Philosophy
Grad Describes Work In Nepal

(Editor’s note: Jim Fisher, a philosophy graduate of Princeton, is now teaching English as a second language in Nepal. The following letter describes his work.)

In the middle of final examinations last spring I suddenly found myself forced into deciding what would happen to me in the world lying outside of Princeton, N. J. I chose what I later saw advertised as “Land of Yeti and Everest.”

The day following graduation I began training an average of 12 hours per day at George Washington University in Washington, D. C. About half the time was concentrated on language study, the other half in world affairs, American studies, and Nepal area studies. The quality of the training program, though shoddy in isolated areas, was surprisingly high, particularly in language training. The entire grueling process was made more pleasant than it would otherwise have been by the strong incentive to learn and the usually boundless enthusiasm of my fellow trainees, most of whom were college graduates. After two months I graduated, and I was somewhat shocked when I was asked to give a commencement address — in Nepal! This somehow made the Latin salutatory at Princeton seem a pedestrian in comparison. (See ‘Nepal,’ page 3)

Scholarships, Jobs Await Volunteers

More than 70 Peace Corps Volunteers will complete their two-year assignments this year. Next year, some 5,000 will be back and over the next decade, 50,000 persons will have served.

So far, the number of college graduates and educational opportunities exceed the number of returns.

More than 30 universities have offered over 100 special scholarships for those who want to continue their education. Interest in obtaining Volunteers to teach in America is high. Californa and other state school systems will credit Peace Corps teaching experience for teaching certification.

The U. S. State Department has agreed that Volunteers who receive appointments as Foreign Service Officers will enter at an advanced level. Both the State Department and the United States Information Agency are making special arrangements to interview interested Volunteers overseas. Other agencies, such as the Public Health Service, want Peace Corps veterans.

Liberal Arts
Students Will Fill Many Jobs

More than 4,000 new Peace Corps Volunteers will be selected during the next few months to serve in 45 developing nations around the world. Some of these men and women will be replacing Volunteers who are completing their two-year period of service this fall.

Others will be filling completely new assignments requested by governments in Africa, Latin America, the Near and Far East and South Asia. Some 300 different areas are represented in the jobs, most of which will be filled by the end of 1963.

Opportunities for Americans to invest their time and talent in helping people to help themselves are greater now than at any time in the brief history of the Peace Corps.

Liberal arts students will teach elementary or secondary school, or serve in community development programs. What is more, the Peace Corps is now offering a comprehensive program for the training of Peace Corps geologists. Colpitts received his A.B. in biology and philosophy from Phillips University, Enid, Okla., in 1961. On their arrival, the 32 Volunteers teaching in British Honduras more than doubled the number of college graduates in that country.

ANDRE COLPITTS, 23, a Peace Corps Volunteer from Tulsa, Okla., teaches English, science and math at a high school in Belice, British Honduras. Colpitts received his A.B. in biology and philosophy from Phillips University, Enid, Okla., in 1961. On their arrival, the 32 Volunteers teaching in British Honduras more than doubled the number of college graduates in that country.
the Peace Corps would only get a symptom of a youthful conscience that I and my peers effectively overseas are idealists, 'dewey-eyed idealists.' Most of the Peace Corps Volunteers are serving as a Volunteer teacher in the Okusaperman School at Akropong-Akwapim, Ghana. He writes from Ghana:

"I feel that I have treated you very unmercifully. I should have been writing quotable quotes and the like and making my time and effort put in. But you are always aware of me personally about any aspect of the Peace Corps" said Toland.

This year 123 students have talked to me personally about joining the Peace Corps. I also administer the Peace Corps placement test, which is given here on the campus," he said. Toland, as do most liaison officers, frequently talks to college and campus groups about the work that the Peace Corps is doing overseas.

Liaison officers are continually supplied with fresh information from the Peace Corps headquarters in Washington and from the field.

A SOIL CONSERVATION WORKER, William Hundley, 23, of Cle Elum, Wash., is serving with the Peace Corps on the Caribbean island of St. Lucia. Hundley received his B.S. degree in agriculture from Washington State University in 1962. More than 1,300 Volunteers have been requested for agricultural projects starting this summer.

**On-Campus Information? See Your Liaison Officer**

Where can you get information or counseling on Peace Corps volunteer service? From your Peace Corps liaison officer on campus. Ask your campus information office for his name and address.

**4,000 ...**

(continued from page 1)

**Avoid Madison Ave. Stuff,**

**Says Former Staff Member**

Blair Butterworth, a humanities major, served a year with the Peace Corps in Washington, D.C., and is now serving as a Volunteer teacher in the Okusaperman School at Akropong-Akwapim, Ghana. He writes from Ghana:

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Science Majors

Critically Needed

Liberal arts graduates who have majored or minored in biology, physics, chemistry or math have been requested by developing countries round the world.

If new and emerging nations are to achieve and maintain a competitive position in the contemporary world, they must develop their own cadre of technicians and scientists, trained to cope with increasingly complex society.

But teaching is not just in the classroom. It's in the community as well. See the reports from Nepal and Ghana.

PEACE CORPS NEWS

SPRING, 1963
Sul Ross Biology Grad Describes Ghana Work

(Editor’s note: Margot Schmidt, a biology graduate at Sul Ross State College in Alpine, Tex., is now teaching biology in Ghana. In the following letter she describes her attitudes about her work.)

My life here must seem like a roller-coaster, high in spirits one minute, the next minute the lowest low. Perhaps you have one minute, the next minute the rottic memo. It was work, but it was interesting work. The pleats were the best, and I had the authority to write the field of African Studies, Ghana, and Ghanian education. Our training was short, but I realize now that I did learn a lot.

I certainly don’t advise anyone and everyone to join the Peace Corps. But there isn’t a Peace Corps “type.” Our Ghana group ranges from teachers who taught for years to first-year undergraduates with technical training. We have sons and daughters of ambassadors, Harvard professors, farmers, druggists, businessmen, etc. What makes us alike? It’s the belief that we can do something, even if that something is very small. I say that only people, young and old, who want to give of themselves for two short years and who believe that they can learn as well as teach, are the people who should volunteer. Starry-eyed idealists aren’t needed.

You know how I felt the first few months away from home. I was miserable. Now I have learned to see much more. I have learned much more than I have been able to teach, but I have been giving Ghanaians a better picture of America, which is our main aim. Knowledge and understanding can erase fear and prejudice. Our small efforts together have made a good impression here in Ghana.

What is the reward? How can you tell of the warmth and happiness that fills you when a little boy with huge brown eyes looks up at you and says, “Miss Schmidt, Sir, you’re wonderful.”

Work In Nepal...

(continued from page 1)

Classroom training was not enough, and we soon found our- selves being flown to Dever, where we departed by bus for the Colorado Outward Bound School, located three miles from the ghost town of Marble, Colo., (population of five, according to a recent census). For a month the day began with an icy dip in a mountain stream at six in the morning, and the rest of the time was filled with hiking, climbing, camping and building bridges. Somehow I survived. Two days after home leave we were in Delhi, but because of the monsoon season we were stranded there for a week before we could get into Kathmandu, Nepal’s capital and the only city in the country with a concrete roadway.

40 Degree Classroom

After two weeks of orientation and language training, we departed for our posts. I went to Bhitane, located eight miles from Kathmandu (forty minutes by jeep) to teach English at the college and high school, all in the same building, depending on the time of day.

My first class began at 6:30 a.m. in an unheated room deco- rated with rough-hewn wooden benches. The temperature is about 40 degrees at that hour, and the shivering students sit there and suffer, though I have no idea of the air temperature. I took it in stride. An hour later, the school opens at 10:30. The younger ones seldom wear shoes, but the older students, more often use dehance to fashion than to fear of hothrooms, usually wear them.

The educational system is a third-hand version (inherited from India) of the English system. A syllabus is rigidly ad- hered to, and emphasis lies in the rote memory of everything. The actual job of an “educa- tor, municipal aide” was ill-defined. In- stead such things as new kinds of vegetable cultivation. Others teach science, mathematics and other subjects. One special group of 22 Volunteers is working in community development on the vast southern island of Mindanao.

But teaching at the school is only part of the average Volun- teer’s life. Perhaps more than in any other country, the Volun- teers in the Philippines live close to the standard American of living in Peace Corps life — watch-room house, on polis, often with primitive fa- cilities, right in among the peo- ple of a small village.

They have an active role in town or barrio life. Often a Vol- unteer has his individual outside effort, such as starting vegetable gardens or joining together for educational campaigns to pro- mote such things as new kinds of rice cultivation. Teachers teach at night. During their summer vacation one group of Volun- teers on Negros island estab- lished “Camp Brotherhood” which was attended by more than 600 Filipino youngsters.

There have been problems. The actual job of an “educa- tional aide” was ill-defined. In- eignty was required of the Volun- teers in finding their place in the school and community. This took time. Slowly they gained confidence and more duties.

TRACK COACH Tex Lee Boggs, 23, trains a candidate for the girls Olympics at the National Stadium in Bangkok, Thailand. A physical education graduate of Davis and Elkins College in West Vir- ginia, Boggs is one of 250 Volunteers serving in Thailand. Other Volunteers are teaching English and science in teachers’ colleges and technical schools. Still others are working in rural malaria control projects.

Philippine Volunteers raising rural standards

The Peace Corps’ biggest single project in the Philip- pines — some 825 Volunteers strong, and still growing. It is an impact project which calls for adequate Volunteers to make basic difference in an impor- tant national goal — in this case raising the quality of the Philip- pine educational system, espe- cially among poorer people in the rural areas.

Volunteers are working at 533 rural elementary schools. Others are at high schools, nor- mal schools and colleges. Most work with English instruction, but large numbers are also teaching science, mathematics and other subjects. One special group of 22 Volunteers is working in this area. During school hours a strip of cloth closes the open side towards the street.

Home Economics teacher Carolyn Dukas, 23, of Atlanta, Ga., is one of 52 Volunteers teaching English, home economics and physical education in the Ivory Coast.

How do you join the Peace Corps?

1. Fill out the application questionnaire. You can get one from your liaison officer on campus, from your post office or by mailing the coupon in this paper.

2. Next, take the non- competitive placement test on campus or at a nearby Civil Service Office. Ask your liaison officer or write the Peace Corps for a full list of addresses and the date of the next exam.

3. Your application data, your test and your references help to deter- mine the kind of assign- ment for which you are best qualified. If your training or experience enable you to serve, you may receive an invitation to train- ing or to accept a definite assignment.

To join the Peace Corps, mail in the coupon below.

For further information, complete this form and mail to:

PEACE CORPS, Office of Public Affairs, Washington 25, D. C.

Name  Mr. Miss Mrs  Minor

Address to which information should be sent:

College or University:

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

Major:  Minor:

French 1 2 3 4 more;

Spanish 1 2 3 4 more;

Other:

College, math and science courses taken:

Sports:

Level (Circle) Casual Intramural Varsity, Could Coach

Major field of experience outside of school: (Jobs, Farm background, hobbies, etc.)

Date you could enter training

Area Preference:

□ Please send me the free booklet describing opportunities for liberal arts graduates in the Peace Corps.

SPRING, 1963
### 4,000 Peace Corps Opportunities in 44 Countries

**Training begins in June, July & August**

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### Countries Listed

- **Dominica**
- **Pakistan**
- **Sierra Leone**
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- **Guatemala**
- **Ecuador**
- **Peru**
- **Brazil**

### Other Skilled and Professional Fields

- **LAWYERS**: English-speaking West Africa, 40 August
- **BUSINESS**
  - **Libya**: 26 June
  - **Colombia**: 40 June
  - **Pakistan**: 17 July
  - **Guatemala**: 20 July

### Social Workers

- **MOSULI**
- **Pakistan**: 30 July
- **South Africa**: 16 June
- **Senegal**: 9 July