

BUSINESS AS USUAL—Lynda Wilson, Brewster, Wash. (Univ. of Washington) returned to work as reading instructor at a leprosarium near Santo Domingo after last year's coup in the Dominican Republic. At height of fighting she worked as hospital orderly along with many other Peace Corpsmen. Volunteers were recognized and given safe passage by both sides during the fighting.

THE INDIVIDUAL

Iconoclasts: Trees Do Not A Forest Create

In an era of the non-university, the Peace Corps is the non-Volunteer. The "image" Volunteer seems to exist only in the mind of the public; Peace Corpsmen find such consensus misleading if not mythological. What a Volunteer does and what overseas experience does to him are widely varying and completely individual matters. It is impossible to say "this is what it's like." At best, a description of the Peace Corps Forest comes from a collection of viewpoints from the individual Volunteer Trees:

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"I claim we joined the Peace Corps because it represented a new form of action . . . a belief in the dignity and worth of individual human beings against all that would oppress them; a faith that the right decisions are those that people make for themselves; that only the people can identify the problems that are basic for them, and that the only lasting solutions are those that people work out for themselves."

—George Johnson, Princeton, 1959, Tanzania

"It's my world and I am responsible for it and therefore I wanted to become involved—Not just to sit behind a desk in the states, make money and go skiing on weekends."

—Bill Cull, University of California at Berkeley, 1963, Malaysia

"I'm sure that my goals—those first thoughts—have changed at least fifty times. I say changed, but I mean shifted, or grown, or 'matured' . . . modified by realism overcoming idealism. Experience, adaptation, and realization hammer away high flown ideals and occasionally shatter them. It becomes a feat to concentrate on existing. But ideals really don't get lost . . . they turn up when an awfully bad kid finally shapes up or an insolent teenage girl hugs you and says 'thanks.' If I'm still here next year, it will be because there is a challenge, a reason."

—Carol Fineran, Southeastern College, 1964, Venezuela

"I live in a picturesque bamboo mat house I built myself. I buy my water from a picturesque boy

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PEACE CORPS WORLD: 1966

FIFTH BIRTHDAY

Brash Idea for Waging Peace Comes of Age

Derided in its infancy as a futile attempt at international goodwill, the Peace Corps observes its fifth birthday this spring as an established force for world change that has succeeded beyond the dreams of many of its supporters.

Testimonials to the increasing potency of its globe-circling operations come in a variety of ways, among them:

■ Once ridiculed by detractors as "Kennedy's Kiddie Corps," the brash young organization has become the most widely copied organization of its kind in the world. Thirty nations in Europe, Latin America, Asia and Africa have created international or national voluntary service agencies modeled after the Peace Corps.

■ About 10,200 Volunteers are now at work in 46 emerging nations, and the demand for them has long exceeded the supply. As a result, the requests of more than 20 nations for Volunteers have had to be turned down.

Another measure of its effective-

ness is that the Peace Corps, which struggled in its early years to prove that Americans could live abroad without supermarkets, is now talking about nation-building.

Nation-Building in Africa

This concept is seen most readily in Africa, where in six nations more than one-half of all high-school teachers with college degrees are Peace Corps Volunteers. In Nigeria one out of three students — or more than 50,000 a year — are taught by Volunteers. In Malawi the work of fewer than 200 Volunteer teachers has enabled the government to triple secondary school enrollment from 2,500 to 7,600.

In Latin America, Volunteers are bringing a significant number of people into a real relationship with their own governments for the first time. A Peace Corps educational television project in Colombia is making a deep impact on remote areas and, in the process, revolutionizing that nation's public education system.

In Chile, a credit union movement

spurred by Volunteer efforts is, according to one observer, "blooming like wildflowers." Moderate interest loans are now available for the first time in many areas there.

Peace Corps health programs are making life longer and more enjoyable for large numbers of peoples in the developing world. While nurses and public health workers have been attracted to Peace Corps service from the beginning, doctors have always been in short supply.

Doctors' Project

A breakthrough came in the summer of 1965, when 17 doctors were trained as a group in North Carolina and assigned to posts in seven nations of Asia and Africa. It was the largest group of Volunteer doctors ever trained together for service overseas. The Peace Corps, in an unprecedented move, allowed them to take along their dependents. Ultimately, Peace Corps Director Sargent Shriver says, the agency's overseas medical program should include "at least 500 doctors."

But as the Peace Corps enters its sixth year, it appears that the agency may have its most important effects on the United States itself — effects transmitted through the returned Volunteer.

6,000 Returned Volunteers

In a letter to a friend, a former Peace Corpsman once wrote: "The thing about the Peace Corps is that it doesn't end for you after two years." In expressing a desire for continued service and involvement, this Volunteer was speaking for most returned Peace Corpsmen.

As of January 1, 1966, more than 18,000 persons had received Peace Corps training and more than 6,000 had successfully completed two years of service as Volunteers. It is estimated that this number will reach 50,000 by 1970 and 200,000 by 1980.

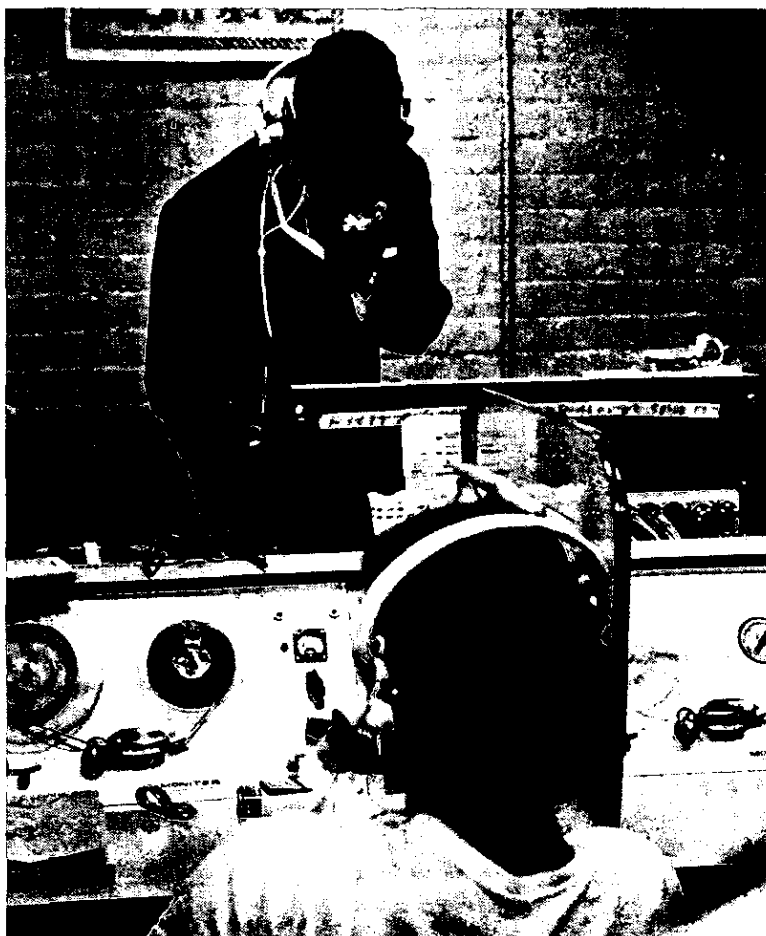
Already the effect of returned Volunteers is being felt in the nation's War on Poverty. More than 100 of them currently are engaged in the U.S. Office of Economic Opportunity anti-poverty program.

PCV Role Misunderstood

Despite the good showing, the role of the Volunteer overseas is often misunderstood. This is due in part to the fact that the role is unique, whether the Volunteer is working in community development in Latin America or teaching sixth-graders in Africa.

Overseas the Volunteer has loyalties both to his host country and to the United States. He is a spokesman for America and yet quite independent. He works on his own;

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57 VARIETIES OF LANGUAGE—A French instructor at Putney, Vt. gives Guinea-bound trainee a critique during lab session. Peace Corps is now the country's biggest consumer of foreign language materials. Some 10,000 trainees received up to 300 hours each of instruction during past year in one or more of 57 languages, some of which have not yet been formalized in text books.



EARLY SUPPORTER—President Johnson, seen here welcoming Volunteers at White House ceremony, was first chairman of Peace Corps National Advisory Council (post now held by Vice President Humphrey). With President above are, from left, Californians Maureen Orth, Piedmont (UC, Berkeley), and Sam Farr, Carmel (Willamette Univ.), who serve in Colombia, and Brenda Brown, Baltimore, Md. (Morgan State College). Miss Brown was a Volunteer in the Philippines and is currently serving as a Peace Corps staff executive in Tanzania. Miss Orth helped build a school in Medellin, Colombia. Citizens named the school after her and held a fiesta in her honor.



NEW DIRECTOR—Jack H. Vaughn, right, with Sargent Shriver whom he replaced as Peace Corps Director in February. Vaughn, 45, organized first Peace Corps programs in Latin America in 1961, was named Ambassador to Panama in 1964 and last year became Assistant Secretary of State for Inter-American Affairs. He has taught at Universities of Michigan, and Pennsylvania and at Johns Hopkins, joined USIA in 1949 and served ten years as a foreign aid executive in Africa and South America before joining Peace Corps. His first-hand knowledge of Latin countries began during college vacation when he worked his way through Mexico as a fighter, appearing in 26 pro bouts.

TRADITION: 'They Laughed When We Sat Down at the World'

At 2 a.m. on October 14, 1960, on the steps of the University of Michigan's Student Union Building in Ann Arbor, history's lightning struck sparks that were to become visible around the world.

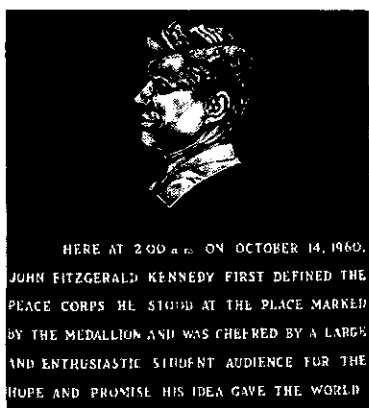
Today an engraved plaque on a front wall of the building calls attention to the fact that at that time and place John F. Kennedy first publicly mentioned the idea of a Peace Corps and defined its aims.

Kennedy, then nearing the end of his successful candidacy for President, had just flown into Michigan from New York. As his motorcade made its way from the airport to Ann Arbor, it became evident that a large crowd of students had waited up to see and hear him. The caravan was greeted at the university by an audience estimated at 10,000.

Speaking extemporaneously from the steps of the Student Union, Kennedy asked:

"How many of you are willing to spend 10 years in Africa or Latin America or Asia working for the U.S. and working for freedom? How many of you (who) are going to be doctors are willing to spend your days in Ghana? . . . On your willingness to do that, not merely to serve one or two years in the service, but on your willingness to contribute part of your life to this country, I think, will depend the answer whether we as a free society can compete."

Impetus for the formation of a



JFK PLAQUE AT MICHIGAN

Lightning Sparks at 2 a.m.

national, secular organization of volunteers devoted to overseas service came from several quarters.

Vice President Hubert H. Humphrey, then a senator from Minnesota, had given the idea an early boost by submitting a Peace Corps bill in the summer of 1960. But it was not until a speech in San Francisco during the waning days of the presidential campaign—November 2, 1960—that John F. Kennedy sounded the note that reverberated through the American mind.

Kennedy's campaign pledge to send "the best Americans we can get to speak for our country abroad" caused an instantaneous stir across the nation. Mail cascaded into Washington. One of the first things

the new President Kennedy did after taking office was to direct his brother-in-law Sargent Shriver to determine whether foreign governments were interested in receiving Volunteers.

Organizational work went ahead quickly after reports came back from Asia and Africa that Volunteers, in surprisingly large numbers, would be welcome. The Peace Corps was established by Executive Order on March 1, 1961.

The idea was not without its critics. As one agency executive puts it, "They laughed when we sat down at the world to play . . ." And like the famed advertising slogan about the man who surprised one and all with his new-found talent at the piano, some of the Peace Corps' most vocal critics became avid boosters.

Final legislation providing for a permanent organization was signed by President Kennedy on September 22, 1961.

The legislation appropriated \$32 million to run the agency in its first full fiscal year—July 1, 1961, through June 30, 1962 (the budget is now \$115 million). At the same time Congress added to the basic Peace Corps Act these three goals:

1. To help the people of developing nations meet their needs for trained manpower.
2. To help promote a better understanding of other peoples on the part of the American people.

3. To help promote a better understanding of the American people on the part of the peoples served.

In mid-1961 Lyndon B. Johnson, then Vice President, was named the first chairman of the Peace Corps National Advisory Council, which is made up of outstanding Americans who meet twice a year to review Peace Corps programs and policies. He held the post until January 26, 1965, when he named Vice President Humphrey as his successor on the council, assuring continued Administration support of the Peace Corps.

On August 30, 1961, the first group of Volunteers to go abroad arrived in Ghana. At the end of

1961 there were 614 Volunteers in 13 countries.

In some nations, the arriving Volunteers were greeted with shouts of "Go home, Yankees." Such taunts usually have been replaced by the request, "Send us some more Peace Corps Volunteers."

In nations long cynical about the motives of the great world powers, the Peace Corps approach was refreshing.

By June 1962, more than 1,000 Volunteers were at work in 15 countries, and nearly 3,000 were in training. Agreements for Volunteers had been reached with 37 countries.

By June 30, 1963, there were about 4,000 Volunteers overseas in more than 40 countries, with another 2,000 in training. A year later more than 6,000 were at work overseas and another 4,000 were in training. In three years the Peace Corps had evolved from a promising idea to a considerable force for assistance and incentive in 44 developing countries.

In some nations the Peace Corps has been responsible for the very changes that now require it to expand even further. In others, natural evolution has enlarged Peace Corps responsibilities. The Corps now has more than 12,000 Volunteers. To meet its growing responsibilities, it hopes to have about 15,000 by the end of the year.

The waiting list of nations requesting Volunteers now exceeds 20.



VICE PRESIDENT HUMPHREY
Submitted First PC Bill

EDUCATION: How to Melt Freud's Ice Cap

What we found wrong with a lot of early Peace Corps training, based on reports from returned Volunteers, was that it contained "too many lectures, too much one-way instruction and too little direct experience."

That statement by Harris Wofford, Peace Corps Associate Director for Planning, Evaluation and Research, marks the main thrust of a new Education Task Force.

Its purpose: to make Peace Corps training more like the overseas reality and less like a mere extension of classroom education.

"Freedom and responsibility are what Volunteers generally find overseas," notes Wofford, who heads the Task Force. "But for some of the most unstructured jobs in the world we have put together some of the most structured training programs." He says Freud's description of child-rearing has applied to much of Peace Corps training: "We train them for the tropics and send them to the polar ice cap."

The Education Task Force is designing new 1966 programs that will concentrate on starting proc-

esses of learning that will continue overseas, instead of trying to cram facts into Volunteers' heads during stateside classroom sessions.

The Task Force has recommended that even more of the training take

place outside the college campus, in radically unfamiliar environments: slums or rural areas or Job Corps camps, or in other cultures such as Puerto Rico, or in the foreign countries themselves.

Many ingredients of these programs have already been successfully demonstrated:

- at the Peace Corps' own training centers in Puerto Rico and the Virgin Islands;

- in an experimental program at St. John's College at Annapolis where the seminar was the main form of instruction and field experience was provided through six weeks on *kibbutzim* in Israel;

- in a program at the University of Wisconsin largely designed and run by former Volunteers from India.

The Peace Corps' new Advance Training program is a special area for innovation. (See story at left.)

Another idea promoted by the Task Force is that of accreditation of Peace Corps service as part of a university education.

Five-year B. A. programs, which include two years of Peace Corps service, have been instituted at the University of Western Michigan and Franconia (N. H.) College. Credit towards a master's degree in education is being given by Michigan State University to Volunteers who teach in Nigeria, and the University of Missouri will give credit towards a master's degree in community development for Volunteers in Peru.

Junior Year Program Enlarged for '66

The Peace Corps is expanding its training program for college juniors. Jules Pagano, Peace Corps training operations director, has announced that 1,000 juniors will begin the Advance Training Program this summer.

The program enables future Volunteers to integrate Peace Corps training and their senior year of college, with benefits on both sides. "It gives us 15 months to prepare the Volunteer for his assignment instead of the normal three," Pagano said.

The ATP was begun in the summer of 1964, when 200 college juniors entered training for assign-

ments that began in September 1965. They trained the first summer at United States universities, continued their preparation independently during their senior year of school and completed training in special field programs the summer of 1965.

The Peace Corps has a loan fund for ATP enrollees to help cover the loss of income otherwise gained from summer employment. Trainees may borrow up to \$600 at low interest rates to pay expenses during their final year in school.

ATP was developed as a solution to the increasing difficulty of preparing Volunteers for certain assignments. Some Peace Corps Volun-

teers must learn two languages to handle their work effectively, such as teachers bound for French-speaking Africa where various African languages are spoken as well as the official French.

Some ATP enrollees trained for West Africa at Dartmouth College in the summer of 1964. The next summer they trained in Quebec Province, Canada, where they lived with French-speaking families and practice-taught French-speaking students.

Juniors qualified to enter ATP next summer will train for assignments in 16 countries.

MAKING OF A PCV

Field Experience Supplements Classroom Training

Joining the Peace Corps today can be both easier and harder than ever before, but it's definitely quicker.

The key to the continuing high quality of Peace Corps Volunteers (PCVs) is the selection process where a staff headed by the psychologist who helped choose the first U. S. Astronauts weighs the background and indicated abilities of each applicant against the list of available assignments.

It's a little easier to become a Volunteer today simply because there are many more jobs available. This year the Peace Corps will attempt to fill the largest batch of requests ever — 7,000 Volunteers to work in nearly 300 job categories in 46 host countries.

On the other hand it's also more difficult to join today's Peace Corps because the selection process gives greater recognition to job competence, requiring more sophistication in some categories and placing more emphasis on finding exactly the right person for a specific assignment.

Faster Acceptance

The selection system has been constantly re-examined and refined in the five years since applicant 001 filled out his Questionnaire. After sifting more than 160,000 applications, the selectors have a fair idea of what makes a potentially good PCV, and today the typical applicant can expect to know within six weeks from the time the Peace Corps receives his application whether he will be invited to serve.

If a Peace Corps applicant makes it through the preliminary selection process, he is invited to a 13-week training program at one of more than 100 American universities or colleges where his special Peace Corps curriculum will include:

- Language training — total "immersion" in an intensive program of up to 300 hours that leads to early conversational ability. Previous knowledge of the language is not a requirement.
- Technical studies — skills needed for the type of work he will perform.
- Area studies — background in the culture in which he will work.
- American studies — refresher courses in U. S. history, geography, institutions.
- World affairs — background in current events.
- Health — training in which the Volunteer learns to protect himself and also acquires educational techniques to improve health conditions in the host country.

Volunteers whose assignments overseas call for strenuous physical conditioning are given additional training for outdoor living which may include hiking, rock-climbing, swimming and map reading. Proficiency in these activities, however, is not required. While such training was recommended for future community development workers in the mountains of Chile, for example,

it would not necessarily be required for someone planning to teach English in an urban setting.

Rated By Peers

The selection process continues throughout training. Each trainee receives a thorough medical check-up, a psychiatric screening and a full background investigation. He is judged by each of his instructors and rated by his peers.

On the basis of all available information, the overall suitability of each trainee is continually evaluated during training and at the end of the training period. About three out of four trainees are sworn in as Peace Corps Volunteers.

"In the beginning, training was preparation for Peace Corps service; now it is a part of Peace Corps service," says Jules Pagano, acting director of the Division of University Relations and Training.

"Learned Through Experience"

"We used to try to cram people with as much information as possible, plus all the language and physical training we could manage, and hope the exposure would prepare them for their service overseas. We learned through experience that this was not enough. The transition between preparation and actual doing was not adequate — sometimes not even relevant.

"As a result, we have tried to integrate all the components of the training program into real-life experiences in the field, based on the needs of specific projects and countries," Pagano explained. "The training period has been expanded to 13 weeks with at least three



FIELD WORK — Physical conditioning is only one aspect of Peace Corps training. While candidates such as these who are bound for mountain country may leaven their classroom sessions with a four-day hike, others destined for urban teaching and community development assignments may train in New York or Puerto Rico slums or teaching on an Indian reservation.

of those weeks devoted to actual field assignments such as working in the slums of New York or Puerto Rico, practice teaching on Indian reservations or doing community development in the Virgin Islands."

Another change in the training program is greater concern with the total learning process, he said.

"We are trying to make everything in the program relevant to the Peace Corps experience," he pointed out. "Training is now more generally educational, rather than just 'how to.' More attention is being paid to attitudes and sensitivities in preparing trainees for their cross-cultural experiences."

As the training programs become less academic, colleges and universities are cooperating enthusiastically in providing the kind of preparation the Peace Corps needs, Pagano said. "To do this we are using off-campus facilities related to expected country experience." Dartmouth training programs for French-speaking Africa, for example, now go on to Quebec for practical field experience." (See story on Junior Year Program, page 2.)

As might be expected, this transition in training procedures also has jumped the cost of Peace Corps training from \$2,400 per Volunteer to \$2,700, Pagano said, but he believes the results will be worth it.

IMPACT: Can You Measure PC Effect?

Does the Peace Corps have a measurable effect on a country?

The first attempt at answering that difficult question has been made by a team of anthropologists from Cornell University who have just turned in the first scientific study of the impact of Volunteers assigned to communities in the Peruvian Andes.

The results of this scientific study fill a 329-page report which details two years of on-the-spot research in 15 communities where Volunteers were active in community development work, using as a control five other villages where no Volunteers had been assigned.

General conclusion of the study: Peace Corpsmen do make a difference. Among the findings is that Peace Corps communities progressed at a rate some 2.8 times faster than those communities without Volunteers.

Peace Corps Director Sargent Shriver views the report as being of "great practical and historical significance."

"For the first time we have objective, scientific validation of the successes Volunteers are registering in the field of community development. It is hard, demanding work in isolated areas under sometimes difficult and frustrating conditions, but the report shows that the Volunteers have been successful even beyond our initial hopes."

Self-Help Program

He said that about one third of all Volunteers and more than half of the 4,000 now in Latin America, are engaged in community development work, i.e., teaching democracy on a community level, encouraging people to work together to solve their own problems.

The subjects were 50 Peace Corpsmen, the first Volunteers in the Andes. They operated in communities located in spectacular mountain country at extreme altitudes (some as high as 13,000 feet), inhabited by the Indian descend-



YOUNG ARTISANS — At Pisac in Peruvian Andes, Volunteer Molly Heit of Southern Pines, N. C. (Purdue) teaches children to sew their ideas into tapestries which can be sold to tourists who pass through village enroute to nearby Inca ruins. Pisac is one of 15 villages in Peru studied by Cornell University anthropologists in first scientific research on the impact of the Peace Corps on developing nations.

ants of the Inca civilization, interspersed in the larger towns and cities by *mestizos*, Peruvians of mixed Spanish and Indian blood.

Dr. Henry F. Dobyns, one of the Cornell research team leaders, describing the report's findings, said that in the field of community development "results are normally computed over the course of decades . . . these Volunteers produced measurable results in two years. Some would consider this progress incredible."

Tales of Two Villages

The study, however, is a human

as well as a scientific document, and it reports candidly on the Peace Corps' failures as well as its successes.

The authors (Dr. Dobyns, Dr. Allan R. Holmberg, chairman of the Cornell anthropology department and Dr. Paul L. Doughty, now on the Indiana University faculty) tell the story of how Peace Corpsmen were expelled from the village of Vicos by a vote of its Indian inhabitants, and how some of the Volunteers were then specifically asked to return to the village.

Also related is the story of the

community of Chijnaya where one Volunteer successfully transplanted an entire Indian community whose homes had been lost to floods.

Peace Corps Institutes Changes

Research such as the Cornell/Peru report is not an exercise in vanity as far as the Peace Corps is concerned. Frank Mankiewicz, Latin American regional director of the Corps, said the Cornell team's observations and recommendations resulted in immediate changes in the Peace Corps' operations in Latin America even before their final report was completed.

Preliminary reports led to a marked increase in language training, improved relations between the Volunteers and Peruvian institutions with which they worked, and modifications of the Peace Corps' training and overseas operations.

Community Development Pioneers

Mankiewicz, who describes the study as a "landmark" in community development research, points out that the 50 Volunteers who were the principal subjects of the study were among the first Peace Corps community development workers. "They operated almost without precedent or textbook in a difficult culture among people to whom even Spanish was an acquired language.

"That they did so well is remarkable; but, as importantly, we have been able to benefit from their mistakes."

Mankiewicz said he believes one of the most important contributions Peace Corps Volunteers such as the Peruvian group make is their role as "witnesses to the condition of the poor among whom they live, prompting the community at large to pay attention to the needs of the poor."

Among numerous other conclusions of the Cornell report:

■ Volunteers form one of the most effective channels for U.S. assistance.

■ Volunteers are most successful when they work effectively with both local community action organizations or other institutions, such as AID, involved in technical assistance.

■ Volunteers contribute significantly to basic long-term socio-economic development in the Peruvian Andes, creating and strengthening organizations so that they can continue to solve local problems even after the last Volunteer has departed.



ACTING IT OUT—Boy: "Here is the blue pen." Girl: "Please." Ron: "No, it's 'thank you.' Let's try it again." And again. And again. Ron teaches 40 English classes a week.



THINK TALK—"I try to get my pupils to think independently."

OFF HOURS—Ron spends much of his free time studying Malay and testing it in conversation at the local Kedai (general store) over a glass of thick coffee. He also goes fishing, does his own laundry.

TEACHING AND HEALING IN THE FAR EAST

'When you Learn to Laugh at the Same Things

Sabah, Malaysia

Sabah lies some 700 miles southeast of Saigon, on the other side of the South China sea. An island state in Malaysia, it occupies 29,000 square miles of northern Borneo.

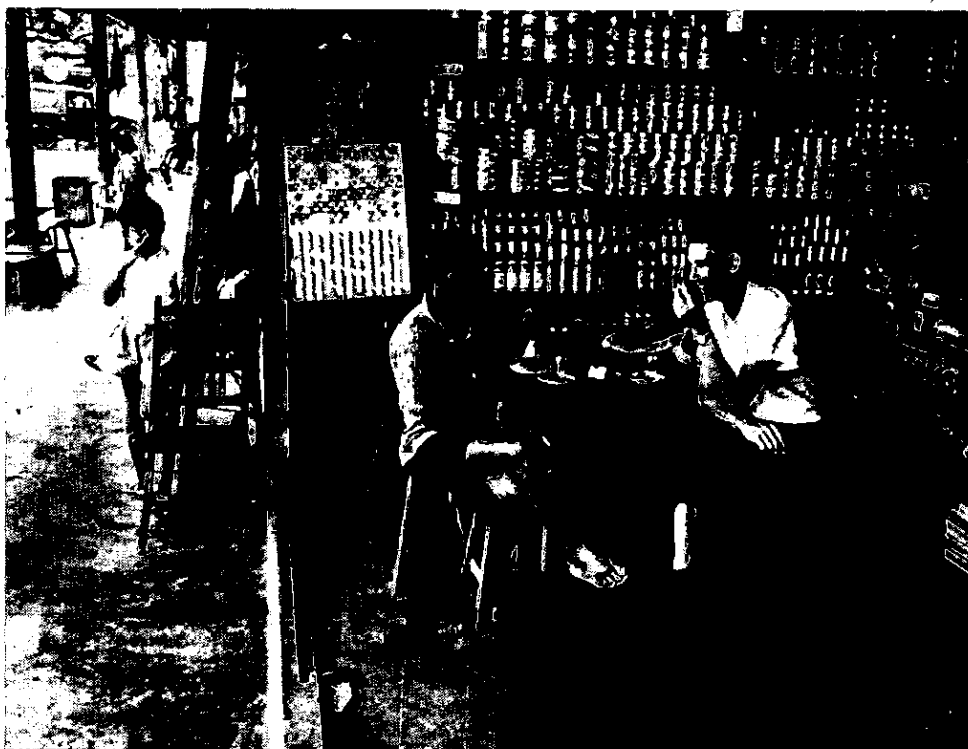
Half a million indigenous peoples called Muruts, Dusuns, Bruneis, Bajaus and Kedayans live there, as do 100,000 Chinese who form the bulk of the commercial community. Western civilization, blown ashore by the winds of the British Empire a century ago, maintains a foothold on the coast. Only recently has the interior—protected by mountainous jungle, leeches, more than 400 species of snake, wild pigs, monkeys, birds and butterflies—begun to buckle under the bulldozers and books of the 20th century.

Sabah is also the home of 100 Peace

Corps Volunteers, among them Ron Kuhl, a graduate of the University of West Virginia, and Beth Halkola, who received a B.S. in nursing from Michigan State University.

Ron is a teacher; Beth is a nurse. Both work in the interior sealed off from the coast by the dense jungle of the Crocker Mountains. Their post, Tambunan, is a town of 1,000 people. Some 10,000 people farm the surrounding countryside, where the careful geometry of the wet rice paddy is dominant.

That their work is both difficult and serious have taught Ron and Beth not to take themselves seriously. "You discover what you need anywhere is to be content," Beth said. "It takes time, but you learn to communicate. When you learn to laugh at the same things as the people here . . . then you are home."



AFTERNOONS—"I go bag and take off across faces are malaria, tul"

ELUSIVE DEFINITION IN LATIN AMERICA

Community Development: Its Name May Be Mud

By William Krohley

Recife, Brazil

Sooner or later someone is certain to puzzle out a formal definition of urban community development. Out of his garret and into the sun he'll come bandying his sheet of convoluted prose only to be greeted with a recent erasure in Webster's New Collegiate. Exactly what he'll find where urban community development once stood is hard to say—perhaps something like "better burg breeding" or "coached community commotion" or any one of a thousand possible locutions which would shed an aura of respectability on an undertaking whose very nature suggests a lurking, sleight-of-hand presence.

In short, to define a phrase which expresses the workings of an idea in the hands of hundreds or perhaps thousands of people is to ignore one of its most salient features—mysterious happenings—and commit it to an orthodox fate.

Brasilia Teimosa is a *barrio* of Recife in the northeast of Brazil with a population of about 10,000.

William Krohley, Huntington Station, N. Y., received a B. A. in philosophy from the University of Rochester in June, 1964.

One of its perennial problems is the ruin of its roads during the four-month rainy season. During this period from May to August the rain becomes a way of life, often falling continuously for several days. Fishing becomes sporadic, and all but indoor workers are forced to sit and do little but watch the steady downpour turn the sand and dirt roads into rivers of mud which settle in low spots and are churned into black muck by traffic.

Jim Lail (Lexington, Ky.) and I talked with many of the local citizens about the roads and found a real desire to get something done. Several informal meetings were held to discuss the problem, and it was decided to see what a group of residents could do working in conjunction with the city government. The people were willing to perform necessary labor if the government would supply the equipment needed.

The planning took about six weeks, and what started as a small group of 10 men turned into a nebulous affair involving suddenly revived organizations dedicated to *desenvolvimento das ruas* (street development), an unlimited supply of idea men, well-wishers, and skeptics, and the prompt attention of an incumbent councilman running for re-election who arrived with trucks and work crews and began spreading sand with a flourish.

This latter measure worked well on the less-travelled streets where

the sand wasn't pushed out of the holes and off the street by traffic, but the more widely used streets and intersections remained impassable. The situation worsened daily as the families living on these streets shovelled away the few remaining high spots to build dams to keep mud out of their homes.

Somehow the mud had to be drained and the particular stretch of road leveled and then covered with a packed layer of sand. We worked with some of the families concerned and suggested that they petition the city for a small bulldozer which could work in the narrow streets. The city didn't have one.

There were, of course, a number of firms in the city which sold just the machine needed. Money was no object; there wasn't any. So maybe we could borrow a bulldozer and advertise some company's product. We thought it was a good idea. Most of the firms didn't.

After a series of conversations with incredulous salesmen which usually ended in helpful directions to the offices of nearby competitors, we finally got a machine and a driver who would come out to Brasilia on the first rainless Sunday. The men lived on the job site, so getting them together was no problem. But it always rained on Sunday. One Sunday in mid-June, however, Brasilia Teimosa reposed under clear skies; it was not raining. It was

urban community development time.

First: drain the mud before the arrival of the bulldozer. There was one family which had a front yard large enough to dig a drainage pit in. The *dona da casa* (woman of the house) thought it would be all right.

The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. Enter *dona da casa*: "What is going on here?" It was obvious. His yard was being filled with black mud. He had been away, out of touch; and thus the logic of urban community development was a complete mystery to him. The ensuing confusion ended the moment the mud ceased to flow; what can one say to a yardful of mud?

The project proceeded and was eventually completed as the dozer came to level the road, and the councilman came to dump two truckloads of sand for the workers to spread and tamp. The drained mud dried in the sun and was covered with sand and urban community development gained another adherent. Sunday came to a close. The workers congratulated themselves on a job well done, the councilman busily shook hands, and the Peace Corps Volunteers went for a beer.

The following Sunday, we would tackle the next stretch of road, rain permitting. It didn't.

NOW THAT
WE ARE 5

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and if the Peace Corps is to succeed, then he must succeed. In effect, he is a one-man foreign policy: an American speaking for himself.

No "Ideological Guidelines"

As Peace Corps Deputy Director Warren W. Wiggins says, "We do not furnish ideological guidelines for Volunteers. The Volunteer is an American citizen whom we train, place and supply."

The Volunteer overseas may help build a bridge, teach school or organize a cooperative, important tasks in a developing nation. But such work is not the fundamental reason why a Volunteer is sent abroad.

People in the developing world are pushed down by malnutrition, poverty, illiteracy and an inability to take part in the management of their own affairs. They need hope, and that is what the Volunteer is trained to provide. He does it by imparting the knowledge, skills, attitudes and values that combine to create ability and desire to solve problems.

, Then You're Home'



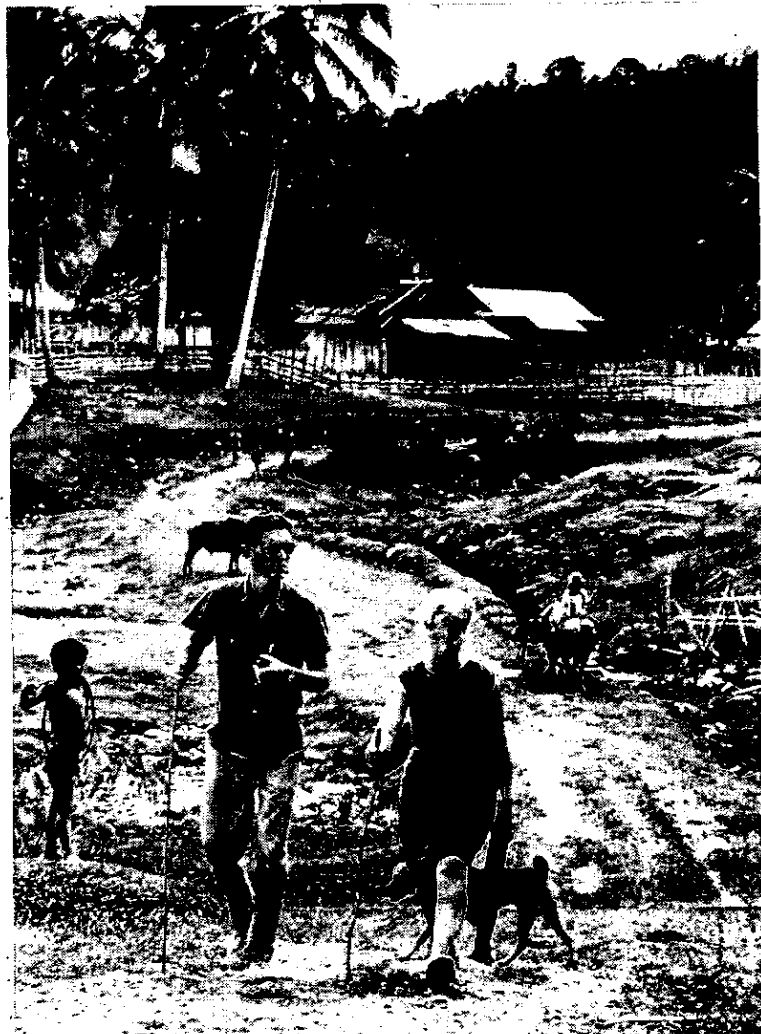
home visits. I pack my medicines into a shoulder bag for the rice paddies." The predominant diseases Beth treats are malaria, pneumonia and intestinal parasites.



HOME—Like Ron, Beth was assigned a clean, modern government house. Tropical sun makes naps during noonday heat imperative.

MORNINGS — "Sometimes there are 80 mothers squatting patiently in the sun under parchment parasols." Beth covers eight clinics in villages surrounding Tambunan. She travels by Land Rover where roads permit; often they don't; and she must walk.

SUNDAY AFTERNOON — "We often take walks on Sundays. We compare notes . . . let off steam. Speak American."



AFRICAN PROBLEM: THE GENERALIST

Undefined Person Meets An Undefined Project

By Louis Rapoport

Masingbe, Sierra Leone

During my childhood, the thought occurred to me that I didn't know how to do anything. But somehow, my shoelaces always got tied, my bed got made, and I survived in this practical world.

Then I went to the university, where I took subjects like Scandinavian literature, history of historians, modern Slavic literature, and philosophy of literature.

When I joined the Peace Corps, I was classified as a "generalist." As a man who could do absolutely nothing of a practical nature, I was slightly amazed when I met my fellow trainees for the Peace Corps "R.C.A." program in Sierra Leone (I honestly thought that I would be working with computers or television sets before I learned the initials meant "rural community action")—carpenters, masons, geologists, an architect—people you read about in books, unreal people, people who can (shudder) do things.

I tried to fake my way by dropping words like "hammer," "cement," and "wrench." But somehow, my clever plan failed, and I feared and trembled on Selection Eve. But I look like I'm a very sincere friend

of Man, and it's hard to get selected out of the Peace Corps if you're sincere.

In Sierra Leone, I was given a road project in Bombali district. I Kriolized (after Krio, the English-derived *lingua franca* of the coun-

try) my technical words—amma, c'ment, 'spana—dropped them expertly and waited for cheers and applause from my workers. Meanwhile, I read something called, "How to Build a Bridge," and I built one (I'm still laughing).

When a new Peace Corps program was proposed—chiefdom development instead of specific construction projects—I was asked to begin a pilot program for the Northern Province. The director of the CARE-Peace Corps rural develop-

ment program patted me on the back (after feeding me) and told me to go out and develop a chiefdom. It's easy to see why I was chosen for this mission: no one really knows what community development entails, and who is better qualified for an undefined project than an undefined person?

I packed my bags and moved to Masingbe, a town of about 2300 people and headquarters of Kunike Chiefdom. Immediately after my arrival, I went to the highest point in the town to survey my new home: the huts of mud, wattle, and bulrush; the fragrance of lilac, frangipani, and purple-tasseled flowers filling the heavy air—ah, sweet life. While I was gone my house was robbed.

In the weeks that followed I worked hard, dropping new words such as "co-operative," "social center," "adult education," "dispensary," and so on. I even pretended to know the Temne equivalents: *kaw opaneh*, *nseth na kawol*, *karan ka na baki*, *nseth nim atui* . . .

The number of projects I have going is ridiculous, and I would have to be a Renaissance Man to handle them all. But I have bluffed my way; and my ingenious word-dropping scheme has convinced at least some people that I am possessed of virtue, that I am a true "generalist" (that is to say, generally good in everything). And just as my shoelaces got tied, my projects, somehow, will be completed.

THE INDIVIDUAL: Talk From the Trees

Continued from Page 1

with a burro loaded down with water cans. I read and write under a kerosene lantern, sleep on a cot and cook on a camp stove. But there comes the day when all this suddenly becomes furiously frustrating and you want like crazy just to get out and go home."

—Tom Carter, Portland State College, Peru

"This is the hardest thing I've ever done. Absolutely nothing is familiar and I often feel totally alone—the physical difficulties actually help, as they take my mind off myself and the feeling of suddenly being cut off from the rest of the world. You cannot imagine the gulf between East and West, and it makes me laugh now to think that I expected to bridge it with a smile and a handshake."

—Patricia MacDermott, Manhattanville, Philippines

"Our original excitement and enthusiasm have been somewhat tempered by a year here. We have come to realize that change comes so slowly that progress, if it comes at all, seems imperceptible. The eagerness is replaced by colder ways of looking at the world, and the youthful vigor and idealism become hardened with a day-to-day job. We can never again become the people we were before we came to Africa. But then, we would not want to."

—Hayward Allen, University of Colorado, 1960, Ethiopia

"What we need is a philosophy—not of high adventure à la Conrad or St. Exupéry—but of dullness; a philosophy which will satisfy our craving for accomplishment and a certain nobility while we are faced with tedium, fatigue and the desire to sit down and dream."

—John Hatch, Queens College, Ivory Coast

"I do not wish to imply that we 'won them over'; indeed, I think they won us over in the final analysis. It's just that the intransigence of our preconceptions of ourselves and others generally dissolved into a kind of affectionate confusion."

—David Schickele, Swarthmore, 1958, Nigeria

"This is probably the most beautiful place on earth . . . But after you've been here a while you find something much more beautiful than rice paddies and groves of rubber trees . . . It is a very basic joy with life that I wish I could take back and inject into America."

—David Roseborough, University of Tulsa, 1962, Malaysia

"We are the sons and daughters of America. But we are also sons and daughters of 1,000 towns and villages around the world."

—Roger Landrum, Albion College, 1959, Nigeria

Louis Rapoport, Beverly Hills, Calif., attended the Los Angeles and Berkeley campuses of the University of California, became a Volunteer in 1964.

Directory: '66 Overseas Training Programs

Following is a tentative list of training programs for overseas assignments scheduled for Summer 1966.

The index at the bottom of the page lists, by academic major, those programs requiring specific skill or educational background.

If your major subject is not listed in the index, refer to the sections describing the areas of the world in which you wish to work.

LATIN AMERICA

Community Development

101. DOMINICAN REPUBLIC Depending on their backgrounds, Volunteers will work with the Office of Community Development, the Dominican Co-operative Institute, the Tobacco Institute, Ministry of Agriculture or the Forestry Institute on their respective projects for development.

102. DOMINICAN REPUBLIC Volunteers will work with one of several private and governmental agencies, focusing on youth development in urban areas and slums. Volunteer nurses will teach at the Santiago School of Nursing. Vocational education specialists will work in municipally sponsored vocational education schools.

103. COLOMBIA Volunteers will work throughout the country with trained Colombian co-workers in community development teams to assist the Colombian Ministry of Government, Division of Community Action. Architects and engineers will be versed in community action, but will work in their professional capacities.

104. PERU Working with the National Agrarian Reform and Cooperacion Popular Volunteers will work with mestizo patrons to understand the *campesino* (rural peasant) and prepare the *campesino* for entry into social and economic life when he gets his own land. Specialists will work with *Cooperacion Popular* in pertinent self-help projects.

105. BRAZIL Volunteers will work under the Social Service Foundation in the satellite cities around Brazilia with the illiterate and unskilled peasants. Their counterparts will be the Foundation social workers.

106. GUATEMALA Volunteers will be assigned to largely Indian areas in rural Guatemala. They will work in such areas as agriculture, health, small industries, home arts and cooperatives, attempting to mold attitudes favorable to development, providing machinery through which villagers may help themselves and imparting needed skills.

107. EL SALVADOR Volunteers will work in community development projects in rural villages, urban slums, with mobile health units throughout the country, and with credit unions. The two veterinarians will work with the national livestock agency.

108. CHILE Volunteers will work with two agencies, the Fundacion de Viviendas y Asistencia Social and the Agrarian Reform Corporation in either the *poblaciones* (one step above a slum) or rural *aldeas* (newly formed rural colonies).

109. PERU Volunteers will work closely with governmental and private institutions claiming interest in the *harridus* (urban slums resulting from mass migration to the cities), initiating and implementing effective community organizations.

110. HONDURAS Volunteers will work with a new agency, the National Institute of Community Development. They will be assigned to a rural *municipio* having anywhere from 5-30 villages and will use their special skills in developing both the municipality and the villages. Volunteers in urban areas will work largely with the National Institute of Housing in low-cost housing units.

Education

111. JAMAICA Volunteers will assist the Ministries of Education, Agriculture and Development and Welfare in communities throughout the country. Depending on backgrounds, they will be associate members of the University of West Indies in pre-primary schools, will work in greater and more effective utilization of educational television, will teach in youth camps, or will work to increase the number and effectiveness of co-ops.

112. BRITISH HONDURAS Volunteers will work through the Ministry of Education's Office of Social Development in secondary schools, primary teacher training and village development. Specialists will work in the Department of Public Works or with the Civil Aviation Department.

113. CHILE Volunteers will work as assistant professors and vocational educators in their specific fields and will take part in evening classes, study groups, workshops and cultural organizations at the university to which they are assigned.

114. COLOMBIA Volunteers with science backgrounds will introduce new methods and material in their specialty to secondary school teachers in training. Engineers will be assigned to one of four universities to upgrade engineering instruction in the department. All Volunteers will be responsible to the Ministry of Education.

115. BRAZIL Volunteers will teach their specialties in one of 12 universities where they will work with assistant professors as their counterparts. They will lecture, give seminars, assist in research and interest Brazilian students in community action work.

116. VENEZUELA Volunteers will teach their specialties in universities in Caracas, Merida, Valencia and at the four campuses of the University of the Oriente in eastern Venezuela.

117. ECUADOR Volunteers will teach their specialties in universities and normal schools in Ambato, Guayaquil, Loja and Quito. They, and their co-professors, will be responsible to the Ministry of Education.

118. CHILE Volunteers will teach their specialties as assistants to professors and laboratory instructors at five universities and will become integrated into the total college scene.

Technical and Industrial Education

119. VENEZUELA working with the Ministry of Education, Volunteers will teach manual and industrial arts and home economics in vocational and technical schools and secondary schools.

120. BOLIVIA Volunteers will give technical support to the National Community Development Program, under the Ministry of Agriculture or will teach their specialty in vocational schools in La Paz or Santa Cruz.

121. CHILE Volunteers will teach professional and in-service training courses for laborers, supervisors and instructors in trade schools, small factories and polytechnic institutes throughout Chile. Several Volunteers will serve as technicians in urban slums where small industrial shops are planned.

Rural Education/Community Development

122. BOLIVIA Volunteers will work in rural areas to upgrade education and to do

community development, using the school as the focal point for community activity.

Educational Television/Television Literacy

123. COLOMBIA Volunteers will work with the Illiteracy Section of the Ministry of Education, developing literacy centers throughout the country, recruiting illiterates and co-workers, organizing and supervising daily educational television literacy programs and participating in the follow-up among participants and feedback to the Ministry.

Public and Municipal Administration

124. VENEZUELA Venezuela's Foundation for Community Development and Municipal Improvement has been primarily concerned with urban housing projects. Volunteers, by studying, surveying and working on municipal projects in various cities, will help them attain the diversification they desire.

125. CHILE Volunteers and Chilean Specialists will work in teams under the newly formed Ministry of Urban Affairs in provincial cities throughout the country. Team members will serve as trainers and advisors to local governmental officers in all aspects of public and municipal administration.

Food, Agriculture and 4-H

126. ECUADOR Volunteers will work under the administration of Heifer Projects, Inc. With Ecuadorian counterparts, they will work with *campesinos* (rural peasants) in lower-level agriculture and community development programs. Veterinarians will teach at three universities; foresters will work on the national forestry development plan; and engineers will work in rural irrigation and construction projects.

127. BOLIVIA Volunteers will work in rural Bolivia with the National Agricultural Extension Service as counterparts for extension agents in agricultural, home arts and community development programs.

128. BRAZIL Volunteers will work with the National School Lunch program in primary school nutrition and related community development activities in the states of Goias and Espirito Santo.

129. BRAZIL Under the Secretariat of Agriculture, Volunteers will work with primary

school children in agricultural and other community projects to help them become better farmers, home economists and citizens. They will form, reactivate or strengthen agriculture clubs in the states of Rio de Janeiro and Minas Gerais.

130. BRAZIL Volunteers will work with three Brazilian organizations in primarily rural areas of Mato Grosso region. Their work in agriculture and the home arts will involve them in community development work as well.

131. EL SALVADOR Volunteers will work with local extension agents throughout the country to help expand and strengthen 4-H clubs. They will be responsible to the national 4-H supervisor.

132. COLOMBIA Volunteers will work in rural areas under the technical direction and supervision of United Nations FAO and Colombian National Institute of Nutrition officials. They will be concerned with home economics and agricultural extension activities.

Physical Education

133. ECUADOR Working with the Sports Federations in the provinces, Volunteers will work at grass roots levels to encourage construction of facilities, formation of sports clubs, and camps for the underprivileged, and will probably teach physical education in the local secondary schools. They will also help get underway a strong new program of physical education at Central University in Quito.

134. URUGUAY Working under the Uruguayan Federation of Basketball, Volunteers will work in the interior of Uruguay, using department capitals as their focal points. Each will work with 3 or 4 clubs as coaches and will attempt to expand their club activities. They will also participate in community development activities in their areas.

135. COLOMBIA Under the technical supervision of the American Association for Health, Physical Education and Recreation and various Colombian agencies, Volunteers will assist in the expansion and improvement of youth programs, physical education programs, sports clubs, etc. throughout the country and will assist in the televising of educational programs in health, physical education and recreation.

136. VENEZUELA Volunteers will work in elementary, secondary and teacher training institutions throughout the country, seeking

to upgrade physical education in the schools and the surrounding community or communities.

137. COSTA RICA Volunteers will work with counterparts in secondary school physical education programs, community recreation programs, and will give courses sponsored by the Ministry of Education to teachers during the summer vacations.

Nursing/Social Work/Head Start

138. HONDURAS Under the Ministry of Health, nurses will teach in the National School of Nursing in La Ceiba, in schools for auxiliaries or in hospitals. Social workers will work with the Junta Nacional de Bienestar Social in community centers, coops, small industries, clubs, health, recreation, arts and crafts and in public health campaigns. Those Volunteers working with the *head start* program will turn pre-school feeding stations sponsored by the local community, municipality or JNBS into unofficial kindergartens.

Health

139. CHILE Volunteer nurses will teach, formally and on the wards, at hospitals in Valdivia and Temuco. Lab technicians will train co-workers in their field at hospitals in Valdivia and Antofagasta. Community health educators will work in Valdivia and Temuco and in rural areas doing community development. Hospital administrators will train Chileans to administer new hospitals being built. Therapists will teach the clinical practice segment of the OT school at the Rehabilitation Center of the Health Service.

140. BRAZIL Volunteers will work in their specialty in hospitals in the Amazon, doing preventive, curative medicine and will work in health education of the community. They will work under the State Secretariats of Health in Para, Maranhao and Acre.

141. BRAZIL Volunteers will serve in Pernambuco, Paraiba, Bahia, Mato Grosso and Sergipe under the State Secretariats of Health and Social Welfare. They will be assigned to local health posts and will work with health post personnel.

Cooperatives

142. VENEZUELA Volunteers, assisting the Department of Cooperatives, will work throughout the country in savings and loan, consumer, transportation, production (agriculture and arts and crafts) and housing co-operatives. Area emphasis will be on Venezuela's central and western states.

143. VENEZUELA Volunteers will assist the Socio-Economic Department of National Agrarian Reform Institute (IAN) in the administration and management of the agricultural production cooperatives within the agrarian reform settlements.

144. PERU Volunteers will work with existing co-ops which were hastily formed and need education and guidance if they are not to fail. They will work as trainers and counselors, teaching people to take responsibility for the management of their own affairs through cooperative efforts.

145. CHILE Volunteers will work with specific fishing co-ops along the Chilean coast in their area of specialty. Home economists will work with fishermen's wives in nutrition, general extension and community development work, complementing the work of the men in the program.

Electrical

146. ECUADOR Working under the Ecuadorian Institute of Electrification, Volunteers will help promote and standardize the electrification of the country and help train nationals in construction, operation and maintenance of systems throughout the country. Engineers will design, supervise and help administrate the systems.

147. BRAZIL Volunteers will work with the Special Service of Rural Electrification in Sao Paulo and the Electricity Centers of Mato Grosso, extending the electrical networks of the state. They will set standards for installation, measure capacity of substations and branch lines, stake and check lines, install and inspect meters, supervise construction and maintain and repair installations.

Arts and Crafts

148. LATIN AMERICA REGIONAL Volunteers will work in one of several Latin American nations to develop and promote arts and crafts production, through design and redesign of new products, technical production advice, formation of producer co-operatives in villages, the formation of central cooperative companies and the promotion and sale of products to mass markets.

Secretarial

149. LATIN AMERICA REGIONAL Volunteers, depending upon their professional qualifications, will serve as chief secretaries, office managers or secretaries to staff members in Peace Corps offices in Bolivia, Brazil, Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica, Panama, Peru or Venezuela.

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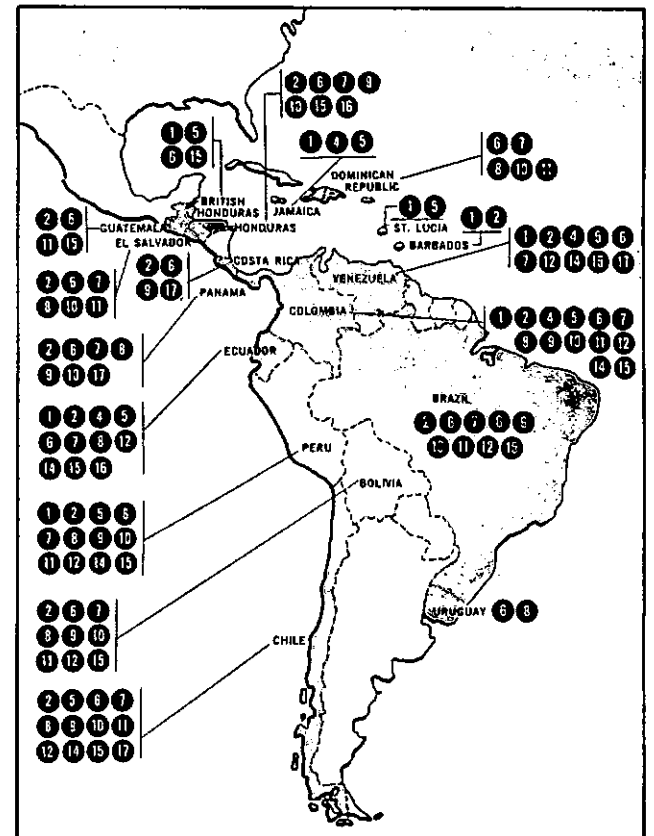
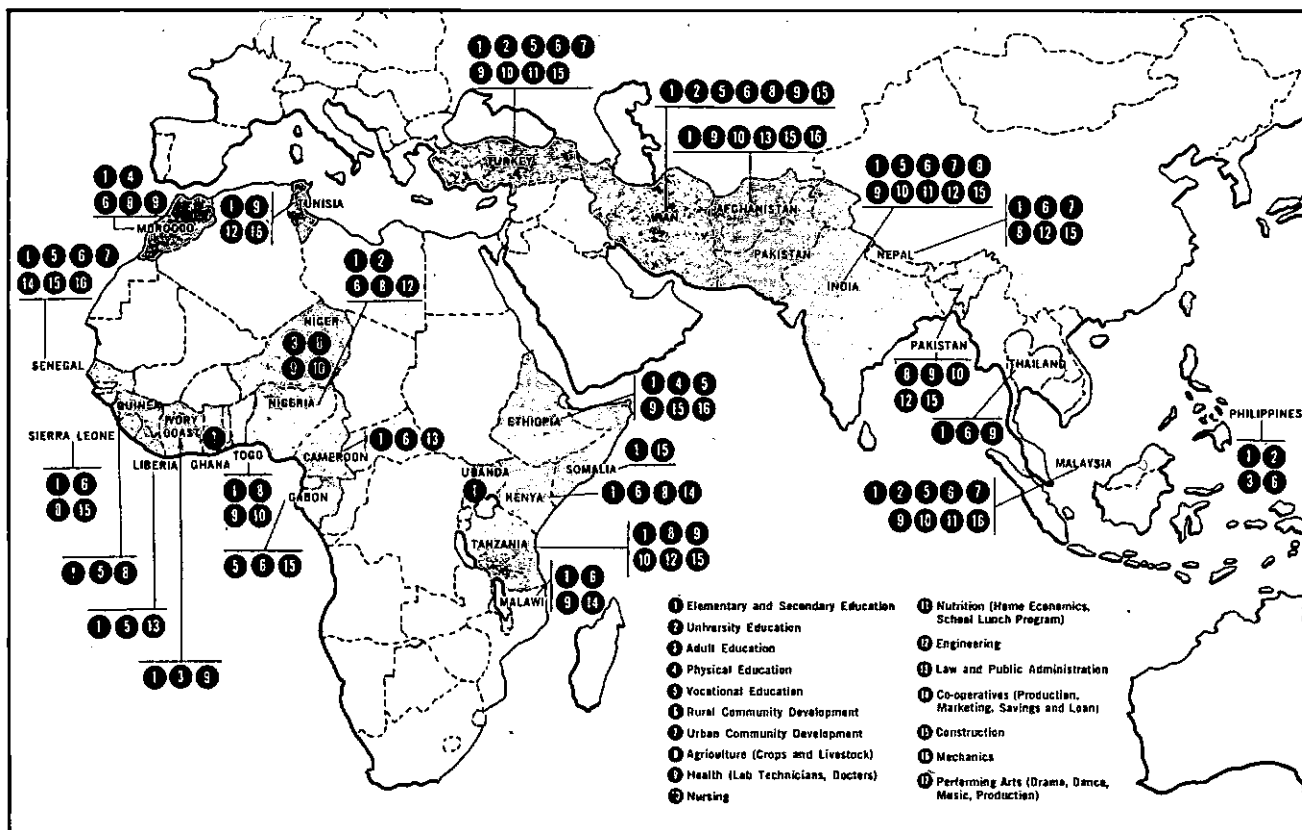
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WHERE THE ACTION IS: 12,000 Volunteers in these skill areas are now at work in 46 African, Asian and Latin American countries

AFRICA

Education

201. TANZANIA Volunteers will teach in secondary schools throughout the country and will help expand the teaching of agriculture science, and shop in the country's upper primary schools. Lawyers will teach law at the university in Dar es Salaam; music teachers will work with the national band and chorus being formed.

203. SIERRA LEONE Following a Government syllabus as an instruction guide, Volunteers will teach approximately 25 hours per week in one of the following areas: math, science, geography, history, home economics, agriculture, art, English, French, music, business, library science, physical education.

204. LIBERIA Volunteers will teach math, science, English, social studies and business throughout Liberia in junior and senior high schools.

205. UGANDA Under general authority of the Ministry of Education and in all sections of Uganda, Volunteers will teach biology, physics, chemistry, math, English, history and geography in secondary schools.

206. NIGERIA Volunteers will teach throughout the country in secondary schools and universities under the Ministry of Education.

207. WEST CAMEROON Volunteers will teach English, history, geography, math and science in church-operated and government schools throughout West Cameroon.

208. GUINEA AND TOGO Volunteers will expand the present program of math and science instruction in secondary schools in the two countries. *Note: This is a senior year (ATP) program open to college juniors only.*

209. GHANA Under the Ministry of Education, Volunteers will teach math, biology, physics and chemistry in primary and middle schools throughout the country.

210. FRENCH SPEAKING AFRICA (Ivory Coast, Gabon, Guinea and Togo) Volunteers will teach English as a foreign language, including grammar, composition, literature and conversation.

211. TANZANIA Volunteers will teach history, geography and math/science in secondary schools throughout the country.

212. NIGERIA Volunteers will teach English, mathematics, science, geography, French, and industrial arts in secondary schools throughout the country.

213. ETHIOPIA Volunteers will teach: English, social studies, and vocational subjects in Junior Secondary Schools; English, social studies, and math and science in Senior Secondary Schools; and business, law and other subjects at the University Demonstration School.

Health

214. NIGER Working with the Ministry of Health, Volunteers will help staff a new health center at Dosso, the mobile teams attached to it, and the outlying villages. Function of the health centers is to seek and treat the ill, provide a program of health education and preventive medicine, and train medical personnel.

215. SENEGAL Teams of one Volunteer, one Senegalese male nurse, and a Senegalese sanitarian will work in rural areas, to improve nutritional standards, sanitary prac-

tices, and teach hygienic methods of food growing and handling. They will be technically backstopped by UNESCO.

216. TOGO In teams of three and working out of towns with hospitals, Volunteers will visit one village a day on a recurring basis to combine preventive and curative medicine, collect data, make health inspections and teach health practices to adults and children. One nurse will teach public health at the Lome Nursing School.

217. IVORY COAST Volunteers in the maternal and child health program will work in teams with an Ivorian counterpart midwife setting up prenatal consultation, well-baby clinics and health and nutritional education programs. The doctor will assist in organization and technical guidance. Other Volunteers will work in the psychiatric hospital in occupational therapy.

218. NIGERIA Volunteers will strengthen the existing programs of the four regional ministries and the Federal Ministry of Health in the fields of public health, preventive medicine and health education at the village level.

219. MALAWI Volunteers will use tuberculosis as a prototype disease around which a system of general domiciliary care and effective health practices can be constructed. They will train African workers to carry on their work.

220. ETHIOPIA Nurses will organize and conduct training courses for "dressers" (health workers). Medical technologists will work with student technicians and college graduates who have degrees in science, teaching them techniques of laboratory work. Health educators will work in two colleges and at four teacher training schools, educating the future teachers and encouraging inclusion of health education material into all science curricula.

Agriculture

221. NIGERIA Volunteers will work in the four regions of Nigeria in comprehensive regional development programs with various ministries of the government. *Northern*—emphasis will be on livestock management, marketing cooperatives, small business development and community development. *Eastern*—rural development construction, Young Farmers clubs, surveying and cash crop organizing. *Mid-West*—development of Young Farmers clubs, schools leaver's farms, forestry, poultry and instruction in construction and rural sociology. *Western*—ag instruction, Young Farmers clubs, agricultural extension and urban youth club programs.

222. GUINEA Volunteers will work out of regional farms to put land into production, increase crop production and do village extension work. Others will train personnel in the national agricultural schools and still others will work as palm oil industry agents.

223. NIGER Under the Ministry of Rural Economy, Volunteers will work for various "services" or branches of the Ministry and the Nigerian Credit and Coop Union. Some will help establish cooperatives by furnishing credit to farmers and advising them on crops. Others will teach practical agriculture or help organize a well digging and irrigation program.

Land Settlement

224. TANZANIA Volunteers will work with Village Settlement Agency of the Ministry of Land Settlement and Water Development, organizing and educating the new settlers to eventually govern themselves and effect development projects.

225. KENYA Working under the Ministry of Lands and Settlement, Volunteers will work as Land Settlement Officers or assistants, helping in the program of transferring a million acres of land from European to African ownership, and the development and operation of cooperatives.

Domestic Arts/ Home Improvement

226. IVORY COAST Volunteers will teach domestic arts at vocational high schools for girls in Bouake and Abidjan as requested by the Ministry of Education.

227. IVORY COAST Under the Ministry of Youth and Sports, Volunteers will work in Ivory Coast female adult education programs known as "Foyer Feminins" to teach Ivorian women literacy, basic health and home arts and to broaden their horizons. They will work in both urban and rural areas.

Community Development

228. ETHIOPIA Volunteers will work in the community centers of seven large Ethiopian cities. They will aid in the development of effective social welfare programs, such as health education, adult literacy, recreation and handicraft instruction.

Highways

229. ETHIOPIA The planning, administration, and implementation of the Imperial Highway Authority's program to develop a professional highway department in Ethiopia has been hampered greatly by inadequately trained personnel. Volunteers will aim to improve job skills of Ethiopians in the program.

Construction

230. TANZANIA Volunteers will serve as members of field units, under Development Field Offices; their aim will be to stimulate and guide self-help development through encouraging involvement of local people and training them in simple construction and development techniques.

231. SOMALIA Under the Ministry of Education, Volunteers will work in mobile, self-contained teams to build or refurbish one to four room schools, using locally recruited labor and locally available material.

Fisheries

232. TOGO Working under the Service des Pêches with Togolese counterparts, Volunteers will assist in running existing inland fisheries in Central Togo and in the renovation and construction of new dams and fish ponds.

Social Welfare

233. SENEGAL Volunteers working under the Ministry of Health and Social Affairs will open and staff Social Welfare Centers and Maternal and Child Welfare Centers. They will do group-teaching of domestic arts, reading and writing, recreation, and health education, encouraging village women to better their social conditions and general health.

Adult/Vocational Education

234. NIGER Under the Ministry of Education, Volunteers will travel between villages to teach adults basic literacy in native lan-

guages, French and arithmetic. An artist will help develop audio-visual aids. Those under Ministry of Health will work in social centers and rural dispensaries, teaching hygiene, sanitation, infant care, sewing, cooking and literacy. Nurses will teach theoretical and practical work to students at the nursing school in Niamey.

235. IVORY COAST Volunteers will teach practical vocational skills at three technical centers in rural areas. These centers develop basic skills in carpentry, masonry, mechanics and metal work so that young men with little or no formal education can meet local requirements for skilled laborers.

NORTH AFRICA, NEAR EAST, SOUTH ASIA

Education

301. TUNISIA Volunteers will teach English as a foreign language in Ministry of Education secondary schools and adult education schools (Bourguiba Institutes) throughout the country.

302. TURKEY Volunteers will be assigned to junior high, high schools and university prep schools throughout the country under the Ministry of Education. They will also start English clubs, conduct adult education courses and generally be involved in extra-curricular activities.

303. MOROCCO Volunteers will teach English in Ministry of Education junior high and high schools throughout the country.

304. NEPAL Volunteers will teach English, math and science, home arts in middle and high schools under the Ministry of Economic Planning. Several will teach at colleges and teacher training schools.

305. AFGHANISTAN Volunteers will teach English, math and science courses, carrying full teaching loads, and will have all the normal responsibilities given to Afghan teachers. English is a required subject in all Afghan secondary schools.

306. IRAN Volunteers in secondary schools will work with Iranian counterparts to raise the level of English language instruction. Those with MA's in English will work in colleges and universities training English teachers.

307. TURKEY Volunteers will teach English (Turkey's second language) in junior and senior high schools in eastern Turkey. They will teach between 20-30 hours during the 5½ day school week.

308. TURKEY Volunteers will work in orphanages operated by the Ministries of Health and Education to introduce modern child care and increase community interest in the institutions. Nursery school teachers will be assigned to the Girls' Technical Institutes to introduce new concepts and methods of child care and instruction.

Community Development

309. NEPAL Volunteers will be assigned to Development Districts which include several communities in a wide geographic area. They will assist development officers in training of village leaders, ag demonstrations and improved communications between villages and district officials.

310. INDIA Volunteers will work with individual private producers, state poultry farms and cooperative markets to improve feed and poultry production and distribution. They will also work in teaching nutrition and food preservation.

311. TURKEY Volunteers will be members of village mobile teams, operated by the Turkish Ministry of Education, through the Technical Education Directorate. These teams move from village to village on a regular basis, offering courses aimed at uplifting the standard of living by imparting technical skills and inducing self-help programs.

Rural Literacy and Community Development

312. IRAN Male Volunteers will work with Iran's Literacy Corps, which is the country's most effective instrument in rural community development. Females will serve as teachers in provincial schools for rural and tribal girls. Specialists will train Literacy Corps guides or supervisors in Karaj.

Food Production/Agriculture

313. NEPAL Working under the Ministry of Economic Planning and with district Agricultural Development Officers, Volunteers will help develop agricultural cooperatives at village and district levels, aiming to provide credit facilities and improve agricultural techniques and distribution.

314. INDIA Volunteers will work with Block Development Officers, the Ag Extension Officer, village level workers and village council chairmen in the newly established "composite strategy programme" designed to alleviate the food crisis through technical assistance.

315. AFGHANISTAN Under the Ministry of Agriculture, Volunteers will work in five experimental stations where they will demonstrate the proper use of fertilizers, seeding, irrigation, cultivation and harvesting. Each will work with a counterpart and train boys from surrounding farms and through them engage in extension work.

Health

316. AFGHANISTAN Volunteers will work in pairs along with an Afghan counterpart, under the Ministry of Health. They will train counterparts to give smallpox inoculations and will implement vaccination campaigns in rural villages where they will also give women basic instruction in sanitation and health.

317. TUNISIA Health worker teams and their Tunisian counterparts will carry out health education and health action programs in rural areas. Lab technicians will be assigned to rural hospitals.

318. MOROCCO Medical technologists will work in hospital and public health labs, performing tests and supervising students in their lab work. Generalists will work in labs or TB sanatoriums, doing lab examinations, supervising Moroccan assistants, screening for tuberculosis, and performing routine surveillance of food, water and milk products or will work at the animal hospital. Veterinarians will work with the Moroccan and international staff of the Fes animal hospital. MD's will head a Rabat-based mobile lab unit doing mass screening and health studies and will assist the Director of the Institute of Hygiene.

319. INDIA Volunteers will travel within the state of Mysore, training primary teachers in basic training schools about simple health practices and nutrition.

Q & A: About Skills, Pay, Qualifications

How? Where? When? Why? Peace Corps campus recruiters answer thousands of questions about qualifications, assignments, selection, training and a thousand other facets of the programs.

Here are answers to the most frequently posed questions.

Q. Is the Peace Corps successful?

A. The best measure of success is the fact that host countries ask us back. The response of the 46 countries where Volunteers are at work has been overwhelming. Nearly every country has requested more Volunteers than are available. Requests by 20 other nations for

Volunteers have had to be turned down for lack of Volunteers to fill them.

Q. Does a Volunteer have a choice as to where he is sent?

A. Yes. He may indicate preferences on the questionnaire. However, a person's skills and background are matched with requirements, and he may not be offered an assignment in his first-choice country. And he, in turn, may decline the invitation and request another more to his liking.

Q. To what extent does a person commit himself when he fills out an

application and takes the test? Can he change his mind?

A. A person is free to change his mind at any time. Completing the application procedure indicates an interest in the Peace Corps to which the agency will respond.

Q. How much do you get paid?

A. Each Volunteer is provided with an allowance large enough to permit him to live at the same level as those with whom he will work. Each Volunteer also gets a readjustment allowance of \$75 per month (before taxes) which is given to him at the end of service.

Q. What are the qualifications and standards for Peace Corps service?

A. The basic qualifications are brief: you must be an American citizen, at least 18 years old, without dependents under 18, and available for a two-year term of service. You need not know a language. Most people, for instance, don't know Urdu, which we teach you if you're headed for West Pakistan. The standards are quite high. More than 150,000 people have applied for the Peace Corps and only about 18,000 have been sent abroad.

Q. How long after applying do you find out if you are accepted?

A. You will be notified within six weeks if you are to be invited to join a training program. You do not actually become a Peace Corps Volunteer until you have completed training.

Q. What kinds of skills are needed and what jobs are available?

A. The Peace Corps has Volunteers working at some 300 jobs, including community development, teaching, accounting, recreation, public health, heavy equipment maintenance and agriculture. Your enthusiasm and energy are as important as your skills, however.

CHANGING DIRECTIONS

Most Volunteers Alter Career Plans While Overseas

The Peace Corps has a "profound effect" on the career choice of Volunteers, says Robert Calvert, director of the organization's Career Information Service.

Studies of the first 5,000 returned Volunteers show that more than half of them changed their vocational plans while in the Peace Corps. Two out of three of the Volunteers who entered the Peace Corps with no long-range vocational goals decided on one while overseas, according to the studies.

Particularly significant, Calvert says, has been the shift toward international careers. Only 8% of the 5,000 Volunteers were interested in long-range careers overseas when they entered the Peace Corps. But

almost one-third had this aim when they completed service, he says.

Statistically, the activities of the 5,000 returned Volunteers are broken down this way:

- 39% have continued their education.
- 15% work for the Federal, state or local government.
- 15% teach either in the United States or abroad.
- 8% work with a social service agency (more than 100 returned Volunteers are now taking part in the Office of Economic Opportunity's War on Poverty; more than 10% of these are serving as VISTA Volunteers).
- 11% are in business and industry, either in this country or abroad.

The remaining 12% includes many who are traveling before starting their careers. Some older returned Volunteers have retired. A number of the women surveyed have married and forsaken career goals for the role of housewife.

A separate study of more than 2,000 returned Volunteers indicates that nearly one-third were interested in teaching at all levels. The same study shows that the number interested in careers in government had doubled — to 20% — since they entered the Peace Corps.

More than 6,000 persons have successfully completed service as Peace Corps Volunteers. It is estimated that at least 50,000 will have completed service by 1970.

PEACE CORPS AT A GLANCE

On January 1, 1966, the Peace Corps comprised more than 12,000 Volunteers. The total includes more than 10,000 working in 46 nations of Africa, Asia and Latin America and 2,000 training for service overseas.

- More than 100 colleges and universities are training Peace Corps Volunteers.
- The largest concentration of Volunteers is in Latin America — nearly 4,000.
- 41% of all Peace Corps Volunteers are women.
- There are 580 married couples serving in the Peace Corps. Since the Peace Corps began there have been 274 marriages involving Volunteers.

- 77 children, including one set of twins, have been born to Peace Corps couples abroad.
- 97 Peace Corps Volunteers are between 50 and 60 years old, 100 are older than 60.
- 85% of all Volunteers have college degrees, and 6 1/2% have graduate degrees.
- Of nearly 5,000 Volunteers to complete two years of service and return to the U. S., 39% are continuing their education.
- More than 60 colleges and universities have established some 300 special scholarships and fellowships for returning Volunteers.
- About 55% of all Volunteers abroad are working in education — primary, secondary, university, physical, adult and vocational.



COACHES COMMITTEE: Football coach members of 22-man Fifth Anniversary Coaches committee huddle with Director Sargent Shriver to plan recruiting of varsity athletes and PE majors for Volunteer programs. They are, from left, Robert L. Blackman, Dartmouth; Earl Banks, Morgan State; Pete Elliott, Illinois; Darrell Royal, Texas; Shriver, and John Ralston, Stanford. At right is Charles Pevey, Louisiana State, representing committee member Charles McClendon of LSU.

DRAFT: DEFERMENT BUT NO EXEMPTIONS

Peace Corps service does not fulfill military obligations, although Volunteers are deferred during their term of service.

While service in the Peace Corps has been determined by the Selective Service System to be in the national interest, a Volunteer must obtain a deferment from his local draft board just as a student does. Immediately after accepting an invitation to join the Peace Corps, the prospective Volunteer will receive forms to send to his draft board.

A Peace Corps deferment does not exempt a Volunteer from future draft requirements. Nor does it mean that he cannot qualify for further deferments after completion of service.

Members of armed forces reserve units must have completed their active duty before applying to the Peace Corps. Any remaining weekly drill or summer camp obligations after active duty are postponed while a member of the reserve is overseas.

DIRECTORY

Continued from Page 7

Family Planning

320. INDIA Volunteers will work with District Family Planning Bureaus in the state of Bihar, in mass education and organizational aspects of family planning, development of visual aides, and in-service training for family planning workers.

Head Start/Youth Work

321. IRAN Volunteers will work in selected sites to make model kindergartens out of what are, for the most part, baby sitting institutions and will train selected high school graduates from the town to carry on the work or start new kindergartens.

322. TUNISIA Male Volunteers will serve as counselors and physical education teachers at Bourguiba Villages, which are boarding school/camps for orphaned and abandoned boys. Females will serve as kindergarten teachers or will train young Tunisian girls who work in youth centers as social workers and teachers.

Public Works

323. IRAN Volunteers will work with the Ministry of Development and Housing in the provinces, involved with the construction of access roads, village water systems, rural electrification programs, schools and housing.

324. NEPAL Volunteers will work as surveyors under the Department of Roads, in planning and layout of non-vehicular district roads. They will work with village panchayats (councils) in the planning, financing, securing of labor, etc.

Architecture/City Planning

325. TUNISIA Volunteers will work with the Ministry of Public Works, designing low-cost housing, public buildings and facilities.

Small Industries

326. INDIA Volunteers will work with District Industries Officers or Directors of Industrial Estates built by the state governments to facilitate and promote the growth of small industrial enterprises. They will work with 1-3 firms for 2-3 months, then move on to others.

Warehousing

327. AFGHANISTAN Volunteers will work as warehousemen in government warehouses, where they will train Afghan counterparts to establish and maintain systems of procurement, reorder supplies, and take and maintain inventories of supplies and equipment.

Mechanics

328. AFGHANISTAN Working with the Ministries of Health and Agriculture, Volunteers will train Afghan counterparts in the maintenance of farm machinery, automobile and truck engine work.

FAR EAST

Education

401. THAILAND Volunteers will teach English as a foreign language in up-country secondary schools and teacher training colleges.

402. MALAYSIA Math and science teachers will work in high schools, junior colleges and teachers colleges on Peninsular Malaya. Other Volunteers will work with the Sarawak Department of Education in converting medium of instruction in primary schools to English. They will visit schools on a rotating basis to train teachers.

403. PHILIPPINES Volunteers will be assigned as co-teachers to expand the on-going education improvement plan. They will work throughout the country in elementary, high schools, normal schools, universities, and vocational schools with emphasis on English, math and science.

404. KOREA The first group of Volunteers for Korea has been requested to teach English, science and physical education in secondary schools throughout the country. Korea has gone through a long and difficult recovery period since the Korean conflict and Volunteers will help contribute toward the educational and technological advance necessary for self-sufficiency.

Education Radio and Television

405. THAILAND Volunteers, working through the Ministry of Education, will assist in getting English education programs on radio and television and training Thais to assume educational programming responsibilities. They will work closely with Volunteers teaching English as a foreign language.

Physical Education

406. THAILAND Volunteers will be assigned to regional General Education Development Centers. While they will have some teaching responsibilities at secondary schools and teacher training colleges, most time will be spent working with the physical education supervisor at the center, organizing and conducting in-service training programs for elementary and secondary teachers.

Health

407. THAILAND Volunteers will work as Assistant Zone Chiefs with the Malaria Eradication Program in one of 30 zones in the country, where they will concentrate in on-the-job assistance to lower level workers and make sure that close home checks, blood sampling and spraying are carried out.

408. MALAYSIA Volunteers will work on the First Malaysian Plan on tuberculosis control. Assigned to one of four district hospitals, they will develop procedures, organize mass case finding drives, plan and execute vaccination drives and follow-up cases. Technologists will teach, train and practice medical technology as related to tuberculosis.

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

Please send me a Peace Corps application.

Mr./Mrs./Miss _____ Date _____

Address: _____

College or University _____

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

Major _____

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

Date I could enter training: _____

I am interested in the following programs (list by directory number): _____