms are bared, amidst much howling, and inoculations against the usual childhood diseases are given. From the old World War II field-hospital chest in which her supplies are stored, Beth brings out big bottles of colored liquid—gentian violet, mercurochrome, and green worm medicine with a peppermint taste.

She returns home for lunch and irons the next day's uniform with an antique charcoal iron, a daily chore—"A day never passes but you get charcoal all over you."

At 2:00 P.M., Beth reports back to the dispensary, packs medicines into a shoulder bag and sets out on home visits that usually take her deep into the paddies. The dykes are narrow and slippery, and the muddy water of the paddies is infested with black leeches, which terrify her. Whenever she has to cross a stretch of water she jumps in with a squeal of fright and runs as fast as she can.

Most of Beth's patients are Kadazan-speaking (the local dialect) and don't understand Malay—to Ron's

chagrin Beth had picked up Malay almost effortlessly. And now, twice a week, she comes in from the field early enough to have an hour-and-a-half Kadazi lesson with a tutor.

Beth is shy, and during her first weeks in Tambunan she felt the same apprehensions, doubts and uncertainties that most Volunteers feel while their surroundings remain strange. But she finds her work profoundly satisfying and has begun to feel at home in Tambunan.

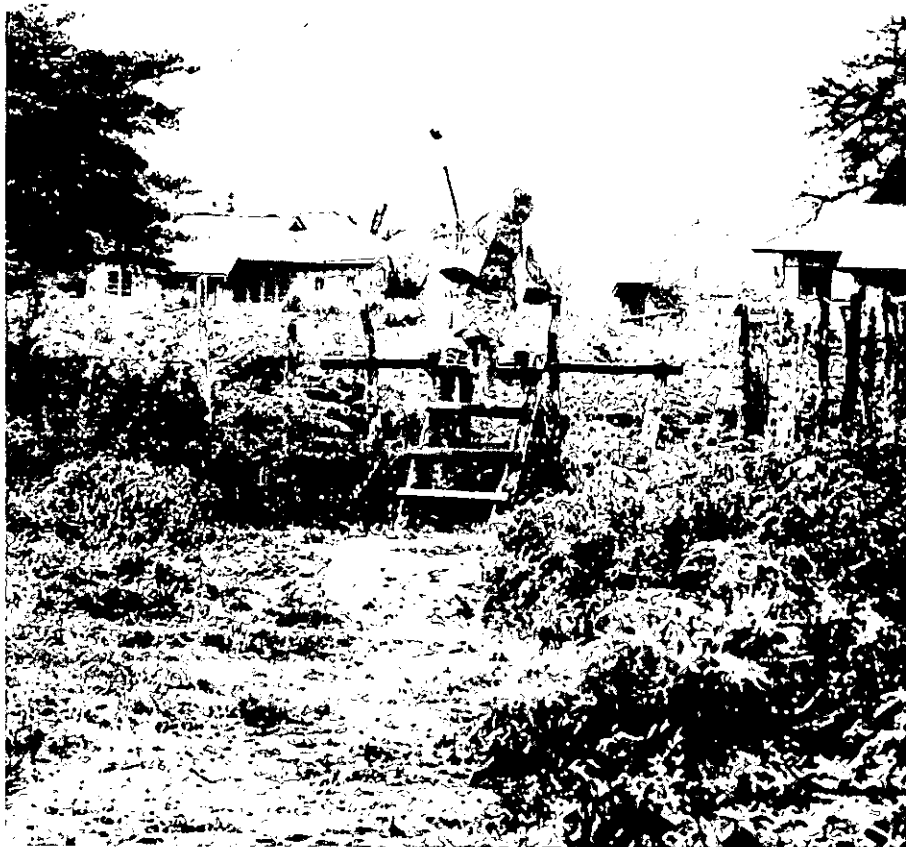
"It takes time, but you learn to communicate."

"Today, for the first time, I cried. A veterinarian and his wife were transferred from Tambunan to another town. I got a letter from him saying he would miss 'his dearly kindly friend,' and I sat down in the clinic and cried."

And, "On my way home today I met an attendant from the dispensary. I could tell he was drunk, and I kidded him that his 'ears were red,' as they say here."

*Story and pictures by Peace Corps photographer Paul Conklin.*

studies a page of Malay vocabulary words.



On a walk to a Sunday morning market, Beth uses a parasol to ward off the sun.

Beth prepares to board the UNICEF land rover to attend the morning clinic with two local nurses.



# A handy guide to PCV pets

One thing always welcomed by Peace Corps Trainees at U.S. training sites is fresh "feedback" from the field—detailed word from Volunteers on the spot. Letters from Volunteers abroad are usually read eagerly by Trainees anxious to get word on just what it's like over there. Below is an excerpt from one such communication from an old hand, written some time ago to a group of Trainees bound for Sierra Leone.

## DEAR FUTURE VOLUNTEERS:

Let me mention a few things about pets, pests, etc.:

- If you live upcountry, you might have any pet you like. You can get a good **monkey** for less than 10-bob (\$1.40), or much less if you're near their habitat. They aren't housebroken easily, though.

- **Pythons** are nice pets for those who like them. When you first get a python, put him in a tub of warm water each morning for the first several days. Then he will stay around the house because he likes the water—so they tell me. We had a python but put him in a crate and somehow he got out the first night. We'll prob-

ably get another one next year. They're fun. You can scare the hell out of people. But they never bite. They just eat a frog or something now and then and lie around all balled up.

- **Squirrels** can be purchased for a shilling or two. You must be attentive to them at first so they won't be afraid of you and get wild. We had one called Thesolousius, but I was working on census when he was given to me and he became wild, so I put him out in a tree.

- **Cats and dogs** can be obtained. Cats fare best.

- **Parrots** can be bought for two-and-six (35¢) and a nice cage for sixpence, hand-made. They just sit around and eat grub-ants and seeds and mock you every now and then. Not physically astounding, but good intellectual company. Some of the natives train them to report messages; if someone comes to the house and the host isn't there, they tell the parrot and the parrot tells the host when he returns. Short report, of course, but they do it. I've been thinking of getting one and teaching it English grammar so I can just talk to it here and have somebody take it to class, but the headmaster frowns on that idea. (People also teach baboons to open gates and sweep, but you hardly see that except in some remote villages around here. When I worked on the census, the counters asked me if they should enumerate baboons. I said no, that they would have a baboon census if they wanted to get this information).

- **Frogs.** We keep a couple of toads in the house because at night sometimes bugs come in and bap themselves against the lights until they kill themselves and fall on the floor where the frog just sits and eats. Our house is a privileged area for frogs, so we don't let too many in. Incidentally, the sausage flies you'll see are repulsive: they're long like shrunken cocktail sausages and are incredibly stupid. They really beat themselves around on the walls.

Up in this province, at this compound, there are lots of frogs at the end of the dry season (May-June) and if you're sensitive to sound they'll drive you nuts. They croak constantly, back and forth, back and forth. At first

you're happy to see them because they eat bugs, but after a while, when the cobras come after them, you're bloody near cheering for the cobras. I used to have high disdain for those who hunted frogs, in my respect for life, but after a month of hearing them croak (we're near water but not many other Volunteers are) I became callous.

- **Mosquitoes.** From what I was told in training, I thought I'd be wearing long britches, gloves, and a screen mask, having been in Florida. These mosquitoes have *nothing* on Florida (except that they carry yellow fever and malaria), but the aralen phosphate pills take care of the disease, and Off will keep them off.

- **Ants.** After the rainy season, if you're upcountry, you'll probably get armies of dryer ants. It sounds weird, and although you feel the fever of battle, you'll probably like it deep down because it's something to write home about besides sleeping under nets and boiling water. If they come inside, you are bad off and have to wage a defensive battle, but usually they'll just scour around outside. They're beneficial in that they go into your roof and through your grass and clean out the bugs. If you're worried about them coming inside, spread a line of ashes around the area you want to protect. They won't cross ashes.

As for the other ants around the house, just spray diligently. Finally you'll distinguish between the innocent ants and the guilty ones, and you'll learn to live with the innocent. You can't fight them all, like Sisyphus.

- **Snakes.** Cobras, mambas, and other vipers are around, so it's best to keep your grass short if you're upcountry. Then don't bother them and they won't bother you. That's not exactly brotherhood, but it's a nice working relationship. It's nothing to sweat.

As my school kids would write, I stop so far. Cheerio.

HAP CAWOOD

*Albert (Hap) Cawood (Harlan, Ky.) was a Peace Corps Volunteer in Sierra Leone from May, 1962, to July, 1964. While there, he taught English and also served as a field officer in the Sierra Leone National Census. Before joining the Peace Corps, he attended the University of Kentucky and in 1962 he received a B.A. in English education from Union College in Barboursville, Ky. He is presently studying for an M.A. in journalism and political science at Ohio State University.*



Drawing by Richard Knox



# School-to-School: A History

As a community-development project, the school-construction program at Casablanca, Colombia, was anything but a roaring success. But as the pilot project for the School-to-School program, it taught the Peace Corps lessons that enabled the program to get into orbit.

A Peace Corps Volunteer spent more than a year in the Colombian village nurturing the self-help school-building project along. He complained of unrealistic planning, an unwilling community and too much meddling from outside.

"We experienced a lot of problems and setbacks," said the Volunteer, Duane Bense, "but (it benefited) future School-to-School projects."

That might be an understatement. The Peace Corps drew on the experience of Casablanca to set up strict criteria for participating communities (see following story). Already there are 74 other projects underway in 19 countries. Some schools are completed. And the Peace Corps hopes to keep the number growing.

The whole idea had a casual beginning. It grew out of a conversation between a local Parent-Teacher Association president and a friend of his who had administered a foreign-aid program for the government.

Gene Bradley, a General Electric Co. official and president of the Rosendale School P.T.A. in Schenectady, N.Y., asked his friend what the group could do with \$750 it had on hand.

"I'd build a school," came the reply. "I don't mean sending in construction crews. No, I mean buying the cement and the block-making machines and providing a couple of supervisors to oversee the construction. I mean self-help."

Bradley liked the idea and took it to Washington. The Peace Corps agreed to participate in the pilot project between Rosendale School and Casablanca.

Director Sargent Shriver announced the Peace Corps School-to-School program in April, 1964. "School-to-School is a program that is uniquely suited to the Peace Corps' idea of self-help," he said. "It can potentially have great results around the world in furthering the purposes for which the Peace Corps was created. It is based not on handouts, but on self-

help for community development."

As a pilot project, the Casablanca school inevitably drew considerable attention from all parties concerned. At the same time, the people of the village had not organized. Their enthusiasm was in question; their subsequent lack of desire to lend their efforts to the building was a key factor.

Bense, who moved on to more promising tasks after more than a year on the job and with the building only 60 per cent finished, recalls an "unwillingness to work on the part of the beneficiary community, too much attention and interference from elements outside the community — particularly from Peace Corps in Washington and School-to-School program personnel — and willingness of the Peace Corps staff to junk the ideas of community development in a community-development program in order to please State-side elements."

To minimize these problems and to insure better coordination and utilization of funds, community resources and Volunteer effort, the Peace Corps devised strict requirements for projects. As a pilot project, Casablanca "was a real success in terms of what

**When asked to specify labor problems he encountered while working with a School-to-School project in Caserio Los Patios, El Salvador, Volunteer Douglas Palin replied:**

**"Fathers help but there are actually very few of them. Mothers abound."**

we learned," says Dwayne Stevenson, Director of the School-to-School program.

Samples of Volunteer opinion from subsequent projects bear this out.

The major benefit seen by many Volunteers is summed up in the statement of Bob and Karen Coit in Garzón, Colombia: "A school is being built."

The fact that schools are being built in communities which would not ordinarily be able to support the cost of a school is emphasized by Volunteer Kenneth Koym: "The people of Acudina (Brazil) have a nice school building to carry on the education of their children after a 20-year effort."

Without exception, Volunteers engaged in the program praise the "involvement" factor of School-to-School.

Volunteer David Toyryla, for example, reports that in Guaracan, Colombia, the people "now feel that they can work together for more improvements in their *vereda* (small community)."

"The opportunities for involving villages in the development of their own country" is a major plus factor for Judith Leischner in Adiake, Ivory Coast.

David Taylor, in Putumayo, Colombia, says that "community participation and spirit can be developed when financial aid is used in a limited fashion at the most effective time."

## Getting started

A Peace Corps Volunteer can initiate a School-to-School project.

If the Volunteer has a community that needs and wants a school, and if it has no source of funds to finance the whole building, School-to-School stands ready to help.

Peace Corps Representatives have the appropriate forms. Once completed and approved by the representative, the forms are sent to Washington, where they are matched with donating American schools. American schools raise \$1000 and send it to Peace Corps School-to-School program, which in turn transmits the funds to the community.

In addition to providing need, a community must demonstrate that it wants the school and that it is willing to play the major role in its construction and maintenance. To be eligible for School-to-School assistance, the community must:

- Demonstrate willingness to organize and build the school.
- Obtain a suitable lot and have clear title to the land.
- Have adequate building plans.
- Provide 25 per cent of the total investment (such as completing the foundation).
- Provide all labor in the actual construction of the school.
- Provide a teacher.
- Understand that the donating organization is not expected to provide anything more than funds for construction materials.

# Peru gets a

Volunteer Steve McCutchan entered the Siguas Valley with skepticism about his School-to-School assignment. "I wasn't too sold on the program," he said. "I felt it might be another program on 'How to Make Enemies and De-influence Friends.'" Two months later he left the Andean valley convinced, in his words, "that it can be an excellent program if properly handled." His experience is recounted below.

By STEVE MC CUTCHAN

*Arequipa, Peru*

There are 59 school-age children in La Quebrada de Caracharme de Siguas.

Before the Peace Corps began a School-to-School project in their isolated village in the Siguas Valley, these children had attended a small school across the valley on the opposite side of the Siguas River.

Their school was overcrowded, and the provisional bridges over the river are dangerous and are often washed away when the river is swollen.

A year before the people of the valley heard of School-to-School, they had formed a Committee for the Construction of a School. They knew their resources were limited (the majority are small-scale farmers), but the committee felt that if a feasible plan was presented to the people they could raise at least 10,000 soles (\$400) through a system of quotas placed on each man according to his means.

Peru has recognized the limited ability of its people to raise money for educational facilities, and the government has set up agencies to provide loans and gifts for schools. The agencies, however, are relatively new and so far have failed to develop a sound organizational approach to the requests they receive. The demand is overwhelming, and funds are inadequate.

The solution has been a reliance on *vara*. *Vara* literally means "rod" or "lever" but is better translated "pull" or "influence."

Search for aid by the Siguas Valley committee led to the government, but a small agricultural valley is off the path, both politically and commercially. Without *vara*, aid was impossible.

Continuing its quest, the committee asked for help from Gino Baumann, Associate Peace Corps Representative in the area.

To prove a need for the school,

the first requirement for a School-to-School project, the committee invited Baumann to visit the valley.

They also resorted to the only *vara* they had—they asked the director of a local government agency who had visited the valley and had become *padrino* (godfather) of the cornerstone of the proposed school, to assure Baumann of the need for a school.

La Quebrada Caracharme met the requirements. It obtained title to the school land, devised a building plan and promised to support a teacher.

I was the Volunteer assigned to the project and, with Baumann, attended a school fund-raising fair in Siguas a week before construction was to begin. We prepared for me to live on site in a tent while the school was being built. I was to eat with the families in the valley. We also presented the first portion of money, with appropriate Peruvian ceremony.

Although we had problems, created by the distance from a commercial center (it took at least two days for each shopping trip to Arequipa), we also had the advantage of access to sand, rock and gravel, and we were near an irrigation ditch.

A foreman was needed to direct the work. Volunteer workers can do much, but continuity in construction requires one boss. I rejected a suggestion that I should direct the work, partly because I didn't want to undertake a job which would deprive a capable Peruvian of an opportunity to earn money. From an advisory capacity I could make what suggestions I felt pertinent. But I also felt

that the more responsibility I could place on the shoulders of local Peruvians, the less devastating my departure would be.

I hoped when people looked back, they'd realize that although I had been a catalyst to spirit, the actual technical work was something they were capable of carrying on themselves.

Volunteer help from the community was the next problem. The committee drew up a roster of workers. From the roll, people were drawn according to the needs of the day. A Peruvian was placed in charge of notifying people of their duties.

In this system, I could complain to the man in charge if the desired people didn't appear, and I could mete out praise when the roll produced effectively.

I began to develop friendships with individuals in the community. I encouraged visits because I hoped this would develop pride in the building.

Because I, a "gringo," played the role of a common laborer, it took away a stigma that might have affected the project. I found myself mixing cement or digging dirt with community leaders who, at first, tended to send hired help in place of



BEFORE .....

## new school

going themselves—but who, with some friendly pressure, began to appear and even to enjoy coming when their jobs would permit.

We began to organize special days when almost everyone came, which accelerated community spirit. Over a period of 37 workdays, 200 man-days of voluntary labor were produced by a village of 35 families.

An inauguration date was set at last, and it gave added impetus. The daily turnout increased, and we decided to lay the cement floor at night—by the light of a full moon and a kerosene lantern.

We didn't reach the desired level of completion by inauguration date. This wasn't as big a catastrophe in Peru as it might be in the United States. In Peru, such dates are utilized almost as work-in-progress reports.

During the ceremonies, individuals were made *padrinos* of parts of the building such as windows, floor or roof. They then showed their support of the program by contributing money to the project. The *padrino* system helped finance some of the finishing touches by raising almost 2000 *soles* (\$80).

Because of inauguration excitement, however, there was a letdown after-

ward. A push to rekindle enthusiasm was slow at first, to let people rest, but if it had been too slow, discouragement might have set in. In this case, preparations had to be completed for the coming of the teacher.

Had I dealt in community-development or merely handed out money to build a school? Was the money a closed gift, or had it been presented in a way to be, and to be seen by the people, as a catalytic agent toward further progress even after the gift was used up? Time is the only complete answer to these questions but partial answers can already be seen in the Sigwas project.

The two-room school cost about 82,000 *soles* (\$3000). School-to-School donated \$1000. Another \$1400 came from the community—through labor and fund-raising. The remaining \$600 would have to come from other sources. Publicity about the project had given it some prestige (and raised its *vara* possibilities); the peoples' pride would give them confidence to solicit funds with vigor.

Undoubtedly the school project would have failed if the community hadn't received the initial boost of \$1000 from the School-to-School fund, in this case through the Rotary Club of Schenectady, N.Y. The money acted as a catalyst to spur them on to things they never thought possible. The people know they couldn't have built their school without it, but they also know that the \$1000 couldn't have done it without them either. This was the factor which made the difference.

For future School-to-School projects I think:

- School-to-School would be more effective as a specialized school-building program. It should never become a statistics showpiece.

- The rural areas hold definite advantages for projects—they're more likely to have difficulty in obtaining funds from other sources, and their economy is less often based on a monetary foundation. A farmer is also more capable of giving his time to such a project. In a city project it might be advisable to consider all-night construction, which has been successful in Arequipa.

- Materials for the school shouldn't be of very poor quality because the people will have less pride in their work. However, materials which are too far out of the community's reach could be used to build a structure serving as a constant reminder of dependency on United States aid.

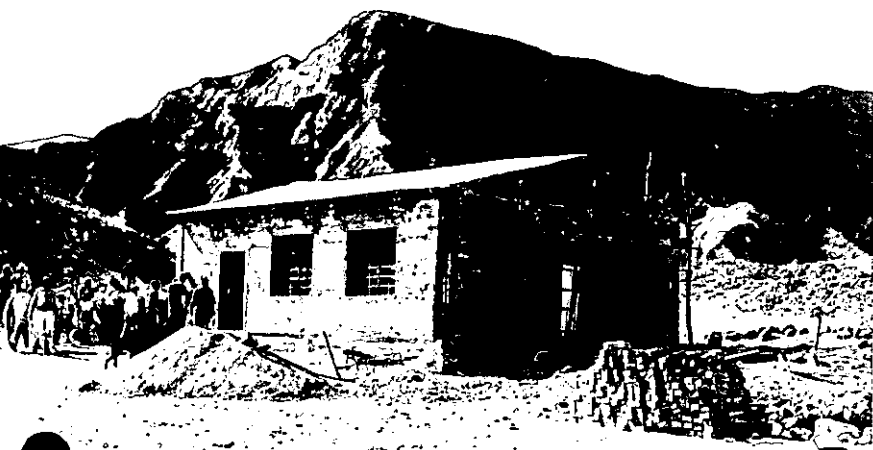
- Preparation of Volunteer for community, and community for Volunteer, is very important. The Volunteer should enter on the scene as early as possible. In isolated areas, language ability is essential, and a gregariousness to a degree not often required in a city project is necessary. If there is to be no Volunteer in the area after project completion, then there is some value in leaving before the school is finished so the community will realize how much they can do on their own.

- Close identification with the school in the States should be promoted. Because of the Volunteer's presence, it's often hard for people to distinguish between him and the source of the money. In the Sigwas project, I wasn't able to get answers to my letters or those of the community, and letters from the States are impressive to the people in small Peruvian communities. The U.S. school should, however, be warned against a "Santa Claus" attitude. It's possible the U.S. school could benefit by asking for small cultural items the Peruvian school could send.

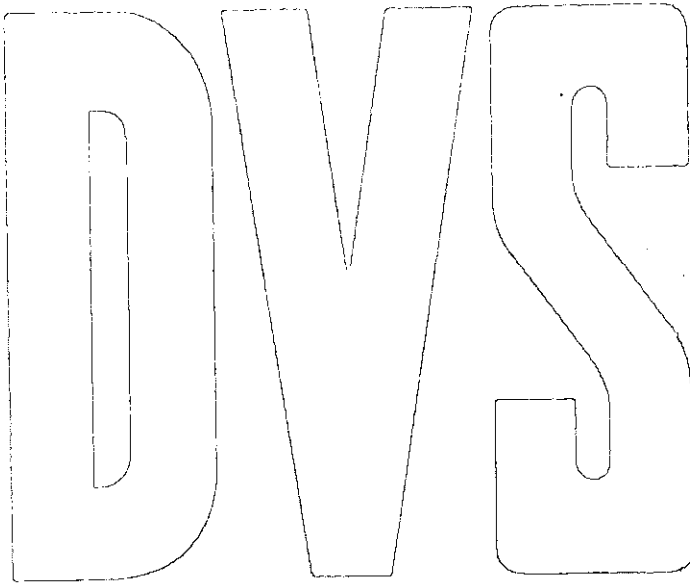
I think the School-to-School program, if carefully and selectively handled, has every chance of being beneficial to developing countries of the world.

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Steve McCutchan has completed his Peace Corps service and is now studying at Union Theological Seminary in New York City.



.....AFTER



By **ROGER S. KUHN**

*Director, Division of Volunteer Support*

On the tenth floor of Peace Corps headquarters, 87 people (22 of them former Volunteers) work to meet the infinitely varied needs of more than 12,000 Volunteers and Trainees.

Do you want the words to the theme music of N.B.C.-T.V.'s series "Rawhide?" Write to D.V.S. Did your seafreight sail to Monrovia while you flew to Ankara? D.V.S. will track it down. Do you want to allot \$10 a month to board your cat while you're in Peru? Mail the form to D.V.S. Are your income taxes too complicated for words? D.V.S. will simplify your problem—or advise you to see a lawyer. Do you have a grievance? D.V.S. will listen.

D.V.S. is the Division of Volunteer Support. It is the liaison officer who met with you in training and who answers your letters from the field. It is the special-services staffer who will cable you in the middle of the night if there is a family emergency at home. It is the travel specialist who arranged your overseas flight. It is the finance clerk who will figure out how much the Peace Corps owes you when you come home. It is the administrative officer who made sure you got your visa forms, your insurance beneficiary form, your "suggested-clothing list."

## ADMINISTRATION

Before you began training, you had your first contact with D.V.S. through its administrative office. One of the gracious lady staff members of Volunteer Administration, either Gene Arnould, Lillie Christy or Elsie Mulford, mailed you a kit of information and forms—your passport application, instructions on reporting to training, medical forms, information on social security and the like. Once you got to your training site, she made sure that you took care of a myriad of details—allotments, W-2 tax forms and W.H.O. cards, to name a few.

If you didn't show up at the training site, she was the one who wondered and worried why—unless, of course, you were one of the many who had called her to report a lost ticket, a last-minute wedding or an attack of jaundice. Last June, these ladies saw to the registration of about 5000 trainees in 74 training programs.

## TRAVEL

During this period, the D.V.S. Travel Office—one of the world's largest travel bureaus—was equally busy. Under the leadership of Monna Halley, the travel staff arranges the

issuance of tickets for Trainees to and from training sites, and dispatches Volunteers and their baggage to the far corners of the globe. Last summer, they bought 23,000 tickets, obtained 6000 visas and handled 30,000 pieces of baggage.

At one time, many groups of Volunteers were accompanied by a staff "escort officer" to make sure no one got lost on the way. This practice was abandoned a year ago, however, after experience had shown that it was extraordinarily difficult to lose Volunteers once they were on their way overseas—even when the unexpected happened—as it often does in the Peace Corps.

This summer, for example, the border conflict between India and Pakistan for a time grounded all flights to and over those countries. As a result, Volunteers found themselves stranded in Tokyo (no one complained), while others were sent hastily for further training to Israel and Guam.

Of the many cliff-hangers in Mrs. Halley's four years in D.V.S., the most hair-raising was the suitcase which exploded in the terminal shortly after being taken off a chartered plane for lack of space. And once a well-intentioned airline baggage clerk with limited knowledge of African geography changed all the Niger baggage tags to read "Nigeria."

## LIAISON

During training, you also had contact with the D.V.S. Liaison Office—eight former Volunteers and overseas staff members, headed by Carl Ehmann. Ehmann is a Harvard Law School graduate who taught English and law in Sierra Leone with the first contingent of Volunteers sent to that country.

Liaison officers visit most training programs to lead discussions of Peace Corps objectives, problems Volunteers may encounter in reaching for those objectives, and rules affecting Volunteers.

Another purpose of the liaison officer's visit is to show Trainees the face of their "man in Washington"—the individual to whom they can write about anything and everything. The result during the past year has been about 5000 letters from Volunteers in the field. Some of these letters are chatty, some are complaints, but the

vast majority are requests for information or help in some form.

Most Volunteer inquiries can be handled with comparative ease and dispatch—by a letter, a copy of the Village Technology Handbook, a text on Teaching English as a Foreign Language.

But some take a little digging. Where would you find a design for a tortilla machine? Who would have the plans for the peddleboats which meander about Washington's Tidal Basin? How can you make canes from a shark's bones? Nepal needs yams—and they must come from the Virgin Islands and arrive in the spring. Malaysia needs a six-inch rectal thermometer for water buffaloes ("four inches is too short," the message read).

Liaison officers are also concerned with the application—and revision—of Peace Corps policies affecting Volunteers.

One of the most useful sources of information and opinion which liaison officers have available are the reports of Volunteer completion-of-service conferences. These conferences are arranged by D.V.S., and liaison officers are responsible for seeing that the recommendations they produce get careful consideration by Peace Corps/Washington's operating offices.

## PUBLICATIONS

Closely related to liaison is the D.V.S. Publications and Information Center, headed by Tom Peyton, a former Volunteer and a veteran of the publishing business. Here are collected the most informative letters from Volunteers, project and country newsletters, clippings from host-country press and a variety of other source material by and about Volunteers.

This material is used by training officials, by writers from inside and outside the Peace Corps and by recruiters and new overseas staff members. Some of the material is incorporated in booklets prepared to give Trainees an authoritative insight into "what it will be like" as a Volunteer teacher in Africa, community developer in Latin America, or T.E.F.L. teacher in Thailand.

The Publications and Information Center also assembles the Volunteer booklocker and ferrets out the more

esoteric technical material requested by Volunteers in the field.

## SPECIAL SERVICES

Peace Corps/Washington's Volunteer fire department is D.V.S. Special Services, headed by Jack Burns. Burns holds a Ph.D. in counselling and was Director of Student Services at Temple University before coming to the Peace Corps. This office answers calls from worried parents when the weekly letter from Susie in Kabul is overdue, and genuinely tragic calls when there is the most serious kind of trouble at home. Special services is on duty every hour of every day, ready to send emergency cables and arrange emergency leave.

When there is an earthquake in Chile, a mutiny in Tanzania, a typhoon in Pakistan or a revolution in Santo Domingo, special services is the contact point for inquiring families.

Experience shows, however, that Peace Corps parents are a cool and confident lot, and that they usually worry less than their Volunteer sons and daughters fear they do.

Special services also arranges termination processing for Volunteers who come home early, whether for reasons of health, family emergency, inability to adjust or outright resignation. This often includes interviews with interested members of the Washington staff. If appropriate, it includes discussions aimed at helping the Volunteer to appraise the reasons for his early termination and to get started again back home with a minimum loss of momentum.

In the process, special services recommends to the responsible officials whether the Peace Corps should pay the Volunteer's way home. (Peace Corps policy requires Volunteers who fail to complete their tours to bear the cost of their return transportation in most cases, unless the reasons for their early termination are clearly outside their control.)

## RECORDS

The office least-known to Volunteers is D.V.S. Records and Special Studies, headed by Kathleen Williams. In her care rest the official records of every Volunteer and Trainee who has ever been in the Peace Corps—now over 27,000.

Based on these files and information fed onto a computer tape, records

and special studies turns out a wide variety of statistics and reports on such things as the number of Volunteers with degrees in agriculture, the number of Volunteer teachers in Thailand, the names of all the Oberlin graduates in the Peace Corps and the home addresses of every Volunteer from Los Angeles County.

Researchers, reporters, Congressmen, the Bureau of the Budget, the National Education Association, college deans and others have asked for information just like this.

## FINANCE

Sooner or later, every Volunteer wants to hear from Anna Hart of D.V.S. Finance, the office which mails out the final readjustment allowance checks. Allotments and withdrawals, insurance payments and tax questions are also handled in this office.

## C.I.S.

Volunteers are familiar with the Career Information Service. Almost everyone puts a good deal of thought into what he will do when he leaves the Peace Corps. More than half of the Volunteers substantially change their career plans in the course of Peace Corps service. Every Volunteer in his last year of service receives a C.I.S. information kit to help him plan ahead.

C.I.S. acts as a contact point and assembles information on jobs and fellowships that are especially in demand among returning Volunteers. On the basis of this information, C.I.S. mails monthly Career Opportunities bulletins to Volunteers during their last year of service and their first year back home.

It also circulates brief biographies of Volunteers interested in fellowships (more than 1300 of them for next year) or in working for the Federal government.

Volunteers who come through Washington may get personal counselling from a member of C.I.S.' staff, directed by Robert Calvert Jr., who is on leave from his position as head of the Student Placement Office at the University of California at Berkeley.

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*This article is one of several on Peace Corps/Washington offices which we hope to print in THE VOLUNTEER, which itself is published by D.V.S.*

# LETTERS TO THE VOLUNTEER

## Politics and peace

TO THE VOLUNTEER:

I personally do not believe that the Peace Corps can make any significant contribution to world peace. Primarily this is because it is a mistake to assume that the causes of war are purely economic and social. The most highly developed countries in the world have repeatedly gone to war with each other, and this despite the fact that they are so far along in the problems that face the developing countries.

Conversely, the causes of war between developing countries need not be economic or social. India and Pakistan would be just as much at odds over Kashmir if they both had the living standards of the U.S.A.

The truth is that there is another element, and it is purely political. Politics is the realm of power, and the love of power has overwhelmed men of all circumstances. We only have to look back to World War II to see conflict unleashed in the name of a power ethos. The problem of war is deeply rooted in man's moral character, and no amount of education or wealth can affect it.

Therefore let us celebrate the Peace Corps for what it really does, for we believe man's life can be made materially better, if not morally. To call ourselves the Peace Corps is a good selling point, but in fact a misnomer. And if we must make war on each other, let us do so with solid international understanding!

JOEL PARIS, M.D.

Trivandrum, India

## Language as a tool

TO THE VOLUNTEER:

I do not claim that an intimate knowledge of the host-country language is a panacea for all Peace Corps teaching ills. However, if one begins to think in terms of language as a teaching aid, rather than as a sop to the ideologues in Washington, it might not seem so much like drudgery.

I am in full agreement with those who argue for a reappraisal of the Peace Corps language program. But I take strong exception to those who

propose that such training should be all but eliminated.

Rather than an all or nothing decision, the powers that be should evaluate language in terms of its potential use. For community-development people and primary-school teachers, language could be an invaluable tool. Perhaps for secondary teachers, secretaries and so forth, language may be more trouble than it's worth. It is hard to say. But with the widespread revulsion against educational "methods" courses, it is hard to imagine anyone advocating them over concrete, dollars-and-cents academic training in the host-country language itself. With a basic knowledge of the language, and perhaps an intensive review of English for teachers, any Volunteer worthy of the name can devise all the methods he needs for using his intellectual tools to best advantage.

PHIL YAFFE

Singida, Tanzania

## Form vs. substance

TO THE VOLUNTEER:

I believe that Peters (THE VOLUNTEER, September, 1965) has presented an extremely penetrating analysis of the question that has been put to most of us who have been or are now Peace Corps Volunteers—"What can a Volunteer expect to accomplish?"

Many of us have talked in terms of acting as catalysts in a community. But I have never before come across the concept of form versus substance, which serves to explain rather clearly just how the catalytic action takes place. We are not only substance oriented, but at the same time we do not fit into the normal form of things as the community has known it. So our presence may be a sort of double-edged sword.

This is true regardless of our job or the sort of community we are in. An English teacher in a university can have just as great and important an impact on the "human infrastructure" he is dealing with as can a social worker in a slum. In that sense we are all community developers.

Thus a measure of our success as Volunteers should perhaps be our degree of acceptance in our community, as well as the more tangible measure

of whether or not the medical post got going or the road was built. For in "accepting" us, whatever that may involve, is not the community also accepting to some extent the penetration of the importance of substance over form?

This penetration may not go very deep at first, but if the Volunteer continues to be active, and if he is followed by others, sooner or later the concept of substance will take root and flourish. The lack of visibility of this goal may make it a hard one for the Volunteer to accept. However, though he can touch the medical post and send pictures of it home to the folks as evidence that his presence has made a difference, his more important contribution may be the one he can neither see nor measure.

ROBERT D. GOULD

Stanford, Calif.

## Plato on 're-entry'

TO THE VOLUNTEER:

I've recently had some success explaining the "re-entry crisis" with the following concept:

Isn't it in Plato's *Republic* where people are in a cave seeing projections on a wall, unaware that these are shadows cast by a fire outside? Here, we returned Peace Corps Volunteers feel a little like outsiders foolishly trying to explain to Americans in the cave what these projections are, while they want us to hurry and take our seats—and we are wondering how to make these images seem real enough so we'll want to sit and stay.

ROLF GOETZE

## Stricter selection

TO THE VOLUNTEER:

In the October issue of THE VOLUNTEER I read with some interest the comments of Morgan and Carp concerning selection methods in training.

Some of us, having returned, having talked with hundreds of Americans in the United States and having felt an aura of non-receptivity in some environments, have come to believe that

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

perhaps selection should be much, much more exclusive. If it had been so in the past, many of us may never have been Volunteers, but those who would have returned would have a more pervasive acceptance in American society.

Moreover, it is likely that with an exclusive selection policy, many sticky administrative problems would disappear almost overnight. Certain policies which have evolved in frantic efforts to control the "bad apples" have merely served to compound the original felony. They have induced apathy and anxiety among many very good Volunteers and staff members alike, stifling performance and injuring future careers. Inevitable imperfections in selection techniques have been accentuated by a concentration on selecting-out the worst rather than carefully choosing the best. Fear of de-selection causes many Trainees to quit rather than chance the stigma that there is "something wrong," probably emotionally, with them. And public-affairs and recruiting officials have been forced into a non-strategic psychological position.

The widely held misconception that de-selection of the conspicuous non-conformist is an almost certain loss of a potential innovator is contrary to scientific findings. Recent research has demonstrated that the innovative individual, as a rule, chooses to conform in the routine everyday matters of life, such as speech, dress and manners. He reserves his creative energies for more constructive endeavors. This distinguishes him sharply from the exhibitionists who reject convention in those matters that gain them the most attention. There should be, thus, no fear that the so-called "bland" Volunteer is lacking in innovative qualities. As Berlew has pointed out, analysis of Volunteer performance has given no indication that such is the case.

While much of the American public may be impressed by all they have heard and read about what is going on overseas, most have not been there and actually seen the products of Peace Corps efforts. Nor would many know how to appreciate them if they had. But the returned Volunteer is a product they can see and observe for themselves. And whether their observations are accurate is of little importance; unfortunate as it may be, they tend to believe in them more.

HUNTER M. BRELAND  
Washington, D.C.

## Memorandum

TO : The field  
FROM : The editors

DATE: December, 1965

SUBJECT: A dance with the devil and a new Peace Corps

The devil and Jerry Ledin took the foremost in a dance festival at Quime, Bolivia. Volunteer Ledin received a diploma from the Devil Dancing Fraternity of Quime citing his "brilliant, disciplined and enthusiastic performance of our folk art, demonstrating at the same time his affection for our country." Ledin, shown at left with one of his several dancing partners, was the first United States participant in the "Devil Dance" performed for the fiesta of Santiago in Quime. Ledin is from Minneapolis, Minn., and is a public-health



and community-development worker in Quime.

□ □ □

The principality of Liechtenstein—third smallest country in Europe, behind Monaco and San Marino—has started its own Peace Corps. Membership to date: two. One Volunteer teaches woodworking in Tanzania and the other is a nurse in Algeria. A third recruit for the Liechtensteiner Entwicklungsdienst is undergoing training for duty next year in Cameroon. The ultimate goal is a corps of 20. Liechtenstein, a 60-square-mile enclave between Austria and Switzerland, has 18,500 citizens. Dr. E. H. Batliner, president of the principality's development service, says "we are hoping to increase constantly our aim in order to prove that we do not watch indifferently international problems, but that we do really participate in solidarity in world affairs and help reduce 'North-South' tension between the industrialized countries of the North and the underdeveloped areas of the South."

□ □ □

Heretofore the Peace Corps achievement level has been the province of evaluators, press agents and individual egos. The Iran Volunteer newsletter, *Placebo*, suggests it may be time to let the mathematicians have a fling at it, too. *Placebo* has an equation ready made to determine the Peace Corps Success Quotient (SQ):

$$SQ = \frac{\left( \frac{SB + BB + RB}{1} + \frac{HET}{200} + \frac{SBHCNR}{9000} + \frac{AOP}{17} - \alpha \right) \pi^2}{100 \left( HET - \frac{7}{3} \alpha \right)}$$

SB = Schools built  
BB = Bridges built  
RB = Roads built  
HET = Hours of English taught

SBHCNR = Smiles by host-country nationals recorded  
AOP = All other projects  
 $\alpha$  = Secret constant developed by the Division of Volunteer Smoothness

## Career Information

The listings below are taken from the monthly bulletin distributed by Career Information Service. The bulletin should be consulted for additional listings. Address inquiries to Career Information Service, D.V.S., Peace Corps, Washington, D.C. 20525.

### Education

State University College, Oswego, N.Y., has an elementary-teacher program open to returned Peace Corps Volunteers. Leading to a Master of Science in Elementary Education, the program seeks qualified liberal-arts graduates for January and June, 1966. The program lasts about one year, and for one semester's internship in a public school there is a \$1250 stipend. Write Halas L. Jackim, State University College, Oswego, N.Y. 13126.

Rockford College, Rockford, Ill., has approved 15 hours of credit granted upon admission to Volunteers who have successfully completed their tour of duty, and who do not have a bachelor's degree. The foreign-language requirement may also be waived. For more information write, Milan J. Divina, Registrar, Rockford College, Rockford, Ill. 61105.

### Teaching

Chowchilla School District seeks returned Volunteers for a new program for the culturally deprived. Backgrounds in counseling, psychology, social welfare, speech or arts and crafts are desired. Write to Carroll Sloper, Superintendent, Chowchilla Elementary School District, Madera County, Calif.

General Motors Institute, Management Training Department, has openings for Volunteers interested in industrial education to train, research, write, conduct conferences and teach. Experience in sales, business, industry or teaching. Write to Charles Sahrbeck Jr., Director, Management Training, General Motors Institute, 1700 West 3rd Ave., Flint, Mich. 48502.

Baghdad College, American Jesuit School in Baghdad, Iraq, is offering English-teaching positions in Saudi Arabia for experienced teachers of English. Initial training in Baghdad; two- or three-year contracts with paid housing and transportation. For men only. Write Rev. Robert J. Sullivan, S.J., P.O.B. 260, Baghdad College, Baghdad, Iraq.

### Government

The Agency for International Development wants returning Volunteers with skills in health, agriculture, education, public administration, labor and community development for a new program. Prefer Volunteers in late 20s or early 30s with academic training in the area. Write Leveo Sanchez, Director, Office of Institutional Development, A.I.D., Washington, D.C.

The New Jersey State Department of Health, Division of Preventable Diseases, needs health-education workers for Puerto Rican migrant agricultural workers in February or March, 1966. Spanish helpful. Salary from \$5499 to \$7149. Future opportunity for master's degree. Write: Division of Preventable Diseases, New Jersey State Department of Health, P.O.B. 1540, Trenton, N.J. 08625. Attn: Leila Morgan.

## Returnees Help Foreign Students

By MARK HIMELSTEIN

The decade of the sixties has, among other things, brought a great upsurge in international education in the United States.

There are now 82,000 foreign students at more than 1800 institutions of higher learning here. Of this number, approximately 77 per cent are from areas of the world presently inhabited by that rather ubiquitous personality, the Peace Corps Volunteer.

If it is true that one living within (not without) another culture develops certain skills of communication with human products of that culture, it would seem that the area concerned with foreign-student affairs in this country would be fertile ground to be implanted by the returned Volunteer.

After attending the returned-volunteer conference in Washington last March, Hugh Jenkins, director of the Foreign Student Service Council in Washington, devised a project which he named the International Student Community Program.

A primary purpose of the program is the establishment of a continuing dialogue between newly arrived foreign students in the Washington area and Americans interested in and able to communicate effectively on an interpersonal level.

Returned Volunteers were matched with foreign students from areas of the world in which the Volunteers served, before the students left their homes for study in this country. These individual relationships were developed independently of any group activity up to this Thanksgiving except for a reception given for members of the group by Chairman of the Foreign Student Service Council Sen. Robert F. Kennedy and his wife.

At Thanksgiving the group partici-

pated in a seminar at the University of Virginia. Discussion centered on the practical and cultural problems of adjustment, along with a look at American civilization. During the three-day seminar, the group also visited Monticello and attended social functions including Thanksgiving dinners with local families.

This group will now meet on a monthly basis for the rest of the school year to discuss events of common interest and to enjoy enlarged social contact. The overall program is set up to include 60 participants, divided equally between returned Volunteers and foreign students. The Volunteers involved served in 20 nations throughout Latin America, Africa and Asia; the students represent 19 nations from these areas.

Returned Volunteers who find themselves back on university campuses and who are interested in involving themselves in international-student activities would do well to seek out the foreign-student adviser. They may be surprised to learn that he has little or no time for interpersonal contact with foreign students on the campus and would welcome outside support from sensitive and knowledgeable sources. Even if this is not the case, the adviser's office is still a good place to gather names and meet students.

It is a matter of fact that there is little or no contact between the university foreign-student community and American students. Basically, there is a failure to communicate, and who is better equipped to surmount this obstacle than a returned Volunteer who has undergone many of the traumas and experiences similar to the ones undergone by many newly arrived foreign students in this country?

*Mark Himelstein, a former Volunteer in Ethiopia, is now a staff member of the Foreign Student Service Council in Washington.*

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