Your Guide to Some Jobs That Need Doing—In Asia, Africa, Latin America

SEE PAGE 6

PEACE CORPS WORLD: 1966

Brash Idea for Waging Peace Comes of Age

Decided 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 Kiddy Corps," the brush 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 effectiveness 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 were trained as Peace Corps Volunteers. In Nigeria alone, 210 of those trained or "modified"... modified by realism over 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 also been able to supply.

Doctor's Project

A breakthrough came in the summer of 1965, when 17 doctors were requested to serve 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.

18,000 Returned Volunteers

In a letter to a friend, a former Peace Corpsman once wrote: "The thing that 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.

The Volunteer has loyalties both to his host country and to his home country, as a spokesman for America and yet quite independent. He works on his own.
TADITION: "They Laughed When We Sat Down at the World"
Eight young hikers gained national prominence in the hard-earned weeks before Christmas, 1965, in a way that occurred before the eyes of Peace Corps Volunteers (PCV) selection and training. The story of those eight training hikers in sub-freezing New Mexico has jumped the cost of Peace Corps training to $2,700, Pagano said, but he believes the results will be worth it. As might be expected, this transition in training procedures also has jarred the core of Peace Corps training from $2,000 per Volunteer to $2,700, Pagano said, but he believes the results will be worth it.

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 and communities in the Peruvian Andes.

The results of this scientific study will fill a 329-page report which details twenty-four months of on-the-spot research in 15 communities where Volunteers were active in community development projects in departments which are not controlled by other villages where Volunteers had not been assigned.

General conclusion of the study: Peace Corps Volunteers contribute to the success of the Volunteer in the field of community development. It is hard, demanding work in isolated areas under sometimes difficult and frustrating conditions, but the training has made the Volunteers successful beyond even our initial hopes.

Self-Help Program
He said that about one-third of all Volunteers and more than half of the Volunteers who are engaged in community development work, were teaching democracy on the spot by working with people to work together to solve their problems.

The subjects were 50 Peace Corps Volunteers in the field clinics of 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 descendants of the Incas civilization, intermarried in the larger towns and cities by marriage, and mixed Spanish and Indian blood.

Dr. Henry Dobyns of the Cornell research team leaders, described the report's findings, said that in the field of community development "results are normally unknown, or are known after the course of decades... there Volunteers produced up to 300 hours that leads to early conversion into productive activity. Previous knowledge of the language is not required.

Technological skills - skills needed for the type of work Volunteers will perform. Areas studied - background in the culture in which they will work. American studies - refresher courses in U.S. history, geography, institutions. World affairs - background in current events. Health - in training which the Volunteers learns to protect himself and also adopt international techniques to improve health conditions in the host country.

Volunteers whose assignments overseas call for strenuous physical conditions are given additional training for outdoor living which includes 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 psychometric screening and a full background investigation. He is judged by each of his peers 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 the training was not enough. The transition between theoretical and actual doing was not adequate - sometimes not even relevant.

"As a result, we have tried to integrate all that we can into 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 months 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 work in the Virgin Islands."

Another change in the training programs 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."

"If a Peace Corps applicant makes the Peace Corps needs, Pagano said.

"To do this we are using off-campus facilities related to expected country experience." Dactum 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 the training programs become less academic, colleges and universities are cooperating enthusiastically in providing the kind of preparation the Peace Corps needs, Pagano said.

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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, Bauaus and Kadazans 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 hooves 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 Halko, 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 has 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."

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 the presence of hundreds or perhaps thousands of people is to ignore one of its most salient features — the presence.

The 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 done de 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 don da casa: "What is going on here?" It was obvious. His yard was being filled with black mud. He had been out of town; 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 about a yar
deful of sand.

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 dripped in the yard which was covered with sand and urban community development gained another adherent. Sunday came to a close.

The workers congratulated themselves on the job well done, the councilman busily shook hands, and the offices of nearby competitors, and advertise some company's product, were pushed down by malnutrition, disease and lack of hope. They need hope, a belief that they are included in the mainstream of human activities — the people of the developing world:

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 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 development due races (street development), an unlimited supply of ideas, well-wishers, and skeptics, and the prompt attention of the 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 and the people were willing to perform hard work 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 to level the road and the councilman came to dump two truckloads of sand for the workers to spread and tamp. The drained mud dripped in the yard which was covered with sand and urban community development gained another adherent. Sunday came to an end.

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.

Continued from Page 1

and if the Peace Corps is to succeed, these must succeed. In effec

Now "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 impacting the knowledge, skills, attitudes and values that combine to create ability and desire to solve problems.

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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 schoolmates always got things done, 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 trainers 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, zoologists, an architect—people you read about in books, unreal people, people who can (should) do things.

I tried to take my way by dropping words like "hammer," "electric," and "wrench." But somehow, my clever plan failed, and I feared and trembled on Selection Day. 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 looked like a project, the English-derived lingua franca of the country, my technical words—anna, 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).

Continued from Page 1

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 development program patted me on the back (after feeding me) and told me to go out and develop a chiefdom. It was 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 Kunka Chiefdom. Immediately after my arrival, I went to the highest point in the town to survey my new home: the hills of mud, wattle, and barb; the fragrance of lilac, frangipani, and purple-tassled 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 how to bridge it with a smile and a handshake.

"We often take walks on Sundays. We compare notes... let off steam. Speak American."
Directory: '66 Overseas Training Programs

Following is a partial and tentative list of training programs and assignments scheduled for Summer 1966. The index at the bottom of the facing page lists, by academic major, those programs requiring specific professional, technical, or educational background. Volunteers may be assigned to a major subject 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. 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 urban community action, but will work in their particular capacities.

102. 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).

103. PERU Volunteers will work closely with governmental and private institutions where poor housing results from mass migration to the cities, initiating and implementing effective community development organizations.

104. PERU Working with the National Agrarian Reform and Cooperation Popular, Volunteers will work with mission-trained workers to understand the campesino (rural peasant) and prepare the campesino for entry into social and economic life when he gets his own land.

105. HONDURAS Volunteers will work with a new agency, the National Institute of Community Development. They will be assigned to rural municipios having anywhere from one to 10,000 people and will use their special skills in developing both the municipality and the villages. Volunteers in urban areas will work with the National Institute of Housing in low-cost housing units.

Technical and Industrial Education

106. 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.

107. FENEZUELA Working with the Ministry of Education, Volunteers will teach manual and industrial arts and home economics in vocational and technical schools and secondary schools.

Education

108. CHILE Volunteers will work as assistant professors and vocational educators in secondary schools and will take part in evening classes, study groups, workshops and cultural programs at the university to which they are assigned.

109. JAMAICA Volunteers will assist the Ministries of Education, Agriculture and Development and Welfare in communities throughout the country. Depending on backgrounds, they will be associated with the University of the 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.

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

111. 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. Assistance is urgently needed while United Kingdom personnel leave in anticipation of independence.

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

Physical Education

113. FENEZUELA Volunteers will work in elementary, secondary and teacher training institutions throughout the country. They will assist in upgrading physical education in the schools and the surrounding community or government.

114. 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.

115. ECUADOR Working with the Sports Secretariat 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 new program of professional education at Central University in Quito.

116. 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.

Secretarial

117. 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 and Venezuela.

Food, Agricultural and 4-H

118. 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.

119. 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.

120. 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.

Cooperatives

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

Nearly 4,000 Volunteers are now at work in 18 Latin American countries.

- Elementary and Secondary Education
- University Education
- Adult Education
- Physical Education
- Vocational Education
- Rural Community Education
- Urban Community Development
- Agriculture (Grain and Livestock)
- Health (Lab Technicians, Doctors)
- Nutrition (Home Economics, School Lunch Program)
- Engineering
- Law and Public Administration
- Co-operatives (Production, Marketing, Savings and Loan)
- Construction
- Mechanics
- Performing Arts (Drama, Dance, Music, Production)
and co-workers, organizing and supervising daily educational television literacy programs and will participate in the follow-up among participants and feedback to the Ministry.

AFRICA

Education

201. 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.

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

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

204. FRENCH SPEAKING AFRICA (Ivory Coast, Senegal, East Cameroon and Togo) Volunteers will teach English as a foreign language, including grammar, composition, literature and conversation.

Community Development

205. 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.

Health

206. ETHIOPIA Nurses will organize and conduct training courses for "dressing" (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.

NANESA*

Community Development

301. 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 self-help programs.

302. 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.

INDEX

Education

303. 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 Institutions to introduce new concepts and methods of child care and instruction.

* NANE SA

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Q&A: About Skills, Pay, Qualifications

How? Where? When? Why? Peace Corps answers numerous questions from thousands of letters about qualifications, selection, training, and a thousand other facets of the program. 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 for 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 be, in turn, may decline the invitation and request another move 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 support him 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: He 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 choices 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 the Volunteers entered Peace Corps with no long-range vocational plans while in the Peace Corps. Two out of three of the Volunteers who entered Peace Corps with 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 the long-range careers overseas when they entered the Peace Corps. But almost one-third had this aim when they completed their 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.

Q&A: About Skills, Pay, Qualifications CONTINUED FROM PAGE 7

206. 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.

207. HRV Volunteers in secondary schools will teach French to English-speaking students. They will then work in the translation of English materials.

Public Works

306. HRV Volunteers will work with the Ministry of Development and Housing in the provinces, involved with the construction of access roads, bridge construction, irrigation systems, rural electrification programs, schools and housing.

Did you see the end of Mr. Dresanglove?

DIRECTORY

Continued from Page 7

Public Health

307. INDIA Volunteers will work in teams with Indian counterparts, traveling from village to village, giving informal classes and demonstrating on simple health practices, proper diets, preservation of foods, etc.

FAR EAST

Education

401. PHILIPPINES Volunteers will be assigned as co-teachers in elementary, secondary or normal schools as in-service teacher trainers. This is a “quality” program not designed to meet a shortage of manpower; particular emphasis will be in the areas of English, mathematics and science.

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. Volunteers, since 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 completed service.

PEACE CORPS OFFICE OF PUBLIC AFFAIRS, WASHINGTON, D.C. 20255

Please send me a Peace Corps application:

Mr./Mrs./Miss: Date

Address:

College or University

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

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

Major

Field or experience outside of school (Jobs, farm background, hobbies, etc.):

Date I could enter training:

Please join the Peace Corps.