Decided in its infancy as a futile attempt at international goodwill, the Peace Corps observed its 65th 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-spanning operations come in a variety of ways, among them:

- Once ridiculed by detractors as "Kennedy's Kiddie Corp.," the bash 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 exceed the supply. As a result, the requests of more than 20 nations for Volunteers have had to be turned down.

Another measure of its effectiveness is that the Peace Corps, which struggled in its early years to prove beyond the dreams of many of its supporters.

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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, California Attorney General and Peace Corps founder, Sen. Hubert H. Humphrey, and Sam Farr, Cameron (William J.) Graduate Fellow, who served in Columbia, 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 later special Assistant Secretary of State for Inter-American Affairs. He then taught at Universities of Michigan, and Pennsylvania and at Johns Hopkins, joined USAID in 1969 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 28 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 a spark that was to become_visible around the world.

Today as an engraved plaque on a front wall of the building calls attention to the fact that a young man by the name of John F. Kennedy first publicly mentioned the idea of a Peace Corps and defined its aims. Kennedy, then nearing the end of his youthful candidacy for President, had just flown into Michigan from New York. As his motorcade moved toward the University of Michigan student union, from Ann Arbor, it became evident that he needed to speak. Later that evening, the car that had transported him to the university education.

Speaking extraneous from the University of Michigan, Vice President Hubert H. Kennedy asked:

"How many of you are willing to spend 10 years in Africa or Latin America or Asia working for the United States, as a free society can, in the search for truth and justice, in the search for freedom, in the search for a better world?" At least 200 hands went up in unison. Dr. Henry A. Kissinger, who heads the council, a, according to continued Administration support of the Peace Corps.

At 2 am, on October 14, 1960, the Peace Corps was launched.

"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 16 countries, and nearly 3,000 were in training. Agreements for Volunteers had 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 1963, there were about 4,500 Volunteers working in more than 40 countries, with another 6,000 in training. A year later, more than 6,000 were at work overseas and another 4,000 were in training. In January, 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 enabled Peace Corps recipients to do more than 12,000 Volunteers.

To meet its growing responsibilities, it has had to have about 15,000 by the end of 1965. Some 20,000 Volunteered have already served.

The Peace Corps has expanded in its training program for college juniors. Two years of Peace Corps training in its programs, the Peace Corps approach was refreshing.

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MAKING OF A PCV
Field Experience Supplements Classroom Training

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

The key to the continuing high quality of Peace Corps Volunteers (PCV's) is the fact that where a staffed head by the psychologist who helped choose the first U.S. nominees work background and indicated abilities of each applicant against the list of available assignments.

It's a little easier to become a Volunteer these days than ever before. There are more jobs available. This year the Peace Corps hopes to fill the last blanket of requests ever - 7,000 Volunteers to work in 86 countries, 46 host countries.

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

\section{Faster Acceptance}

The selection system has been constantly re-examined and refined in the five years since applicant 1,000. After sifting through more than 166,000 applications, the Peace Corps can now sort out what makes a potentially good PCV, and today it is normal 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 career will begin.

- **Language training** - total "immersion" in an intensive program of up to 300 hours that leads to early conversations in the language of knowledge is not a requirement.

- **Technical studies** - skills needed for the type of work he will perform.

- **Area studies** - 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 demands receive training for outdoor living which may include hiking, rock-climbing, swimming and map reading. Proficiency in these skills, 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.

\section{Rated By Peers}

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

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.

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"We used to try to cram people with as much information as possible, but we have learned that physical and training we could manage, make sure the volunteer would prepare them for their service overseas. We taught them what they needed to know at the time of their training, while the Peace Corps experience," 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.

\section{FIELD WORK - Physical conditioning is one aspect of Peace Corps training. While candidates such as these who are based on mountain country may learn their classroom assignments, those based in urban teaching and community development assignments may be tested in New York or Puerto Rico training or teaching an Indian reservation.

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 Af- ricas, 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 that 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.
ELUSIVE DEFINITION IN LATIN AMERICA

Community Development: Its Name May Be Mud

By William Krohley
Receita, 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 beswearing his sheet of crumpled prose only to be greeted by 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 answer the winds of an orthodox century ago, maintain a foothold on the coast. Only recently has the interior — protected by mountainous jungle, beaches, more than 400 species of snake, wild pigs, monkeys, birds and butterflies — begun to buckle under the bulldozers and books of the 20th century.

Salah, Malaya

Salah lies some 700 miles southeast of Saigon, on the western 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 Maetas, Daunas, Bunums, Bajaus and Kedayan live there, at 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, beaches, more than 400 species of snake, wild pigs, monkeys, birds and butterflies — begun to buckle under the bulldozers and books of the 20th century.

Salah is also the home of 100 Peace Corps Volunteers, among them Ron Kahl, a graduate of the University of West Virginia, and Beth Hallola, 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, Tam- bunan, is a town of 1,000 people. Some 10,000 people form the surrounding countryside, where the careful geometry of the wet rice paddy is dominant. The whole area is both difficult and strenuous. Several informal meetings were held with a group of the local families concerned and suggested that they offer the city government. The project proceeded and was eventually completed as the dozer operator who had a front yard large enough to dig a drainage pit. The hole was dug with a pick and fork and the mud dried in the sun to a hard crust. What can one say of the wet rice paddy is dominant. The whole area is both difficult and strenuous. Several informal meetings were held with a group of the local families concerned and suggested that they offer the city government.

The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow.
AFRICAN PROBLEM: THE GENERALIST

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. My projects, modern Slavic literature, working with computers or television sets before I learned carpentry, masons, geologists, and philosophy of literature meant "rural community action")—carpenters, ma
don't know what community—processed same way. I read about in books, unusual people, people who have (shudder) 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 2,000 people and headquarters of Kanka 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 burro; the fragrance of lilac, frangipani, and purple-tassled flowers filling the heavy air—a 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 presented to know the Temne equivalents: kwos openeth, north-ah-ka-kow, kwos ka ka buh, kwos ka nii mats... .

The number of projects I have going is delicious, and I would have to be a Renaissance Man to handle them all. But I have bloomed 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.

I look like I'm a very sincere Friend and trembled on Selection Eve. But my clever plan failed, and I feared I would be (shudder). (I honestly thought that I would be)

"R.C.A." meant "rural community action")—carpenters, ma
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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 Col-

lege, 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 grief between East and West, and it makes me a laugh now to think that I expected to bridge it with a smile and a handshake.

—Pamela MacDermott, Manhattan-
ville, Philippine

Our original excitement and enthusiasm have been somewhat temp-

ered by a year here. We have come to realize that change comes so slowly that progress, if it comes at all, seems imperceptible. The exer-
tors are replaced by colder ways of looking at the world, and the youth-

ful vigor and idealism become hilt-

ened with a days-to-day job. We

can never again become the peo-

ple we were before we came to Afri-

ca. But then, we would not want to.

—Hayward Allen, University of Col-

orado, 1968, Ethiopia

"What we need is a philosophy not of high adventure a la Conrad but of dullness; a philosophy which will satisfy our craving for accomplishmen-
t and a certain nobility while we are faced with tedious, fatigue and the desire to sit down and dream.

—John Hatch, Queens College, Ivy

Coast

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

—David Schickel, Swarthmore, 1959, Nigeria

"This is probably the most beau-
tiful 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 go to 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 vil-

lages around the world."

—Roger Landstrom, Albion College, 1959, Nigeria

MORNINGS — "Sometimes there are 80 mothers squaring patiently in the sun under pancake 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."
114. COLOMBIA: Volunteers with science backgrounds will interview new methods and materials to be used by secondary school teachers in training. Engineers will be assigned to one of four universities to assist in engineering instruction in the departments. All Volunteers have responsibility to the Ministry of Education.

115. BRAZIL: Volunteers will work for the Ministry of Education, developing literacy centers in urban and rural areas, working with teachers and co-workers, organizing and supervising literacy programs and participating in the follow-up among participants.

116. VENEZUELA: Volunteers will teach their specialties in universities and normal schools, and their co-professors, will be responsible to the Ministry of Education.

117. CHILE: Volunteers will work in rural areas to upgrade education and to community development, using the school as the focal point for community activity.

118. Physical Education

119. ECUADOR: Working with the Sports Federation in the provinces, Volunteers will work at gym level, researching as extension worker or community worker. They will train teams, local coaches and the public in sports, especially for very young people. They will also help to get underway a new strong program of the national football association, and also find a new team for the national basketball team.

120. PERU: Volunteers will work in San Borja, Lima, in a public university, to set up and supervise a television literacy program and work with the Peruvian television network. Volunteers will give instruction in television production, and also in radio, to students of the National University of San Marcos.

121. COOPERATIVES: Volunteers will work in rural areas, setting up credit cooperatives to assist the farmers on the community. They will promote industrial development in rural areas.

122. VOLUNTEERS: Volunteers will teach their specialties in universities and normal schools, and their co-professors, will be responsible to the Ministry of Education.

123. PAPUA NEW GUINEA: Volunteers will set up centers in urban and rural areas, working with teachers and co-workers, organizing and supervising literacy programs, and promoting the follow-up among participants.

124. COMMUNITY DEVELOPMENT

125. DOMINICAN REPUBLIC: Volunteers will work under several of the government agencies, focusing on youth development in urban areas and schools. Volunteers may work in any area of specialization, but a special emphasis will be made on the training of young people.

126. BOLIVIA: Volunteers will work in the rural areas of the country, setting up new projects in the areas of agriculture and rural development.

127. CHILE: Volunteers will work in rural areas, setting up new projects in the areas of agriculture and rural development.

128. GUATEMALA: Volunteers will work in the rural areas of the country, setting up new projects in the areas of agriculture and rural development.

129. EQUATORIAL GUINEA: Volunteers will set up centers in urban and rural areas, working with teachers and co-workers, organizing and supervising literacy programs, and promoting the follow-up among participants.

130. COLOMBIA: Volunteers will work for the Ministry of Education, developing literacy centers in urban and rural areas, working with teachers and co-workers, organizing and supervising literacy programs and participating in the follow-up among participants.

131. EL SALVADOR: Volunteers will work in rural areas, setting up new projects in the areas of agriculture and rural development.

132. COLOMBIA: Volunteers will work for the Ministry of Education, developing literacy centers in urban and rural areas, working with teachers and co-workers, organizing and supervising literacy programs and participating in the follow-up among participants.

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AFRICA

Education

201. TANZANIA Volunteers will teach in secondary schools throughout the country and will help open new teaching facilities in primary schools. Teachers will work with national and local boards and handbooks.

202. SIERRA LEONE Following a Government syllabus as an instructor guide, Government will assign volunteers to work in one of the following areas: math, English, science, history, agriculture, art, English, music, health, emergency water, preventive vocational, and a profession of occupational therapy.

203. SENEGAL Volunteers will teach English, French, English, science, and business throughout the country in junior and senior high schools.

204. EGCASA Under the general authority of the Ministry of Education and Science of Nigeria, Volunteers will teach biology, physics, chemistry, and geography in secondary schools.

205. EGYPT Cameroon Volunteers will teach English, history, geography, math, and science in secondary and primary schools throughout West Cameroon.

206. GUINEA and TOGO Volunteers will teach English, science, and business in primary schools throughout two countries. Note: This is a junior year (36 weeks) program to complete college junior.

207. CÔTE D’IVORE Volunteers will teach English, history, geography, and science in primary and secondary schools throughout the country.

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

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

210. NIGER Volunteers will teach English, science, and mathematics in secondary schools throughout the country.

211. TANZANIA Volunteers will teach English, French, and science in secondary schools throughout the country.

212. ETHIOPIA Volunteers will teach English in secondary and vocational schools.

213. GABON Volunteers will teach English in secondary schools and universities under the Ministry of Education.

214. KENYA Working under the Ministry of Education, Volunteers will teach English in secondary schools and universities.

215. TOGO Volunteers will teach English, English, science, and science in senior high schools and universities throughout the country.

216. IVORY COAST Volunteers will teach French in secondary schools and universities in Abidjan and Grand Bassam.

217. TANZANIA, Volunteers will teach English in secondary schools and universities under the Ministry of Education.

218. TOGO Volunteers will teach English in secondary schools and universities under the Ministry of Education.

Agriculture

219. TANZANIA Volunteers will work in the northern region of Tanzania in conjunction with regional development programs with various ministries of the government.

220. SIERRA LEONE Volunteers will teach English, English, science, and science to new teachers. Volunteers will work with the national and local boards and handbooks.

221. GABON Volunteers will work in the agricultural extension program and for the ministry of agriculture.

222. GAMBIA Volunteers will work with the Ministry of Agriculture and Food in the agricultural extension program.

223. TOGO Volunteers will work with the Ministry of Agriculture and Food in the agricultural extension program.

Highways

224. EGYPT Volunteers will work with the Ministry of Public Works in the highway construction program.

225. TOGO Volunteers will work with the Ministry of Public Works in the highway construction program.

Construction

226. TANZANIA Volunteers will work in the national construction program and for the social and economic development program.

227. SIERRA LEONE Volunteers will work in the national construction program and for the social and economic development program.

228. GABON Volunteers will work in the national construction program and for the social and economic development program.

229. TOGO Volunteers will work in the national construction program and for the social and economic development program.

Fisheries

230. EGYPT Volunteers will work with the Ministry of Agriculture and Food in the fisheries program.

231. TOGO Volunteers will work with the Ministry of Agriculture and Food in the fisheries program.

Social Welfare

232. TANZANIA Volunteers will work with the Ministry of Social Welfare in the social service program.

233. SIERRA LEONE Volunteers will work with the Ministry of Social Welfare in the social service program.

234. GABON Volunteers will work with the Ministry of Social Welfare in the social service program.

235. TOGO Volunteers will work with the Ministry of Social Welfare in the social service program.

Land Settlement

236. TANZANIA Volunteers will work with the Land Settlement and Water Development program, acquiring and observing the new skills.

237. SIERRA LEONE Volunteers will work with the Land Settlement and Water Development program, acquiring and observing the new skills.

238. GABON Volunteers will work with the Land Settlement and Water Development program, acquiring and observing the new skills.

239. TOGO Volunteers will work with the Land Settlement and Water Development program, acquiring and observing the new skills.

Adult/Vocational Education

240. TANZANIA Volunteers will work with the Adult Education program, acquiring and observing the new skills.

241. SIERRA LEONE Volunteers will work with the Adult Education program, acquiring and observing the new skills.

242. GABON Volunteers will work with the Adult Education program, acquiring and observing the new skills.

243. TOGO Volunteers will work with the Adult Education program, acquiring and observing the new skills.

WHERE THE ACTION IS: 12,000 Volunteers in these skill areas are now at work in 46 African, Asian and Latin American countries
Q&A: About Skills, Pay, Qualifications

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 if the programs are capable in his first-choice country. And, in some cases, he may decline the invitation and request another posting.

Q. What are the qualifications and standards for Peace Corps service? A. The basic qualifications are that you may be an American citizen, at least 18 years old, without dependent children, and in good health for a two-year term of service. You need not know a language. Most people, in fact, learn a language while they are in the Peace Corps. The standards are quite high. More than 100,000 people have applied for the Peace Corps and fewer than 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 then will be notified if you are accepted as 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, in agricultural 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 "proven effect" on the career choice of Volunteers, says Robert Calvert, director of the organization's Career Information Service. Studies of the first 3,000 returned Volunteers show that more than 22% have 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 plans have altered their career aspirations, according to the studies.

Particularly significant, Calvert says, has been the effect on training consultants. Only 8% of the 3,000 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 3,000 returned Volunteers have broken down this way:

- 39% have continued their education.
- 15% work for the Federal, state or local government.
- 11% teach either in the United States or abroad.
- 8% work with a social service agency.

About 10% of these are serving as VISFA Volunteers.

- 11% are in business and industry, either in this country or abroad.

The remaining 12% includes many who are traveling while staying in the States. Some others have returned to their former jobs. A significant number of the former Peace Corps Volunteers have married and forseen career goals for themselves.

A separate study of more than 2,000 returned Volunteers indicates that 85% have changed their level in teaching at all levels. The same study shows that the number interested in education as a secondary occupation had doubled -- to 70% -- since they entered the Peace Corps.

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

PUBLIC 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 Asia, Africa and Latin America, and 2,000 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 560 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 64% have graduate degrees.
- About 5,000 Volunteers have completed two years of service and return to the U.S., 39% are continuing their education.
- More than 60 colleges and universities have established special awards, scholarships and fellowships for returning Volunteers.
- About 35% of all Volunteers abroad are working in education -- elementary, secondary schools and universities, physical, adult and vocational.

DRAFT: DEFERMENT BUT NO EXEMPTIONS

Peace Corps service does not fulfill military obligations, although Volunteers 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 the Selective Service System to remain in the Peace Corps. The prospective Volunteer will receive forms to send to his local Selective Service Office.

A Peace Corps deferment does not apply to the present draft renewal requirements.

Members of armed forces reserve units must have completed their active duty before applying to the Peace Corps.

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, Earlham; Morgan State; Pete Oilick; Illinois; Derrill Royal, Texas; Shriver, and John Ralston, Stanford. At right is Charles Pevy, Louisiana State, representing committee member Charles McClellan of LSU.

Head Start/Youth Work

Director of Peace Corps George McGovern reaches out to the student volunteer in the Peace Corps. His scholarship and work are used to establish some 300 special scholarships and loan guarantees.

Public Works

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Education Radio and Television

Volunteers can lecture on English as a foreign language and in public health, science, and physical education in schools throughout the country. Volunteers can also assist in the development of a long and difficult education program during the Korean conflict.

Physical Education

Volunteers will be assigned to teach physical education in schools in the region.

Peace Corps, Office of Public Affairs, Washington, D.C. 20529

Please send me a Peace Corps application.

Mr./Mrs./Miss

Address:

College or University

Level of education (circle one):

1 2 3 4 Grad. Degree

Major

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

Date I would enter training

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

FAR EAST Education

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

402. MALAYSIA Minor and major teachers will work in high schools, junior colleges and colleges in Thai language classes.

403. BURMA Volunteers will work in schools and universities.

404. PHILIPPINES Volunteers will be assigned to teach English and science in primary schools.

405. KOREA The first group of Volunteers will be assigned to teach English in English, science and physical education in schools throughout the country. Volunteers can also assist in the development of a long and difficult education program during the Korean conflict.

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