

PEACE CORPS

FACTBOOK & DIRECTORY

1968



PEACE CORPS

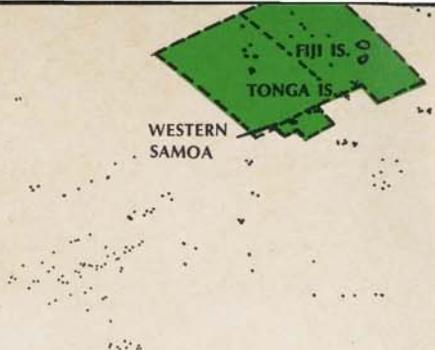
1968 Factbook

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The Purpose of the Peace Corps

CONGRESS established the Peace Corps on September 22, 1961. Objectives defined by the Act for the Peace Corps are to promote world peace and friendship by making available to interested countries Americans who will:

- Help the people of these countries meet their needs for trained manpower;
- Help promote a better understanding of the American people on the part of the peoples served; and
- Help promote a better understanding of other peoples on the part of the American people.

PEACE CORPS PROFILE

To be a Peace Corps Volunteer you have to be at least 18 years old, a United States citizen, and free of dependents under 18.

No one who has worked for an intelligence agency, military or civilian, may join the Peace Corps. (See "Application and Selection," page 5.)

You do not have to have a college degree, even though a five-year profile shows that 96 per cent of the Volunteers have attended college. But a skill or trade often takes the place of a degree in Peace Corps service. Farm or agricultural backgrounds are in great demand as well as secretarial, construction, fishery experience and many trade and vocational skills.

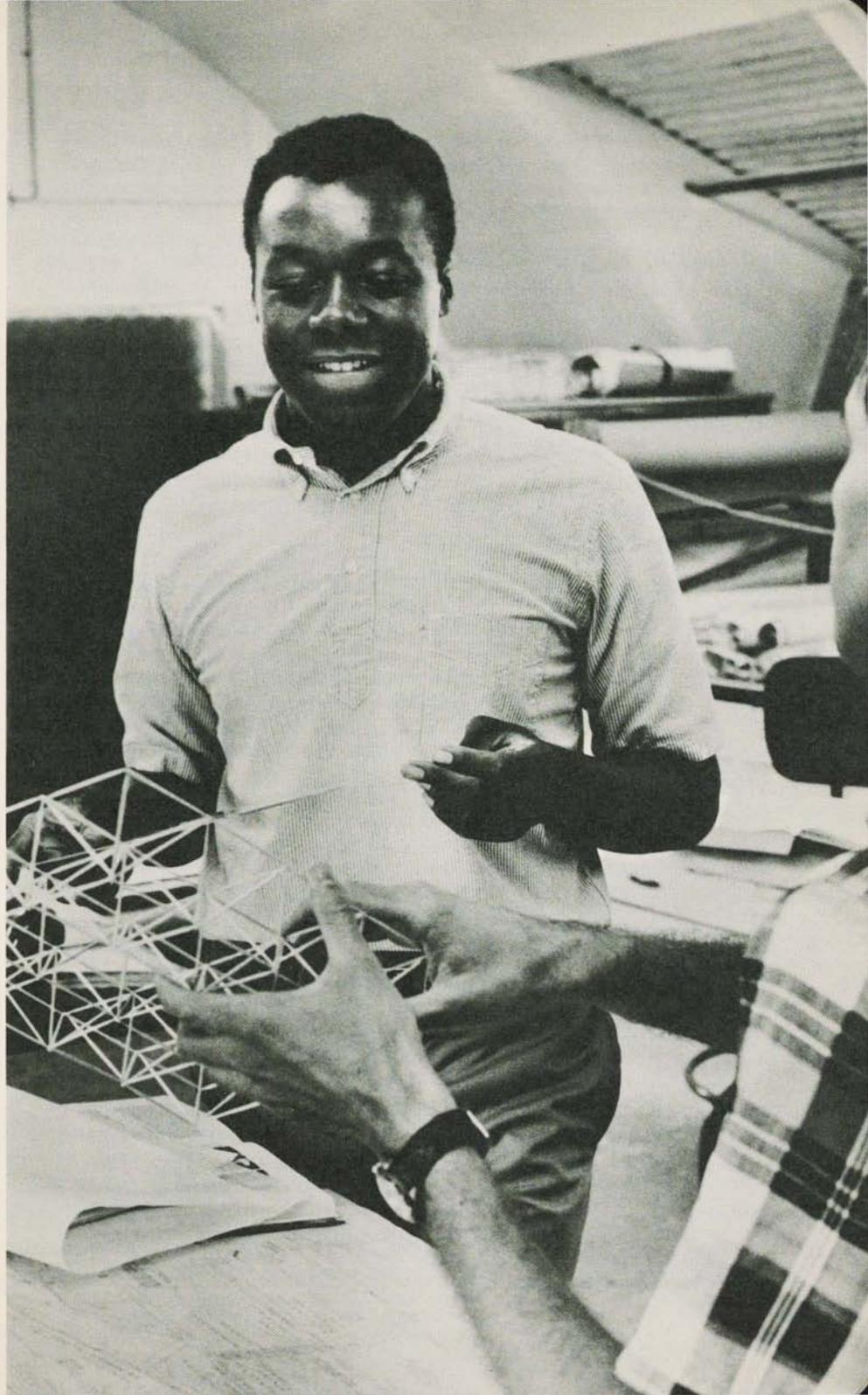
Nor do you have to have previous foreign language training. The Peace Corps has found that its own training programs can provide the language needed for the Volunteer to do his overseas job.

By the middle of this year there will be nearly 15,000 Volunteers overseas. Their average age is 24 years. All but 330 are over 20 years old. More than 80 Volunteers are over 60.

Though more than half of the Volunteers teach, only one-third had taught before joining the Peace Corps. One out of four Volunteers is working in rural and urban community development projects; 20 per cent are in health and agriculture. There are, however, more than 300 job categories to be filled, with openings in almost every major skill.

Since President Kennedy created the Peace Corps by Executive Order on March 1, 1961, more than 25,000 Americans from all 50 states, Puerto Rico, the Virgin Islands and Guam have gone overseas as Volunteers.

John Phillips (left) was 25,000th Volunteer sent overseas. He and fellow Volunteer Thomas Sheehan are architects working on island of Saipan in the Pacific Trust Territory.



Though most Volunteers are single, today a surprisingly large number—20 per cent—are married. Most came into the Peace Corps that way, but 200 have been recently married in training or overseas. In addition to the stipulation prohibiting dependents, the Peace Corps also requires that married couples both qualify for the same project, though not necessarily for the same job. Engaged couples may also apply for service in the same area.

WHAT IS EXPECTED OF THE VOLUNTEER?

As a Volunteer sent overseas to fulfill the three goals of the Peace Corps, you must be prepared to devote all of your talent and imagination to the job you are given. You will be expected to live at the level of your co-workers and to become as completely as possible a member of your new community.

Ordinarily, you will be guided in your work by a host government official or agency to whom you will report on a regular basis. You will also have the support of a Peace Corps staff member assigned to your area.

Your success as a Volunteer, however, will not be measured simply in terms of completing the work assigned, but on your ability to communicate with the members of your community and to stimulate interest in solving problems through group action.

Peace Corps projects are developed at the request of host countries. The Peace Corps does not initiate invitations to make Volunteers available. When a re-

quest is received, it is then the Peace Corps' responsibility to assure a good working situation. Careful work goes into programming your job. However, the excitement and adventure of the Peace Corps experience are in some measure due to its unpredictability.

Studies of up to 7,000 returned Volunteers show that more than half changed their vocational plans while in the Peace Corps. Of those Volunteers who entered the Peace Corps with no long-range vocational goals, two out of three found them during their overseas tours.

The more tangible benefits of Peace Corps service are the opportunities to travel, to learn another language, and to gain practical overseas living and working experience—a consideration for those interested in international careers. In the first group of Volunteers to go overseas only one out of 12 were interested in pursuing international careers when they entered the Peace Corps. By the time they had completed service, nearly one out of three had decided on such careers.

Much of the relevance of the Peace Corps experience must be described in terms of intangibles. As a Peace Corps Volunteer you learn how to immerse yourself in the life of another culture. Participation in the life of a community new to you, on an equal basis with other members of the community, creates the opportunity to think and feel as they do. New sensitivity and awareness are generated that should ultimately lead to a better understanding of the world in which you live.

APPLICATION AND SELECTION

To apply for Peace Corps service you must:

1. Complete the standard application form available from most post offices, Peace Corps Headquarters in Washington, D.C., Peace Corps college liaison offices, members of official recruiting teams or United States Senators and Congressmen. You may state a preference for area and assignment.
2. Submit your application to Peace Corps, Washington, or to an official Peace Corps representative. The application does not obligate you in any way.
3. Upon receipt of your application, you may be asked to take the *Peace Corps Placement* or *Modern Language Aptitude Test*. These tests are used in helping to determine country assignment. There are no passing or failing scores. If you already took the test from official Peace Corps recruiters or from your local testing center (generally the post office), you do not have to take it again.

When your application and tests have been reviewed, the references you supplied on your application will be contacted, along with other key persons who have taught or employed you. Responses from these references play a major role in the selection process. There are no personal interviews.

Invitation for Peace Corps training will be based on the Peace Corps' ability to match your background and potential with existing project needs. If a thorough analysis of all material available indi-

cates that you have the needed skill, maturity, motivation and character, an invitation to train for a specific project is issued. Selection procedures normally take a minimum of eight weeks.

Peace Corps selection is made without reference to race, creed or political affiliation.

Persons who have previously been employed by intelligence agencies or who have otherwise done intelligence or related work are ineligible for Peace Corps Volunteer service. Nor will United States intelligence agencies employ former Volunteers (or staff) for at least four years after their Peace Corps service, and the armed forces will not assign former Volunteers and staff to intelligence duties.

Medical selection standards are exceptionally high, but not inflexible. A Volunteer should not have a condition requiring constant medical attention and treatment. Nor should Peace Corps service be judged in any way detrimental to his health. Some Volunteers are blind or wear artificial limbs. But in all cases the Volunteer's skills and abilities should match the needs and objectives of the project to which he is assigned.

You are free to accept or decline an invitation to a training project. You may state a preference for another country, or may ask that you be invited for another project at a later date.

The selection process continues throughout training, giving both the Peace Corps and the trainee a further chance at assessment. The process provides as many realistic opportunities as possible for both the individual and the Peace Corps to evaluate the presence or ab-

sence of those qualities associated with success as a Volunteer. This is a time for both learning and self-examination.

On the average, 80 per cent of those who enter training go overseas as Volunteers. About half of those who do not go change their minds as a result of their training experience.

Final Selection:

When the Final Selection Board meets, its decision to designate you as a Volunteer is based on the following criteria:

1. Motivation which will insure commitment to serve in the Peace Corps despite periods of stress and adversity.
2. Aptitude sufficient to meet the demands of a particular program and to cope with other challenges of Peace Corps work, including rapid learning in a short training period.
3. Personal qualities including initiative, determination, friendliness, patience, ability to communicate, and respect for other people regardless of race, religion, nationality, social standing or political persuasion.
4. The physical stamina and emotional stability to maintain effectiveness under the stresses of Peace Corps work.
5. Competence in the skills required for the assignment overseas.
6. Sufficient progress in the new language before the end of training.
7. Adequate knowledge by the end of training of both the host country and the United States.

Although trainees may resign or be deselected at any time, final

selection usually occurs at the end of training in the United States (Puerto Rico or the Virgin Islands). Some programs with extensive overseas training call for final selection at the end of the in-country training period.

TRAINING

Training is an essential and integral part of Peace Corps service. Ideally, it should begin a process of inquiry, learning and self-discovery that will continue throughout your assignment. In addition, it is intended to give you a sense of competence in the work you are expected to do, a sense of the reality of your forthcoming experience, and a sense of the resources you have both within yourself and available to you from the Peace Corps to make your two years of service a productive and enriching time in your life.

Most training programs are conducted at colleges and universities in the United States, some by such groups as the National 4-H Foundation, the Experiment in International Living, CARE, or industrial organizations; and some are run by the Peace Corps at its own facilities in Puerto Rico, the Virgin Islands, and Truk in Micronesia.

The training staff consists of members of the university faculty or organization staff, as well as returned Volunteers, nationals from the country where the trainees are going, and Peace Corps staff. Training usually requires about 13 weeks.

On their "own" island of Pagan, Micronesia, Volunteer teachers Carol and Wayne Waldrip helped villagers erect a school. Local students no longer have to attend classes on another island.



During those weeks, trainees will receive a minimum of 300 hours of language instruction as well as intensive cross-cultural and technical instruction. Cross-cultural courses include surveying customs, attitudes, history, social, economic and political systems of the host country. Technical instruction is designed to help trainees become sufficiently competent in the skills necessary to perform their assignments overseas. This year approximately 20 per cent of all Volunteers received part of their training in the country of assignment.

Advance Training Program for College Juniors:

Each summer the Peace Corps accepts several hundred college juniors who wish to start their Volunteer training a year early. The Peace Corps Advance Training Program provides, between the junior and senior years, for a full summer of regular preparation for service in a particular country or region. After completing their senior year, advance trainees undergo a short final orientation and refresher course before proceeding overseas. The program has several benefits to the trainee: besides providing an early, close look at what Peace Corps service will actually entail, the Advance Training Program gives the trainee the opportunity to supplement formal training with further language, area and other studies during the senior year.

A non-profit organization has made it possible to help ensure that financial need is not a bar to juniors who must earn summer money for senior year expenses. Trainees meeting the loan conditions may

borrow up to \$600 (at interest not to exceed 6 per cent a year) from participating banks. Loan repayment may be deferred until you have finished both your education and your Peace Corps service.

Juniors interested in Advance Training should apply as soon as possible during the junior school year and write "ATP" on the front cover of the Peace Corps Application. Advance trainees are credited with \$75 monthly toward the end-of-service readjustment allowance, plus room, board, transportation and pocket expenses while training.

VISTA Associates:

The Peace Corps and VISTA (Volunteers in Service to America) this year are continuing the past summer's experimental assignment of Peace Corps trainees as associate VISTA Volunteers. The VISTA Associates program placed about 400 Peace Corps trainees (all college juniors) in ongoing VISTA projects throughout the country — in deprived Appalachian communities, Indian reservations, migrant labor camps and rural and urban poverty areas. The program is designed to give future Peace Corps Volunteers significant and practical exposure to problems associated with poverty and underdevelopment.

Juniors participating in the VISTA Associates program have their senior year to devote to language and other studies which may help prepare them for service as Peace Corps Volunteers. After college graduation, candidates participate in more training and subsequent overseas service.

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HOW TO USE THE DIRECTORY:

The Peace Corps, in a sense, is an international employment agency. Its clients are foreign governments who request volunteers with specific skills and backgrounds. The Peace Corps seeks those with the needed qualifications. It recruits and trains them, then sends them overseas — usually to serve under direct supervision of host country governments and agencies.

In reviewing an applicant's qualifications, four basic factors are considered:

1. where he wants to go,
2. what he wants to do,
3. when he can begin training, and

4. whether or not the country of his choice has requested his skill.

The variety of skills requested from the Peace Corps has ranged from child care to mortuary science. Most Peace Corps jobs, however, fall somewhere into four major categories: education, community development, health and agriculture.

The Peace Corps world, for administrative and program purposes, is divided into four regions: Africa (sub-Saharan nations), Latin America, North Africa/Near East/South Asia (NANESA) and East Asia and Pacific (formerly Far East). The front page of each Peace Corps application carries a space where applicants should indicate both job and area preference.

The following pages list, by geographic region, a job-by-job description of Peace Corps programs which can be expected to enter training through the summer of 1969. *All programs listed are subject to change and/or deletion.*

They represent, by and large, what Volunteers have been doing and will be doing in the next two years in 57 countries.

The index beginning on page 49 lists the main skills and academic disciplines related to each program.

Because processing an application normally takes a minimum of eight weeks, applicants are encouraged to apply as early as possible in order to be considered first for job and country openings.



COUNTRY PROGRAMS

1. Elementary and Secondary Education
2. University Education and Teacher Training
3. Physical Education
4. Vocational Education
5. Community Development
6. Agriculture/Home Economics
7. Health
8. Nursing
9. Cooperatives/Credit Unions/Small Business
10. Construction
11. Forestry
12. Engineering
13. Water Resources
14. Law/Public Administration
15. Educational Television
16. Nutrition
17. Fisheries
18. Forestry

al training and community development. The gamut of these programs in 22 countries is reported in the following pages.

Africa has proved an exciting region for Volunteers — sometimes more exciting than they anticipated. They have arrived in the first years of independence and felt the vibrancy of youthful nationhood and the vitality and warmth of African societies. In a few troubled countries, they

have stayed on at their posts throughout difficult periods.

The opportunity to learn as well as to teach is an essential outgrowth of the Volunteer experience in Africa. In a continent where the stranger is almost always welcomed, the Volunteer — whether he is assigned to teach in a large city or to establish cooperatives in a rural backcountry — will find a job of importance and the chance for acceptance.

AFRICA

Education

101. BOTSWANA The former Bechuana-land first asked for Volunteers in 1966. They are now engaged in teacher training and secondary and upper primary education, as well as in local community development affairs. *Training projects are scheduled for spring 1968 and for 1969.* BA degree required. Language aptitude essential for learning Tswana.

102. CAMEROON Volunteers have been requested to serve as secondary teachers in the English-speaking and French-speaking areas of Cameroon. They will teach English as a foreign language, history, geography, math and science. Volunteers will be encouraged to prepare the students to pass the European examinations which determine academic advancement in Cameroon as well as to relate the materials studied as much as possible to African problems. Volunteers will be housed either in villages situated near the secondary school of assignment, or on the school compounds, where they will be isolated from rural Africa, and will have to make that much greater an attempt to relate the intellectual content of their teaching to the Africa that their students know and to which the vast majority of their students will return. The Volunteer teachers will be expected to put an enormous amount of effort into extracurricular efforts — sports, drama, sewing, cooking, art, music, activity clubs, school newspapers, school gardens, chicken-raising projects — and to involve the students in recognizing and helping to meet the needs of their nearby communities.

103. CHAD and GABON The Ministers of Education have requested Volunteers to teach English as a foreign language in

rural secondary schools of Chad and Gabon. Volunteers will be expected to approach their teaching assignment with the goal of orienting the students' interests to the African scene, and of involving the student in identifying and helping to meet the needs of the local community. The Volunteers will be living in villages or towns near their schools of assignment.

104. ETHIOPIA Peace Corps Volunteers are teaching in secondary schools in more than 70 towns and villages in Ethiopia. Instruction is given in all the academic subjects plus vocational arts, commercial arts, educational television, music, art, and home economics. Although instruction is in English, Volunteers study Amharic, the first official language of the Empire. In addition to regular classroom responsibilities, Volunteers participate in various extracurricular and community activities. During the summer vacation period, Volunteer teachers are required to work for five-six weeks on a project of some social and/or economic benefit to the community. Volunteer teachers also serve on the faculty of the Haile Selassie I University teaching English and business administration, and on the faculties of the Teacher Training Institutes, preparing Ethiopian elementary school teachers.

105. GHANA In an educational system closely modeled after the British, Volunteers will teach English, geography, science and mathematics at the secondary level. Volunteers will teach about 25 hours a week and participate in other school and community activities. Although the official language in Ghana is English, Volunteers will learn in training to speak Twi, one of Ghana's major tongues.

106. KENYA Liberal arts graduates in math, science, English, geography and history are needed to teach in Kenya's British-patterned secondary school sys-

tem. Volunteers, who will receive training in Swahili, may also be asked to teach subjects outside their major fields and to participate in adult education and community development programs.

107. LIBERIA Volunteers will teach in Liberia's elementary school system and participate in adult education and community development programs.

108. LIBERIA Bolstering Liberia's system of education, Volunteers will teach math, science, industrial arts, English, business education, French, shop, agriculture, physical education, music and art at the secondary level, and political science and history at the university level. Volunteers will teach about 25 hours a week and engage in outside activities such as adult education and community development.

109. LESOTHO The newly independent Kingdom—formerly the British High Commission Territory of Basutoland—has asked the Peace Corps to help staff its junior and senior secondary schools and teacher training colleges and aid its upgrading program for primary teachers. Volunteers will teach mathematics, science, English and social studies, and will participate in the full range of extracurricular and community activities. The language of instruction in Lesotho is English but Volunteers will learn to speak Sesotho, the language of the Basotho people.

110. MALAWI Teachers of English, history, math and science are needed to teach in the secondary schools, which follow a basic British syllabus. A few Volunteers teach in the teacher training colleges for primary school teachers, demonstrating improved teaching techniques and how to better relate course content to Malawian conditions, and helping to assimilate problem-solving attitudes and techniques into the primary

school system. *This program usually trains each year in the fall.*

111. NIGER The Ministry of Education has requested Volunteers to work with its expanding adult literacy and education programs. Serving as regional agents with Nigerien counterparts, Volunteers will advise local literacy instructors, demonstrate teaching methods, inspect literacy centers, produce vernacular newspapers, provide logistical support to literacy instructors and encourage villages to start literacy programs. A Volunteer artist will develop visual teaching aids.

Nurses in the public health program will teach at the nursing school in the capital city of Naimey. Volunteers assigned to social centers and rural dispensaries will work in public health education, social work, home improvement and prenatal and baby care.

112. NIGERIA Teaching full time in teacher training colleges and demonstration primary schools or working on a tutorial basis with teachers already in service, Volunteers will help to improve the caliber of primary school instruction by uplifting the qualifications of the primary teachers. Volunteers will teach English as a second language, general science, teacher methodology, history and geography. Volunteers will live in villages, so involvement in local activities will be a natural and necessary part of the job. Training will be given in three Nigerian vernaculars—Igbo, Hausa and Efik. A bachelor's degree is required. *Fall 1968 and 1969 training.*

113. NIGERIA Volunteers will teach math, chemistry, biology, physics, general science, geography, history, physical education and English in new or understaffed secondary schools. Extracurricular activities in schools and surrounding communities, according to Volunteer skills and interests, will be considered part of the job. Instruction in the main Nigerian

vernacular languages — Igbo, Hausa, Yoruba, Efik and Bini — will enable Volunteers to participate more fully in the life of their students and their communities. A bachelor's degree is required. *Training begins summer 1968 and 1969.*

114. SENEGAL Volunteers teach English in secondary schools in Senegal, with an eye to instituting modern aural-oral methods of language instruction.

115. SIERRA LEONE Volunteers will be assigned to secondary schools throughout this former British territory which relies heavily on the Peace Corps for qualified teachers. Volunteers will be expected to extend themselves beyond the classroom into literacy classes, libraries, school vegetable gardens and other community and agricultural activities according to the interest and skills of the Volunteer. A degree in the subject to be taught is required.

Elementary schools throughout the country also need teachers to cover a broad curriculum. Volunteers usually will be assigned to upper primary grades where instruction is in English. However, Volunteers will be trained in one of the two major indigenous languages. Elementary teachers will be expected to pursue the same activities beyond the classroom as secondary teachers.

116. SOMALIA Volunteers will teach basic math, science and English mainly in elementary schools in the southern region where English is increasingly being used as the medium of instruction. A few Volunteers are teaching these same subjects in secondary schools in the northern region. All Volunteers are involved in additional activities such as preparation of teaching aids, sports instruction, scouting and teaching of child care. *Training is usually each spring.*

117. TANZANIA Liberal arts and math/science graduates are needed to fill

teaching positions in Tanzania's secondary school system. Because most are boarding schools, Volunteers will live on the school grounds and take an active role in school and community. *Beginning with training in fall 1968, Volunteers will receive instruction in Swahili — East Africa's lingua franca.*

118. TANZANIA In an effort to interest young Tanzanians in and prepare them for careers requiring commercial skills, Volunteers will teach these and related subjects (such as typing and bookkeeping) at secondary schools, educational extension centers, technical schools and at the teacher training colleges in Dar-es-Salaam.

119. UGANDA Volunteers are to teach English, history, math and science in secondary schools using a British-oriented syllabus. Volunteers, who will receive training in the Luganda language, may also be asked to teach subjects outside their major fields and to participate in adult education and community development programs.

Health

130. CAMEROON The Ministry of Health has requested Volunteers to assist in the development of a new program of health education in rural areas. Volunteers will be assigned singly to village dispensaries where they will work with Cameroonian male-nurses and itinerant health workers in instituting a health education program in five or six surrounding villages.

The Volunteers will establish and conduct well-baby clinics at the dispensaries; they also will perform home-visits and follow-up visits to the mothers of ill children. They will demonstrate improved food for infants and develop locally-available dietary supplements. Volunteers will explain and demonstrate water purification measures and other

environmental sanitation programs; they will organize immunization programs, school health programs, and they will organize the dissemination of visual aids, movies and other techniques of health education.

131. CHAD The Ministry of Health has requested the Peace Corps to provide Volunteer nurses, laboratory technicians and liberal arts majors to serve in a program of training and retraining for broadening the scope of paramedical personnel in Chad. In a land where there is such a crucial need for more medical services, what resources do exist must be made maximally effective. To this end, some Volunteers will be assigned to the school of nursing in Fort Lamy and some will be assigned to regional medical centers where they will work with Chadian practical nurses and nurse's aids as they carry the entire medical burden for people in the surrounding area. They will also attempt to teach sterile methods and proper diagnostic technique and other modern medical practices to these personnel.

Another group of Volunteers will work through the schools and with the teachers and students of the primary and secondary schools. They will organize medical check-ups, health records, immunization programs, will help install sanitary measures, and will prepare health-related teaching and curricular materials in a school health program.

132. ETHIOPIA In a wide-ranging health program, Volunteer nurses work with Ethiopian counterparts in organizing and operating elementary and advanced training schools for Ethiopian dressers and nurses. Medical technologists and pharmacists add to this program by training Ethiopians in their respective fields.

133. GABON Volunteers will be assigned to mobile teams working out of regional medical centers on immunization programs, nutrition programs, and

health education programs. Other Volunteers will be assigned in villages where they will work at the village dispensary on a program of infant nutrition, child-care education, and environmental sanitation. Other Volunteers, in the effort of making protein-rich foods immediately available to the Gabonese rural village population, will work with teams of Gabonese agricultural personnel in a pond construction and tilapia fish breeding project designed to provide fast-growing sources of protein to villages in the isolated interior of Gabon.

134. LESOTHO The Lesotho government has asked Peace Corps to help start a program of maternal child welfare comprising health/nutrition education of mothers and supplemental feeding of pre-school age children. The program will be operated out of government and privately-run district health clinics, and will involve consultation at the clinics as well as follow-up home visits in the villages. Volunteers will be trained in nutrition, sanitation and health education, food preparation and will learn the Sesotho language.

135. MALAWI Volunteers work with expanding public health and environmental health programs, concentrating on the prevention and treatment of tuberculosis. Volunteers are active in health education, community development projects and home and dispensary treatment. They help to develop an administrative structure to support and continue health education activities and train African co-workers who will eventually take over all phases of the program. *The next training program will be in summer 1968.*

136. NIGER The Minister of Health has requested Volunteer doctors and nurses to direct public health and curative medical care in one of Niger's seven medical districts. Volunteer women living in small outlying villages of the district will work

in health education, emphasizing sanitation, nutrition and child care.

137. TANZANIA Volunteers will initiate a pilot public health project in an isolated area of Tanzania. The goal is to identify and control the incidence of tuberculosis, to immunize the population against several of the more prevalent diseases and to engage in health education activities. *Training will begin spring 1968.*

138. TOGO Volunteer teams of three, working with three Togolese co-workers, have launched village health development projects in several locations. They combine a variety of activities from giving inoculations and making health surveys to lecturing and demonstrating sound health practices.

139. UPPER VOLTA Volunteers, arriving for the first time in Upper Volta in the fall of 1967, will gear their efforts to improving the health of children ages one through five, the population group most vulnerable to debilitating and fatal diseases. They will concentrate efforts on urging mothers to improve nutrition and sanitary conditions for their youngsters.

Community Development/ Land Settlement

150. BOTSWANA Volunteers will stimulate and assist self-help projects in local communities. They are to furnish technical and organizational advice to local foremen, as well as participate in simple rural and urban construction projects, including housing, dam and road construction, bush clearance and soil and water conservation. Some Volunteers will work with cottage-type local industries or serve as extension officers with the

Cooperatives Department, working to establish thrift and loan societies and cattle-marketing cooperatives. *Training probably will begin in spring 1968 and in 1969.*

151. DAHOMEY Volunteers will work in model villages, set up under the joint efforts of Israel, U. S. AID, and the Dahomey government, where young farmers are trained in modern agricultural methods. These will be the first Peace Corps Volunteers in Dahomey.

152. ETHIOPIA Volunteers are to teach courses in community development—including sociology, literacy, health, construction, administration, handicrafts and home economics. They will either teach at the Awasa Training Center or will work in associated community centers in urban areas which are devoted to strengthening local institutions and eliminating social problems.

153. KENYA In the former "White Highlands"—fertile farmland once held by Europeans in the Rift Valley, now under government ownership—Kenya has asked for Volunteers to serve as assistant settlement officers to help with the resettlement of African families on the land and the organization and management of the cooperatives that will eventually administer the settlement schemes. A part of the task will be to foster a sense of "community" among people who have come from several areas and who previously knew only tribal or familial bonds. Several Volunteers will supervise and help with the installation of water systems on the settlement schemes.

154. LESOTHO The Lesotho government has asked the Peace Corps to aid its program of village development and self-help. Volunteers, working under the Ministry of Local Government and Community Development, will be assigned to work with district community development

officers to assist villagers in constructing village water supplies, small conservation dams, markets, rural schools, clinics, recreational facilities, and roads. The teams will also help in promoting co-operatives, in organizing community social action groups and in training local community leaders. Volunteers will learn the Sesotho language.

155. SENEGAL Volunteers will work with Animation Rurale, a government agency dedicated to motivating villagers to improve their own living conditions. They will work in a number of model pilot villages. Their aim will be to help people improve gardens, plant fruit trees, and build wells and latrines.

156. SIERRA LEONE Volunteers will work particularly in the field of agriculture-based community development as extension agents with individual farmers. Domestic and social development of women and children will be equally emphasized. In addition there is some small scale self-help construction which furthers the goals of community development. Volunteers with farm backgrounds and/or agricultural degrees are particularly valuable to this program.

157. UPPER VOLTA Volunteers, arriving for the first time in Upper Volta in the fall of 1967, will work in a program of well-digging and agricultural extension in southeastern Upper Volta. The well-diggers divide their time between well construction in the dry season and a variety of agricultural extension and self-help projects in the growing season, including organizing cooperatives, promoting construction efforts and teaching animal traction. The rest of the Volunteers will cover a range of activities designed to improve village life, from giving advice on staple, cash and subsistence crops to encouraging the construction of animal enclosures, bush stores, schools, and other village buildings.

Water Resources

160. CHAD Volunteers will be assigned in rural villages of Chad initiating well-drilling programs and generating participation in water resources projects generally. In the water-parched land on the thin edge of the desert, water becomes the determining factor in health, agriculture, and transportation. Volunteers will undertake a well-drilling program in the rural areas on a self-help basis. They will help design and implement irrigation systems using wells or rivers or the waters of Lake Chad. They will design and implement such irrigation as windmills, water sluices and other such installations. Volunteers will also be called upon to study terrain for well-drilling purposes and to determine water purity tests. The Volunteers will work with teams of Chadian technicians and in cooperation with villagers throughout Chad.

Agriculture/Home Economics

165. CAMEROON The Ministry of Agriculture in Cameroon is interested in increasing the quantity and quality of its extension services throughout this vast and fertile nation. Volunteers have been requested to help train Cameroonian extension agents and to develop small agricultural extension projects in various parts of the country. Most Volunteers will be involved in initiating and encouraging self-help efforts in poultry raising, cattle raising, vegetable gardening, crop diversification, improved seed schemes, animal-drawn farming, as well as sponsoring farm youth clubs and 4-H types of activity. Volunteers will be housed in small villages where they will provide follow-through on a local level of extension projects undertaken by the Cameroonian extension service personnel.

Construction

166. CHAD Volunteers have been working in small villages along the shores of Lake Chad attempting to introduce improved organizational techniques, developing cooperatives for the purchase of improved seed, establishing demonstration vegetable gardens to encourage crop diversification and to encourage diet supplementation, introducing principles of traction by teaching farmers how to train oxen and to use animal-drawn farming equipment. The Volunteers live in small, isolated villages several days distant from the major town. They are under the general supervision of a French development company, SEMABLE, whose purpose is to increase wheat production in the fertile polders of Lake Chad.

167. IVORY COAST Volunteers will teach adult Ivoirienne women literacy, basic health and child care, nutrition and home arts. In outlying areas, Volunteers will visit five villages on a rotating basis, emphasizing health education while working with a minimum of equipment.

168. NIGERIA Working throughout the country, Volunteers will stimulate self-help activities in the towns and provinces to which they are assigned. In the northern area, these activities include livestock management, forestry and the development of basic amenities such as water supplies; in the east, rural construction, surveying, poultry, and cash crop organizing; in the west, agricultural extension and Young Farmers' Clubs; and in the midwest, Young Farmers' Clubs and rubber and cocoa plantations. Volunteers will be trained in the Nigerian languages — Hausa, Igbo, Efik, Yoruba and Bini — spoken in the villages where they will reside. A rural background or an agricultural degree would be helpful but not essential. A bachelor's degree is required only in specific skill areas such as surveying. *Training begins spring and summer, 1968 and 1969.*

170. GABON Volunteers will be assigned to small Gabonese villages where they will help the community organize construction projects to build schools, teachers' houses, dispensaries and community centers. Volunteers will generate local enthusiasm for the projects, will help organize the logistics and supply of construction sites will draw and interpret plans and assist in the layout and construction of the buildings. The Government of Gabon is interested in stabilizing the relatively mobile population of Gabon. Village improvement projects are crucial to the success of the rural efforts undertaken by the government. An important side effect of the project will be to have trained Gabonese villagers construct durable buildings from locally-available materials while utilizing local skills.

171. IVORY COAST In conjunction with the AID housing program, Volunteers will assist in construction, designing and planning new housing and in establishing the credit cooperative necessary for its financing. This program will be part of the effort to improve the quality of rural life to help stem the rural exodus.

172. SOMALIA Volunteers working in mobile construction teams build one to four classroom schools and additions to existing schools, using local labor and, where possible, local materials. They are responsible for organizing the project, making arrangements with the community, supervising and handling all technical aspects of actual construction and advising the villagers on other self-help construction possibilities in the community. *The next training program will probably be in summer 1968.*

Small Business

175. IVORY COAST Through small business development centers under the Ministry of Plan, Volunteers will teach potential businessmen both in and outside the capital city marketing techniques, advertising, cost and market analysis, loan procedures, accounting and bookkeeping. In addition, Volunteers will make extensive follow-up visits to ensure that proper business procedures are being followed. They will also do market research-feasibility studies for proposed new businesses.

176. NIGERIA Volunteers will help increase the number of small Nigerian businesses by educating village entrepreneurs regarding loan opportunities, management and credit. They will also act as liaison men between local initiative and ministerial credit. Training will be given in two Nigerian vernaculars—Hausa and Bini—enabling the Volunteers to participate more fully in the affairs of their clients and communities. A business administration degree is required. *Spring 1968 and 1969 training.*

Vocational Education

180. GAMBIA The first Gambia Volunteers will arrive in the fall, 1967. In schools, they will be teaching the much-needed skills of mechanics, carpentry, and construction.

181. IVORY COAST Volunteers are teaching carpentry, auto-mechanics and masonry in rural vocational secondary schools which were built by U.S. AID. This program is under the Ministry of Education.

Cooperatives

185. GAMBIA The first Gambia Volunteers will arrive in the fall of 1967. Volunteers in co-ops will assist farmers to use fair and equitable marketing practices and to use profits to reinvest in useful equipment.

186. NIGERIA Working on community plantations in the east and on farm settlements in the west, Volunteers will assist in the establishment and efficient running of these community-based co-operatives. They will serve as liaison men, information officers and grass-roots organizers for a specific cooperative or settlement. Training will be given in two Nigerian vernaculars—Igbo and Yoruba—enabling the Volunteers to participate more fully in co-op affairs. No degree is required. *Training begins summer 1968 and 1969.*

Social Welfare

190. SENEGAL Working out of Social Centers throughout the country, Volunteers promote social well-being by helping Senegalese families meet needs in the areas of family and child care, healthy living conditions, and social relationships and adjustments. Volunteers working from Maternal and Infant Protection Centers supplement medical services with health and nutritional education programs. They also make health surveys and home visits.

Law

195. ETHIOPIA Volunteers are presently working as legal advisers to various ministries in the Ethiopian capital of Addis Ababa.

UNITED STATES

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MEXICO

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CUBA

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DOMINICAN REPUBLIC

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BRITISH HONDURAS

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JAMAICA

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GUATEMALA

EL SALVADOR

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COSTA RICA

PANAMA

COLOMBIA

VENEZUELA

GUYANA

SURINAM

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BOLIVIA

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LATIN AMERICA

Where the Game's the Same – Community Development

For as long as the Peace Corps has been in Latin America, the name of the game has been Community Development.

Described once as a "revolutionary process" by one of the Peace Corps' Latin American program directors, community development is a term that may frighten or perplex prospec-

tive applicants who search vainly for a tangible description of what they might be doing in a *favela* in Rio or an Andean village. Since 1961, however, most of the 11,000 Volunteers who have gone south to assignments in one of 20 countries have found that whatever their specific task might be (working with cooperatives, credit unions, cottage industries, and health programs, to name a few), the basic contribution a Volunteer can often make is to inject some sense of community, some inkling of latent power into a village or slum.

History records numerous cases of peoples shut off by geography who stagnated through lack of contact with outsiders and new ideas. Millions in Latin America live the old way because no one has dared or cared to show them a new one. Peace Corps Volunteers have found themselves thrust into the vanguard of a movement that actually does appear at times revolutionary; they are the carriers of new ideas.

Not all Volunteers in Latin America are community development workers. The diversity of Peace Corps programming, in response to Latin American requests, has Volunteers engaged in university and vocational teaching, rural electrification, agrarian reform, public health education and several other fields described in the following pages.

COUNTRY PROGRAMS

1. Elementary and Secondary Education
2. University Education and Teacher Training
3. Physical Education
4. Vocational Education
5. Community Development
6. Agriculture/Home Economics
7. Health
8. Nursing
9. Cooperatives/Credit Unions/Small Business
10. Construction
11. Forestry
12. Engineering
13. Nutrition
14. Educational Television
15. Law/Public Administration
16. Forestry
17. Fisheries

LATIN AMERICA

Community Development

201. BOLIVIA Volunteers with Bolivian counterparts will serve as village-level workers in a National Community Development program. They will assist in the organization of community groups which undertake projects decided upon by the villagers.

Technically-skilled Volunteers — with backgrounds in engineering, home economics, agriculture, construction and other fields — will serve as technical and project support personnel while training Bolivian counterparts in particular skill specialties. *Training will begin summer of 1968 and 1969.*

202. BRAZIL Volunteers, using the health post or school as a focal point, will organize community groups to undertake projects based on the villagers' felt needs. Volunteers with teaching experience or with paramedical skills, as well as liberal arts majors, will promote community development projects. *Training sessions are scheduled for summer 1968, and spring, summer and fall 1969.*

203. BRITISH HONDURAS A small group of Volunteers have begun local action programs in the rural sector of British Honduras. More are planned to continue and to expand this self-help effort. Volunteers will help organize village groups, assist in community definition of problems and participate in activities to improve rural living conditions. Projects may involve construction of rural public works, co-op formation, home arts and nutrition. *Training is scheduled for summer 1968.*

204. CHILE Working within the framework of the Chilean Agrarian Reform Corporation, Volunteers will help develop community action groups, help

formulate community projects and assist in the social service and home and agricultural extension programs of the institution in its newly-organized "colonies." Volunteers should have some skill in one of the following fields: economics, business administration, practical nursing, construction, surveying, home economics, agricultural mechanics or extension.

Other Volunteers will take part in a major national reforestation program aimed at restocking some one million acres in the next five years. Volunteers will live in rural communities and assist in local reforestation efforts, development of tree nurseries and related community projects. Volunteer foresters will work with Chilean counterparts in supervision and technical support of this program. They will also be called upon to conduct research studies. *Training, summers of 1968 and 1969.*

205. COLOMBIA Teams of trained Colombian and Volunteer community development personnel are to promote higher standards of living in rural areas by stimulating community action.

Each training group of Volunteers will focus on one particular province of Colombia and on area development projects within that province. This is part of the Colombian government plan to regionalize its planning and operations. Technically-skilled Volunteers—engineers, agriculturalists, home economists, teachers—will provide support to Colombian and Volunteer field workers in particular community projects and development programs. *Training programs will begin spring, summer and fall—1968 and 1969.*

206. COSTA RICA Volunteers in Costa Rica are working actively with the newly-created Office of Community Development. While projects, such as community construction work, water systems and so on, are a major secondary result

of this agency's activities, the focus of its efforts is on the creation of autonomous local and regional groups capable of working to resolve local problems.

Volunteers are teaching leadership techniques, organizational skills, achievement motivation and coordination, and planning at the local and regional level. Most Volunteers are working in the relatively less-developed coastal areas of the country in an effort to incorporate these neglected sectors into the national society. *Groups will begin training summer, 1968 and 1969.*

207. DOMINICAN REPUBLIC Volunteers will work in rural areas assisting the Dominican Office of Community Development and the Forestry Service. Volunteers in these programs will serve as rural community action workers.

Volunteers will work in the organization and planning of community projects, most of which will be agriculture-related or rural public works construction. Foresters assist in on-the-job training of Dominican Forestry Service personnel, forest mapping, wood products research, and other activities as part of an important Dominican government program. *This program will train in the summers of 1968 and 1969.*

208. EL SALVADOR Volunteers will assist in community improvement and youth work in rural areas. They will work in conjunction with Salvadorean agencies in health, social work, credit unions and other community action projects. *Training is scheduled for the summers of 1968 and 1969.*

209. GUATEMALA Assigned to work with individuals and communities, Volunteers will aid in self-help projects in agriculture, health, small industries, home economics, cooperatives and credit unions. They will work in rural Guatemala, mostly in Indian-populated regions. *Training programs are for spring and summer, 1968 and 1969.*

210. HONDURAS Volunteers will work in rural development programs throughout Honduras. Some will work with Honduran field workers in a newly-established community development agency. Others will teach literacy classes and establish credit unions. Depending on their abilities, Volunteers will also work in such areas as agriculture, construction, carpentry and nutrition. *Groups will train in the spring, 1968 and 1969.*

211. PANAMA Volunteers are needed to work in agricultural improvement, education in and formation of cooperatives, teaching of home arts, recreation, vocational education and general rural community organization.

Volunteers will work with the Panamanian Ministry of Agriculture in the priority rural development program. Activities center around the local community and self-help problem solving. The emphasis of the program is increased rural productivity by working through cooperative structures. *Training is for the summers of 1968 and 1969.*

212. URUGUAY Volunteers are needed to work in rural community organization. They will work with self-help community projects under Uruguayan agencies involved in the field of rural development. Their goals will be to strengthen grassroots organizations attempting to solve local problems through concerted community action. Since the basic felt needs of the rural population are for improved knowledge of agriculture and home economics, many of the community projects will be related to these fields. *Training programs will begin in summer 1968 and summer 1969.*

Cooperatives

220. BOLIVIA Working with the fastest growing cooperative movement in Latin

America, Volunteers will assist the National Federation of Credit and Savings Cooperatives to expand its efforts in the formation and supervision of credit cooperatives in Bolivia. Volunteers will also be involved in the creation and supervision of production and marketing cooperatives in the field of agriculture. *Training is scheduled for summer 1968.*

221. COLOMBIA Volunteers are to encourage and develop marketing, producing, consumption and credit/savings cooperatives in rural areas. They will hold instructional and organizational meetings of prospective members, help draft charter documents and process them through government offices, help secure assistance from local and regional offices, assist in establishing financial controls and records, and participate at all stages of cooperative operations. *Programs will train summers 1968 and 1969.*

222. ECUADOR Through the National Federation of Cooperatives, Volunteers in Ecuador are involved in one of the largest and most diversified country programs the Peace Corps has undertaken (146 operating credit unions and 700 other co-ops of various types). They are assisting middle and low-income groups to obtain credit at low cost in order to improve farms, build homes or start businesses. Volunteers become involved in management, financing, membership relations as well as principles and problems of cooperatives, all in an attempt to sufficiently train local officers and members to operate without outside help. In addition, these assignments involve community projects chosen by the Volunteer according to his skills and initiative.

223. DOMINICAN REPUBLIC As in many other areas, the cooperative movement in the Dominican Republic is split between the lofty expectations of the national leadership and the operational

necessities of the local cooperatives. The Peace Corps is trying to knit these two tendencies together.

Volunteers provide needed technical assistance in terms of basic training in organization, administration, and realistic educational and promotional programs. At the same time, Volunteers provide a channel whereby the local groups can make their demands for support and services heard directly on the national level. *Groups will train in the summers of 1968 and 1969.*

224. PERU Volunteers are to assist in the education, organization and administration of cooperatives which were hastily formed and now require guidance to prevent collapse. Volunteers will attend meetings of cooperative members and directors, working closely with both groups in all phases of cooperative activity and administration. At the national level, Volunteers will work with counterparts to update records, to survey needs and priorities and generally help establish continuity of service and resources from national agencies to individual cooperatives. *Summer 1968 training is planned.*

225. VENEZUELA Volunteers will help develop efficient and applicable methods of accounting and administrative control while preparing community members to assume administration of their own cooperatives.

In a nation where cooperatives have been of real value to overall community development, Volunteers will also develop new cooperatives and support existing credit, consumer, production or electrical cooperatives. Some Volunteers will open new sites and will concentrate their efforts in the first stages of community development while also investigating and, when feasible, developing cooperatives. *Scheduled to train in spring 1969.*

226. LATIN AMERICA REGIONAL Volunteers will work in selected communities in Ecuador and Bolivia, assisting artisans to understand the nature of cooperative organizations. Where conditions seem favorable, Volunteers will develop co-ops, help artisans to estimate production costs and plan expansion of their enterprises.

Volunteers with training or experience in design, fine arts, weaving, or pottery will help identify marketable products, improve design and/or workmanship for marginal products. They will also experiment with new products, using indigenous skills and materials. *Training begins summer 1968.*

Agriculture/Home Arts/Nutrition

230. BOLIVIA Working with counterpart agents of the National Agricultural Extension Service, Volunteers will develop and demonstrate animal and gardening projects in communities and with individual farmers. Volunteers will carry on an active campaign to inform the community of available extension services, will help form youth groups and will develop simple educational materials to aid in teaching home economics and agricultural improvement. *This project will train in summer 1968.*

231. BRAZIL Working with counterparts of the Ministry of Education, Volunteers will develop rural youth activities including agricultural clubs, demonstration gardens, recreation and health programs, and related community development projects.

In addition, Volunteers are to work with the National School Lunch program in primary school nutrition and related community development activities such as home gardens, adult nutrition classes, literacy courses, public health campaigns, and orphanage programs. *Train-*

ing groups will begin in summer and fall 1968 and in summer 1969.

232. CHILE Volunteers are to serve with the Agrarian Reform Corporation and the Agricultural Development Institute in agriculture extension projects. Working in "colonies" and rural communities, their efforts will be directed at improved farming and production practices. These projects will be undertaken through cooperative structures with an important emphasis on agriculture credit and introduction of new technology. *Groups will train in summers of 1968 and 1969.*

233. COLOMBIA Volunteers will work to increase the standard of living and agricultural production in rural areas and to establish cooperative organizations through which surpluses can be marketed profitably. They will work in livestock and small animal husbandry, simple farm planning and record keeping, pest and erosion control, fertilizer use, demonstration farming, and community and school gardening.

Female Volunteers will work with the National Institute of Nutrition primarily with mothers' clubs, conducting nutrition classes in schools and assisting in pre- and post-natal classes. *Training sessions will begin in summers of 1968 and 1969.*

234. COSTA RICA Volunteers working with the agricultural extension service have the general function of bringing the services and benefits of the Department of Agriculture to the people. In real terms, this means that Volunteers work as field extension agents and home economists, concentrating their efforts on small landowners and on the people who live off the relatively well-developed central plateau.

Volunteers work in agricultural research centers in the five distinct geographical zones of the country, at the same time encouraging local farmers to

utilize the results of their investigations. Volunteers with business experience are providing technical assistance to agricultural cooperatives and marketing associations. *Training will begin the summers of 1968 and 1969.*

235. ECUADOR An agricultural extension program to stimulate rural inhabitants to improve their way of life will employ Volunteers to help the people achieve increased farm productivity, better health, and social and economic stability.

In specialized fields, civil engineers will work in construction of irrigation and storage facilities, and in design of rural public works projects. Veterinarians will teach at the universities and work with the Ministry of Agriculture in preventive medicine and teaching. Agriculturalists will serve as technical backstoppers for community-based Volunteers while assisting in training their Ecuadorian counterparts. *This program will have groups training in summers 1968 and 1969.*

236. EL SALVADOR Volunteers will be assigned to the Agricultural Extension Office to work with counterparts in organizing, reforming, and strengthening 4-H clubs, and to work in home economics and agricultural extension programs. Volunteers may also involve themselves in other community activities. *Groups will train in summers 1968 and 1969.*

237. GUATEMALA Working in rural Guatemala, Volunteers will help the *campesino* employ new techniques in animal raising, crop diversification, corn growing and insect control. The Volunteers will also help Guatemalan farmers organize credit co-ops. These cooperatives can provide the basis for purchasing and marketing at favorable prices, as well as a means for developing broad-based farm credit. *Training begins fall 1968.*

238. PARAGUAY Working with local counterparts, Volunteers will be assigned to agricultural extension and home demonstration projects. They also will work in the development and expansion of 4-C (similar to 4-H) activities. *Groups will train in the falls of 1968 and 1969.*

239. PERU Volunteers with agricultural backgrounds or training will work with government agencies in agricultural extension and home economics to increase food production among families in the sierra and coast. They will also work with 4-H clubs in food production and education projects. Female Volunteers will serve as home demonstration agents with the agriculture extension teams in nutrition, food preservation, health education, and youth activities. *Groups will begin to train summer and fall 1968 and summer 1969.*

240. VENEZUELA Volunteers assist the Venezuela Agricultural Planning Commission (which consists of directors of eight Venezuelan agriculture agencies) by serving as catalysts in the stimulation of socio-economic development of rural people and the rural community in which they live and work. Volunteers integrate themselves in the life of rural communities, and work with community members and leaders to inspire their initiative and desire for personal, as well as community, development. *Training begins summers 1968 and 1969.*

Rural Electrification

245. BRAZIL Electrical engineers are needed to work with the Special Service of Rural Electrification in Sao Paulo and with the Electricity Centers of Mato Grosso in extending the electrical networks of the state. They will set standards for installation, measure substation and branch line capacities, stake and

Volunteer Jeff Boyer greets a young boy in the favelas of Salvador, Brazil. Jeff is helping families to re-build homes in Latin America's largest program—community development.



check lines, install and inspect meters, supervise construction and maintain and repair installations. *Training begins summer 1968.*

246. ECUADOR Working with the Ecuadorian Institute of Electrification, Volunteers are to promote and standardize national electrification and help train nationals in the construction, operation and maintenance of systems throughout the country. Engineers will design, supervise and help administer these systems. *Training programs are scheduled to begin summers 1968 and 1969.*

Fisheries

250. CHILE Volunteers will serve in small fishing villages which dot the long Chilean coast. Their work includes the organization of fishing cooperatives and the development of management, marketing and accounting procedures. Volunteers with skills in marine biology and commercial fishing will assist in the introduction of new technology and approved fishing practices. This cooperative effort is a high-priority program of the Chilean government and represents a major attack on the problems of protein-deficient domestic production and stagnant economic growth. *Groups will begin training in summer 1968 and summer 1969.*

251. CENTRAL AMERICA In 1967, the Food and Agriculture Organization (FAO) of the United Nations began a six-year fisheries research and development program for the Caribbean and Pacific Coasts of all the Central American countries and Panama. The Peace Corps has agreed to provide Volunteers who will work directly with each of the national fisheries offices as technicians and surveyors of local market conditions. The goal of Volunteers will be the growth

and development of small-scale fishing enterprises by means of cooperatives formed by local independent fishermen.

University Education

255. BRAZIL Working with assistant professors at a dozen universities, Volunteers will teach in their field of specialization, hold seminars, assist in research and focus students' attention on community action work. *Training begins summer 1968.*

256. CHILE Combining classroom teaching with work in community development projects, Volunteers will serve as assistant professors and laboratory instructors while encouraging student participation in community development projects. *Groups begin training in summers, 1968 and 1969.*

257. COLOMBIA Special projects in university education are being arranged in Colombia.

258. ECUADOR At universities and in several normal schools, Volunteers will teach and lecture in their respective fields and prepare laboratories and workshops. *Training begins summer 1969.*

259. VENEZUELA Volunteer professors, instructors, laboratory assistants and librarians will perform dual roles of formal teaching and outside activity such as community action projects and adult literacy English classes. *This program will train summer 1968.*

260. CENTRAL AMERICA Working in the national universities of the Central American countries, Peace Corps Volunteers are contributing to the increased integration of the Central American educational system by their assistance in

curriculum planning and development. In addition, Volunteer instructors often substitute for host country professors who are studying abroad for advanced degrees—particularly in sciences and mathematics. *Training begins fall 1968.*

General Education/Teacher Training

265. BOLIVIA Using schools as the focal point for community activities, Volunteers will work in rural areas to improve education and stimulate community action. They will work with teachers in planning, motivation, appreciation of differences among children, discipline and evaluation. Another task will be to shift emphasis from a rote-method to a child-centered teaching technique and to develop parent-teacher associations, sports groups and youth clubs. *This group of Volunteers will train summer 1968.*

266. BRITISH HONDURAS Volunteers will work in elementary education and teacher training. They will introduce modern teaching techniques and methodology. They will use their knowledge to broaden the present curricula—to provide the necessary groundwork in preparing today's young to be the country's leaders of tomorrow. Through teacher/community participation in parent-teacher associations, youth, community-centered." Volunteers will involve hoped that the self-help concept will be recognized and used to meet the pressing needs of this emerging nation. *Groups will train in the summers of 1968 and 1969.*

267. GUYANA Volunteers will serve as secondary school teachers and teacher-trainers at the elementary level. They will work with relatively untrained teachers to relieve the acute shortage of trained teachers, to tailor curriculum to

meet the needs of the country, to improve the methodology and content of teaching methods, to introduce the new math—all aimed toward increasing the number of primary school students eligible to enter secondary school and toward increasing the number of secondary school students prepared to take and pass the GCE examination.

All volunteers will endeavor to organize and unite the efforts of school and community groups toward mutual goals. *Training begins summer 1968 and 1969.*

268. HONDURAS Volunteers with degrees in education or teaching experience will participate in on-the-job teaching programs designed to improve the teaching skills of rural primary teachers. This work will involve mainly teaching methodology and on-the-job supervision of rural primary teachers. *Training begins summer 1968.*

269. JAMAICA Living and working in small villages, Volunteers will assist Jamaica's educational development through a community-centered approach to rural education. They will serve as resident field workers for three ministries, enabling the government to broaden existing educational programs. Volunteers will work with four basic programs: preschool education, educational television, vocational training and cooperatives. *Training begins in the summer of 1968.*

270. WINDWARD-LEEWARD ISLANDS In an expanding program previously confined to St. Lucia and Barbados, Volunteers will work in vocational and cooperatives education, in physical education and secondary school teaching programs, and with in-service training of primary teachers. All teaching is to be "community-centered." Volunteers will involve themselves in school-related and community action projects. *Training programs begin summer 1968 and spring 1969.*

Teacher Training

275. BRAZIL Volunteers, including some with degrees in education or teaching experience, are needed to improve the quality of primary school education. This program is directed toward training primary school teachers in the use of a new curriculum, providing on-the-job training for these teachers, and helping to cut the student dropout rate by involving students and parents in the educational process and making schools the focus of community action projects. *Groups will begin to train in the spring and summer of 1968 and 1969.*

276. COLOMBIA Secondary school teaching is to be improved with the aid of Volunteers who will introduce new methods and materials in the fields of math, biology, physics and chemistry to teachers and third- and fourth-year students at leading colleges of education. *Programs will train summer 1968 and 1969.*

277. DOMINICAN REPUBLIC Volunteers will work with the Ministry of Education's in-service teacher training program, assisting rural primary school teachers in methods, curriculum planning, use of visual aids and subject content. Volunteers will visit five to eight schools weekly. Vacation and summer training sessions will be included in the assignment. *Groups begin training in the spring 1968 and 1969.*

278. ECUADOR Volunteers, serving as teacher-trainers, will be assigned to universities to conduct classes in their field of specialization. Their students will be teachers from rural areas who have been enrolled in a special re-training program. Volunteers will also travel to secondary schools to advise on teaching methods. Additional Volunteers will help to establish overall systems of lesson-planning and classes. They will act as liaisons

between the Ministry of Education and local schools. The project is aimed at upgrading the quality of rural secondary school education and *will begin training summer 1968.*

279. PERU Volunteers with teaching experience or education degrees in mathematics, physics, chemistry or biology will work in provincial normal schools training primary and secondary teachers. The goal is to provide the future teachers with new and improved methods and with the capacity to teach practical and problem-solving abilities. *Training begins in the fall of 1968.*

Educational Television (ETV)

285. BRAZIL Volunteers will help in the production and school-utilization phases of educational television programs which are developing in Brasilia and Recife. Volunteers will be stationed primarily in rural areas where they can work with primary school teachers, demonstrating techniques for use of television in primary education. *A group will train in summer 1968.*

286. COLOMBIA Volunteers will be assigned to work with primary schools using educational television to aid in the orientation of teachers to ETV and its operation. They will hold ETV workshops in educational methodology, working at the grass-roots level with a short-term goal to improve utilization of television and a long-range aim to raise the level of teacher performance. *Groups will begin training in summer 1968 and 1969.*

287. URUGUAY Volunteers will help initiate a major Uruguayan program in educational television. This project calls for people with backgrounds in TV production, film, and primary/secondary education. Under the Ministry of Education, they will introduce ETV into selected

classrooms in Montevideo and other population centers. Volunteers will cooperate with Uruguayans in programming, production, and working with local teachers for the most effective utilization of programs in daily course work. *Training will begin summer 1969.*

Vocational and Industrial Education

290. BOLIVIA Volunteers with carpentry and construction skills will assist in the National Community Development Program by providing technical support to village workers and to Volunteers with non-technical backgrounds.

Volunteers will help Bolivian instructors improve the level of classroom and laboratory presentations by using modern techniques, coordinating inter-shop activities, developing curricula and teaching aids, and re-establishing on-the-job training with shopowners. The following are needed to train in the spring of 1968: welders, electricians, auto and diesel mechanics, engineers, bricklayers, plasterers, draftsmen, sheet metal workers, plumbers and surveyors.

291. CHILE and EASTERN CARIBBEAN ISLANDS Special vocational and industrial education programs will soon be under way in these two areas.

292. PERU Auto mechanics, general machinists, welders, automotive and household electricians, draftsmen, shipmetal workers, cabinet makers, and vocational education teachers in automotive theory will work with three vocational schools in the *barriadas* of Lima. Their job will be to oversee the shop activities of the schools and, where possible, to provide classroom teaching. *A group will train in the spring 1968.*

293. VENEZUELA Volunteers are to teach in vocational and technical-training high

schools and also to take active roles in directing adult education, community action, sports and social welfare activities. *Training begins summer 1968.*

Youth/Recreation

295. COLOMBIA Volunteers are to assist youth clubs and service organizations, and to implement youth programs in health education. They will conduct varied activities in physical education and recreation, will handle leadership development courses and programs in inter-scholastic athletics, teacher training, and integration of school and community programs. National television network facilities will be used to broaden the program's scope and carry it to schools currently lacking youth development programs. *Training for this project begins spring 1968.*

296. ECUADOR Some Peace Corps Volunteers will be assigned to the National Sports Federation to conduct clinics, organize teams and to backstop any local Volunteers involved in programs that need their expertise. Others will help establish programs of youth development and recreation in small rural communities under the direction of the Ministry of Education. They will meet with school teachers to aid in school recreational activities and will also encourage greater communication and coordination between the province and cantons. A few other Volunteers will be assigned to various universities to develop physical education departments as well as to instigate intramural and inter-collegiate competitions. *Summer 1969 training.*

297. URUGUAY Programming is under way for a youth/recreation program.

298. VENEZUELA A nationwide recreation program will use Volunteers to work

in urban and rural YMCA projects, in slum-area schools (to develop both recreation and physical education programs), with various childrens' and scouting organizations, and in small rural towns without recreation programs.

Other Volunteers, assigned to cities of over 12,000 population, will teach physical education in elementary and secondary schools, teacher-training institutes or industrial/technical schools and will coach in state athletic leagues. *Groups will train spring 1968 and 1969.*

Health

300. BOLIVIA Volunteers will work to help eradicate tuberculosis in Bolivia, the leading cause of death in the population over four years of age. The assignment will be as a village level health worker representing the Institute of Transmissible Diseases under the Ministry of Health. Activities include determining the incidence of disease, developing data and recording systems, follow-up visits with individuals and families where TB is detected, and general health education. *Training begins in the fall 1968.*

301. BRAZIL Brazil proposes to reinforce the teaching staffs of three nursing education institutions. Volunteers will demonstrate proper nursing techniques to nursing students on an in-service training basis, as well as help upgrade the skills of auxiliaries and para medical personnel. *Groups will train in the spring 1968 and 1969.*

302. BRAZIL The National Institute of Endemic Diseases of the Ministry of Health has asked the Peace Corps to aid a new effort to control the parasitic disease known as schistosomiasis (also called bilharzia) which is estimated to infect as many as six million Brazilians. Volunteers will work with census tak-

ing, medical histories, making limited physical examinations and skin tests, measuring water flows, and collecting and destroying the snails that serve as carriers of the parasite. In addition, Volunteers will help to instill community awareness of, and support for, the control program. *Training begins spring 1969.*

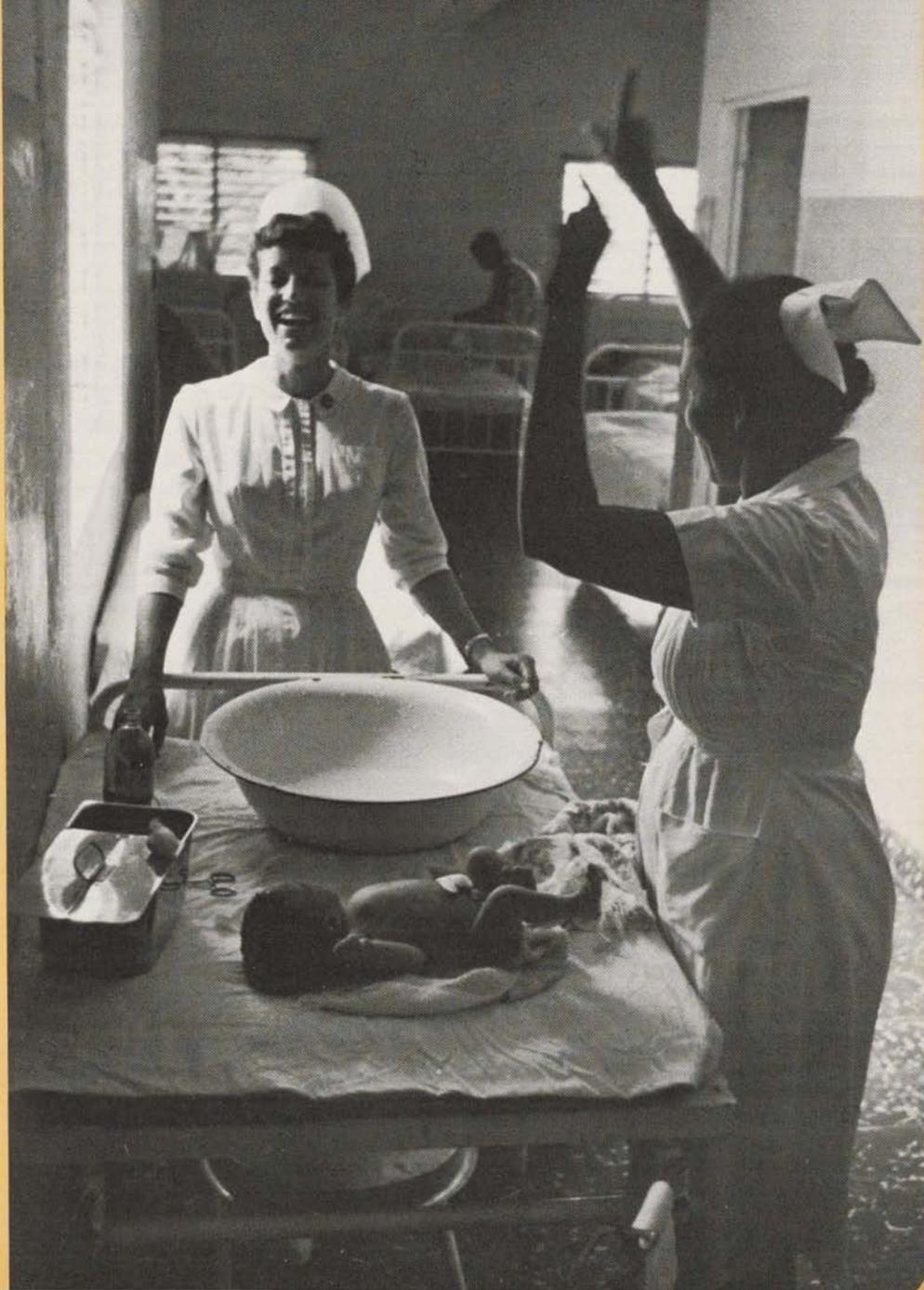
303. BRAZIL Volunteers will work with local health posts in Pernambuco, Paraíba, Bahia, Mato Grosso, and Segipe. They will function as health educators, sanitarians, nurses and medical technicians while also training co-workers. *Training programs are scheduled for spring and fall 1968 and spring 1969.*

304. CHILE Volunteer nurses and laboratory technicians are assigned to training hospitals to work with student nurses and technicians. They endeavor to improve technical competence and to instill a pride in nursing practices. Public health activities conducted in rural sites as on-the-job training will also be an integral part of their work with the student nurses. *Summer 1968 training.*

305. COSTA RICA Volunteers with backgrounds in public health training or relevant experience will work with the National Water Agency in the development of pure drinking water, inexpensive water systems and general improvement of sanitation facilities. Registered nurses will be assigned to the Ministry of Health to work in outlying regional centers supervising and providing technical support to the sanitation program. *Training is in the fall 1968.*

306. PARAGUAY Volunteers will work with the environmental sanitation program of the Ministry of Health. They will serve as counterparts to Paraguayan sanitary inspectors assigned to health posts in the eastern region of the country.

Volunteer nurse, Barbara Sims, laughs at the antics of her co-worker in the hospital at Sanchez, Dominican Republic, where both Barbara and her husband were stationed for two years.



Their primary function will be to educate the local population — by group teaching methods and by individual visits to rural homes — in the value and use of proper sanitation facilities (e.g., latrines, wells, garbage disposal). Their work will also be directed against the spread of communicable diseases, especially intestinal parasites. Volunteers with liberal arts backgrounds will undergo special *training for this program in the spring 1968.*

307. CENTRAL AMERICA Volunteer nurses will teach in nursing schools and hospitals and medical centers, training nursing candidates and raising the level of nursing practices. Volunteers will be able to work in outside public health programs. Social welfare projects may also absorb Volunteer skills and time in a number of areas. *Training begins in the summer 1969.*

Urban Development

310. BOLIVIA The Volunteer will be a community developer in one of the many mining communities located on the Altiplano of Bolivia. He will engage himself in many phases of community life, of which the following are typical: recreation and athletics, social welfare, youth clubs, teaching, credit unions, health and sanitation, and organizing groups of adolescents and adults for special community services and functions. *Training begins in the spring 1969.*

311. BRAZIL Volunteers will work in satellite cities surrounding Brazil's new inland capital, Brasilia. Volunteers work in collaboration with the Social Service foundation, instigating community involvement in the resolution of chronic social and economic problems that affect large urban masses in Brazil. *Groups will train in the spring and summer of 1968.*

312. CHILE Volunteers are to live and work with urban slum dwellers, advising and assisting them in construction of homes. In addition, they promote the formation and self-help development action of local groups, assisting them to receive and effectively manage available aid.

Volunteers with training in city planning will work directly with municipal governments to introduce new and improved methods of long-range planning, budgeting and city development and management. *Groups will train in the spring 1968 and 1969.*

313. COLOMBIA Volunteers work in slums with the urban section of the Division of Community Action. Their primary purpose is to help slum dwellers to improve their environment through community effort. Activities may include literacy classes, house and community improvement, vocational training, credit co-op organization and recreation. *Training begins in the spring 1968 and 1969.*

314. ECUADOR Volunteers will work in the slums of Guayaquil in efforts to create or strengthen *barrio* organizations dedicated to self-help activity. Guayaquil, the financial and commercial capital of Ecuador, is ringed by some of the worst slums in Latin America. To improve the living conditions and to give the slum communities the leverage and capability to accomplish their wants, Volunteers will help initiate activities such as medical dispensaries, co-ops, youth and community centers, and home improvements. *Summer 1968 training.*

315. GUATEMALA and HONDURAS Volunteers will work in rural hamlets introducing improved methods of administration and planning for local government. They will be assigned to the governmental agency for municipal development. Backgrounds in public administration, city planning, sociology or

related sciences will be desirable for this program. *Training will begin in the fall 1968.*

316. PANAMA The Panamanian Institute of Urban Housing, Department of Social Welfare, the U.S. Agency for International Development and the Peace Corps are engaged in a coordinated effort to resolve the most acute social problem in Panama, i.e., the dismal life conditions of 85 per cent of the inhabitants of the metropolitan areas in and around Panama City and Colón.

Volunteers are needed to bring a new dimension to the social work activities of the Panamanian agencies through their participation with the teams of specialists working with each urban slum area. This program requires Volunteers with exceptional motivation and the capacity to work efficiently under situations of tension and confusion. *Training begins in the fall 1968.*

317. PERU Volunteers will work with parent-groups and the Ministry of Education in the *barriadas* of Lima, Arequipa and Chimbote in organizing community resources for the building and maintenance of schools and provision of an adequate primary education for *barriada* youth. Auxiliary projects in community education and recreation are anticipated. *Programs will train in the summers of 1968 and 1969.*

318. VENEZUELA Volunteers will work with the Venezuela Foundation for Community Development and Municipal Improvement to assist in a program of municipal development. They are to be assigned to cities in the interior, aiding in the improvement of public administration, city planning, government operation, and related activities. *Fall 1968 training.*

WORLDWIDE

SECRETARIES

600. According to professional qualifications, Volunteer secretaries will serve as office managers or secretaries to Peace Corps staff members in overseas headquarters. Work will include typing, shorthand, handling of bills and petty cash, ordering and purchasing of supplies and general office work. They will work closely with Volunteers and will deal with other Americans and host country nationals. The secretaries also will find activities outside their office work — such as teaching business courses in local schools — depending on their skills and interests.

DOCTORS

700. Medical doctors will work in health education and preventive and curative medicine as Volunteer Leaders. Doctors will spend considerable time in preventive medicine and in the teaching of local doctors, medical students and paramedical and unskilled host country personnel.

Unlike other Volunteers, a doctor is permitted to take dependents overseas. His wife will also be a Volunteer with an assignment appropriate to her skills.



COUNTRY PROGRAMS

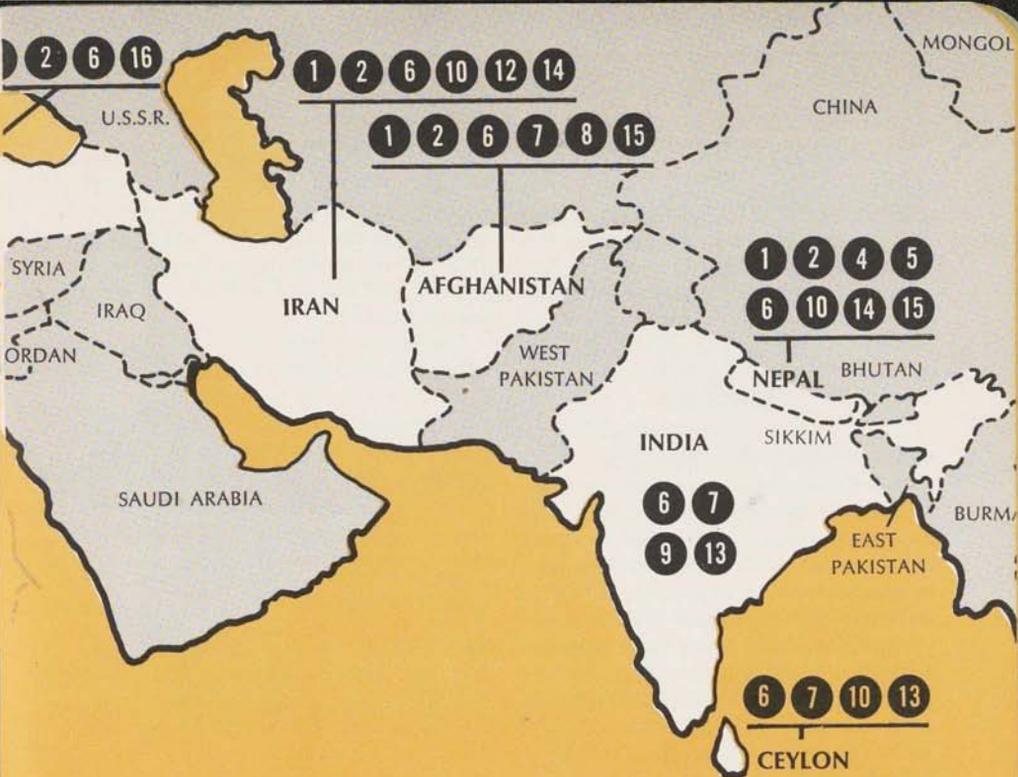
1. Elementary and Secondary Education
2. University Education and Teacher Training
3. Physical Education
4. Vocational Education
5. Community Development
6. Agriculture/Home Economics
7. Health
8. Nursing
9. Cooperatives/Credit Unions/Small Business
10. Construction
11. Forestry
12. Engineering
13. Nutrition
14. Public Works/Architecture
15. Law/Public Administration
16. Child Care

NANESA

Area of

For the Peace Corps in North Africa, the Near East and South Asia, it is "unity in diversity." While it is possible to describe the Peace Corps in other regions in general terms, hanging the Kingdom of Morocco on the same peg as Nepal takes imagination. It is largely the semi-common threads of Islamic religion and territorial propinquity that bind the eight countries, scattered across 6,000 miles, into a convenient regional grouping. In Peace Corps acronymic parlance, this is NANESA.

Starting at the Atlantic end, NANESA is Morocco, where Volun-



"Unity in Diversity"

teers are teaching, working in community development and agriculture, and serving in health and home economics projects. Down the Mediterranean coast, Tunisia hosts Volunteer teachers, architects and child care specialists. Libya, next door, has a modest English-teaching contingent.

By far the largest concentration of Volunteers in the NANESA area is in India, where about 1,200 Volunteers are aiding food production and nutrition education programs; in Afghanistan, where the Peace Corps program embraces teaching and health and nursing programs; in Iran and Turkey where Volunteers work in a variety

of community development projects or teach English as a foreign language.

Nepal's Himalayas nestle Volunteers in several teaching and community development programs; and in Ceylon, the teardrop island off India's southern coast, Volunteers will return in 1968 for the first time in four years to work in health, agriculture and nutrition.

Diverse in problems, peoples, languages, and climates, NANESA offers to the prospective Volunteer a complete choice of job assignment and country, as outlined in the following program descriptions.

NORTH AFRICA, NEAR EAST, SOUTH ASIA

Education

401. AFGHANISTAN Volunteers teach English in secondary schools and universities in the capital city, Kabul, and in the provinces. Volunteer teacher-trainers work with Afghan counterparts in teacher-training academies in Kabul and the provinces, in such areas as math, science, arts and crafts, and physical education. The graduates of these academies will become teachers at the junior high school level. Volunteer accountants help train ministry counterparts in Kabul, as well as in provincial centers.

BA degrees are required. Trainees will study Farsi or Pushtu.

402. IRAN Volunteers will work with secondary school English teachers in an effort to raise the level of English language instruction. The Volunteers will work with teachers at several schools, visiting classes, holding seminars and conducting model classes. In addition, they will hold adult evening classes in English for other teachers, government officials and townspeople. Volunteers assigned to colleges and universities will teach English classes directly on a full-time basis.

BA degrees required. Trainees will study Farsi.

403. MOROCCO Volunteers will teach English grammar, composition and conversation 15-25 hours per week in secondary schools. *Training will begin in summer 1968.* BA degrees required; previous knowledge of French desirable. Trainees will also study Moroccan Arabic.

404. NEPAL Volunteers will teach vocational subjects, science, home economics, and English in middle and secondary schools. Volunteer-teachers also assist fellow teachers in improved educational methods and participate in community activities.

Training will begin in fall 1968 and 1969. Trainees will study Nepali.

405. TUNISIA Assigned to secondary schools and adult education centers throughout the country, Volunteers will teach English as a foreign language. BA degree and proficiency in French required. Trainees will study Tunisian Arabic.

406. TURKEY While teaching English as a foreign language at junior and senior high schools and university prep schools, Volunteers will start English clubs, conduct adult education courses and generally involve themselves in community activities. Math and science teachers will work at the Middle East Technical University in Ankara where they will teach both formal and laboratory classes.

BA degree required. Trainees will study Turkish.

Agriculture/Nutrition

410. AFGHANISTAN Volunteers will work with experimental and research farms under the Ministry of Agriculture in basic wheat research and agricultural extension work.

Training program expected in spring or summer 1968. Agricultural background desirable. Trainees will study Farsi or Pushtu.

411. CEYLON Volunteers will work in basic vegetable gardening, construction, home health, nutrition, child care and dairy farming with Ceylonese villagers. Although Ceylon is among world leaders in tea and rubber production, massive

importation of food for local consumption is necessary. Volunteers with agricultural backgrounds or with liberal arts degrees will join efforts to enable this fertile island to become self-sufficient in food and to promote better nutrition practices.

412. INDIA In a program to spur nutrition and poultry development, Volunteers will improve the skills of village level workers through training institutes and extension work with schools, cooperatives and individual villagers.

413. INDIA Working, in most cases, with Indian poultry extension officers, Volunteers will continue efforts to improve feed and poultry products by working with individual private producers, state poultry farms and cooperative markets.

414. INDIA Assigned in teams of four or five to one of the Applied Nutrition Blocks, Volunteers will help spread among India's villagers an understanding of the importance of balanced nutritional diets, find and implement ways of assisting villagers to reach a higher economic level, and help provide villagers with types of food that will improve their physical and mental health and improve health conditions among needy, expectant and nursing mothers and pre-school children in their village.

415. INDIA Volunteers with agriculture backgrounds will work in extension programs to motivate, educate and help farmers utilize seeds, fertilizers, pesticides and rodent-proof granaries, and will take part in the bi-annual training programs for farmers before the spring and fall crops. Volunteers with liberal arts backgrounds will work closely with schools in the Applied Nutrition Program to increase production, distribution and use of food.

416. INDIA In teams of four or five, Volunteers will conduct a series of intensive three-month health-nutrition education programs. Volunteers will be centered at Basic Training Schools, but will work also with surrounding primary schools. Emphasis will be on health, sanitation, nutrition and gardening. Instruction will be in both English and the local Indian language.

417. IRAN Volunteers serving as co-workers with Iranian extension agents and women home agents will assist in educational programs, identifying problems and devising correctional measures, supplying technical information and producing demonstrations in fields such as basic sanitation and hygiene, food preservation, youth work, poultry raising, pest control and other fields of practical agriculture and homemaking.

Agricultural degree or background desirable. Trainees will study Farsi.

418. MOROCCO Volunteers will work with Moroccan extension agents in introducing modern agricultural methods to farmers in southern Morocco. Farmers will be encouraged to adopt new farming techniques in planting, plowing, crop rotation, and use of fertilizer.

Agricultural degree or background desirable. Trainees will study Moroccan Arabic.

419. NEPAL Volunteers are working as agricultural extension agents. With Nepali co-workers, these Volunteers show farmers how and when to plant improved seed and to utilize fertilizer, crop protection, irrigation and other methods to increase production.

Training will begin in fall 1968 and 1969. Trainees will study Nepali.

420. TURKEY *An agricultural project may begin training in summer 1968.* Working out of county and provincial extension offices, Volunteers will help

villagers start poultry projects and experiment with new wheat seeds. Female Volunteers will work on projects in food preservation and canning.

Agricultural degrees or background desirable. Trainees will study Turkish.

Community Development

430. MOROCCO Women are assigned alone or in pairs to work in village centers helping to raise the standard of living of Moroccan families by teaching the village women and children basic health and hygiene, improved domestic skills and child care.

Male Volunteers work in village agriculture and forestry stations, helping Moroccans improve farming techniques by teaching and demonstrating new ways of fertilizing, plowing and planting.

Training is expected in spring or summer 1969. Single men and women and married couples accepted. Trainees will study Moroccan Arabic.

431. NEPAL Volunteers work with village Panchayats (local governing units). They concentrate on making maximum use of local level leadership, initiative, resources and labor to carry out self-help community development work and integrate the village authority structure into the larger fabric of district, zonal and national administration.

Training will begin in summer 1968 and 1969. Trainees will study Nepali.

Health

440. AFGHANISTAN Nurses will serve in provincial pilot nursing schools as instructors and ward teachers to help meet the shortage of trained nurses. Lab technicians and medical technologists will work in hospital laboratories where they will have on-the-job training responsibility in addition to their diagnostic work.

Qualified doctors, nurses, and medical

technicians accepted. Trainees will study Farsi or Pushtu.

Public Works/Architecture

450. IRAN Volunteers assigned to provincial capitals are working with the Technical Bureaus of the Ministry of Development and Housing or with community development offices on the village level, on such public works projects as town electrification, drinking water systems, road construction, housing projects, schools and other community buildings. Volunteers serve in technical capacities in planning, surveying, and designing projects, supervising construction, inspecting the work of contractors and similar tasks.

Degrees in architecture or engineering desirable, as is experience in construction, surveying or other engineering skills. Trainees will study Farsi.

451. NEPAL Assisting village Panchayats (local governing units), Volunteers will survey trails and footbridges which link villages and aid in the construction of roads and bridges that will not wash out during monsoon rains. Not merely technical advisers, Volunteers will work closely with the people and councils in the planning and execution of other community construction programs.

Training will begin in summer 1968 and 1969. Trainees will study Nepali.

452. TUNISIA Volunteers will work for the Ministry of Public Works on the design and construction of housing, schools, and community and administrative buildings. *Training will begin in June 1968.* Selection will be made from among applicants with a Bachelor of Architecture degree. Trainees will study French and Tunisian Arabic.

Child Care and Social Work

460. TUNISIA Volunteers will work with Tunisian women in planning and conducting pre-school programs for Tunisian children. *Training will begin in June 1968.* Trainees will study Tunisian Arabic. No degree requirement.

461. TURKEY Working with orphanages operated or supervised by the Ministries of Health and Education, Volunteers will help introduce modern child care practices and increase community interest and participation in the work of these institutions. In addition, some Volunteers may be assigned to children's hospitals and day care centers.

Training is scheduled for spring or summer 1968. BA degree required; child psychology background desirable. Trainees will study Turkish.

Tourism

470. TURKEY Volunteers will work in southern and western areas of Turkey, in communities where tourism is becoming an important economic factor. Working out of local tourist associations, Volunteers will stimulate community interest in creating and upgrading tourist attractions. Typical activities will include festivals, sale of local handicrafts, clean-up campaigns, courses in English and hotel-restaurant techniques.

Training programs are expected in spring or summer 1968 and 1969. BA degree desirable, as is experience in business administration, hotel or restaurant management, advertising and public relations. Trainees will study Turkish.

Consumer Cooperatives

480. INDIA Volunteers work as assist-

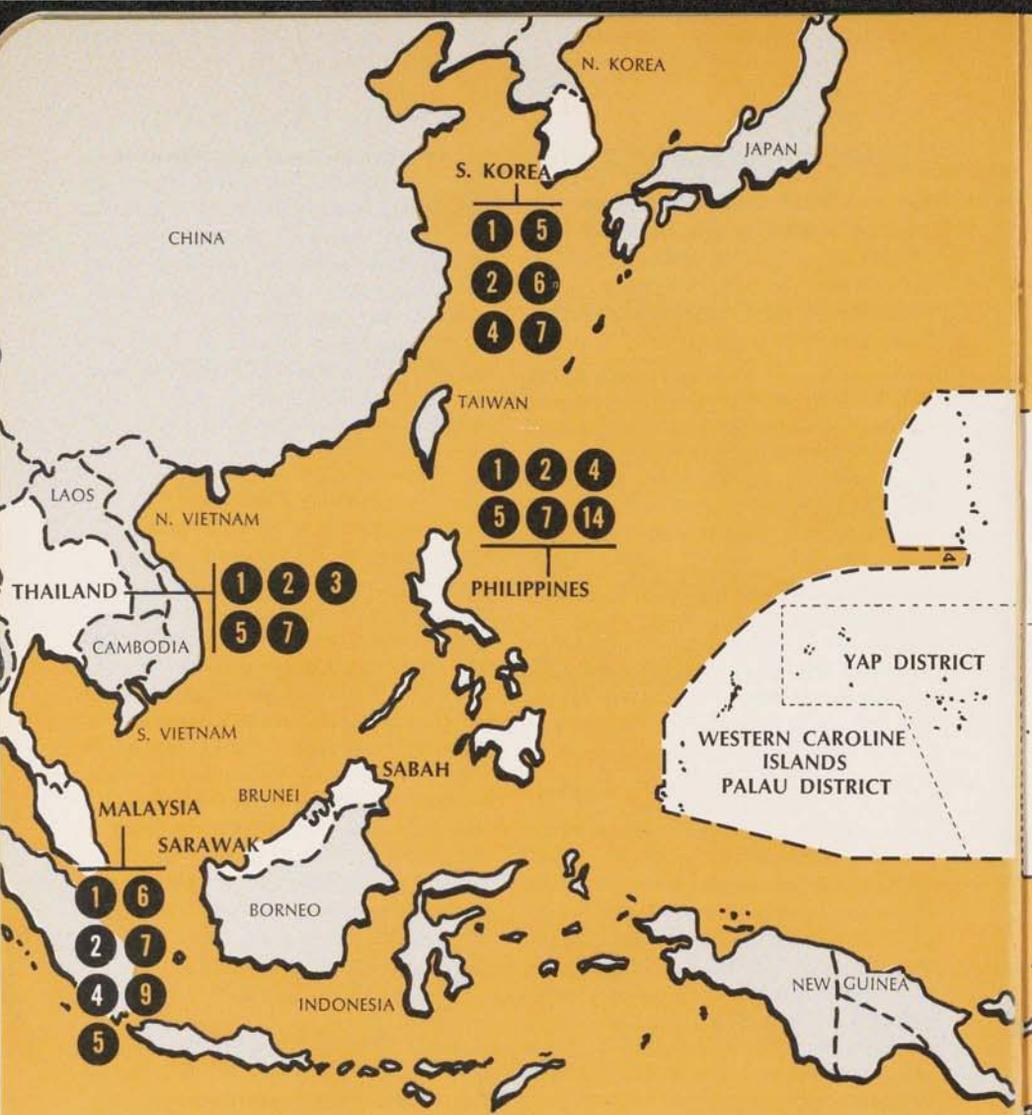
ant managers for retail merchandising in state consumers' cooperative stores in Punjab and Haryana States. The ultimate aim is to improve personal relations among store personnel, shareholders of the cooperatives, and government officials, so that the cooperatives can play an increasing role in making more consumer items (including food) available and at the lowest possible price.

Family Planning

485. INDIA An ambitious family planning program will utilize Volunteers in the training, informational and organizational aspects of the campaign. They will work with Indian co-workers in arranging informational activities about family planning, helping to prepare visual aids, providing in-service training for Indian health and community workers, aiding in communication about program education and implementation, organizing district conferences, assisting in setting up record-keeping procedures and arranging for effective continuous referral channels for medical services.

Small Industries

490. INDIA Volunteers will work with small-scale industrialists and industrial cooperatives to improve the utilization and rate of depreciation of machine tools, raise product quality, reduce production costs and wastage of scarce raw materials, train entrepreneurs in costing and managerial techniques, develop new products and market them and encourage increased industrial investment and output.



EAP New Names

The past year has seen both the demise of the "Far East" and the advent of the Peace Corps beachcomber in the Peace Corps' expanding operations "west of California."

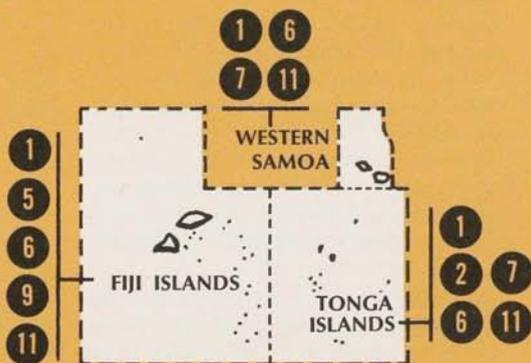
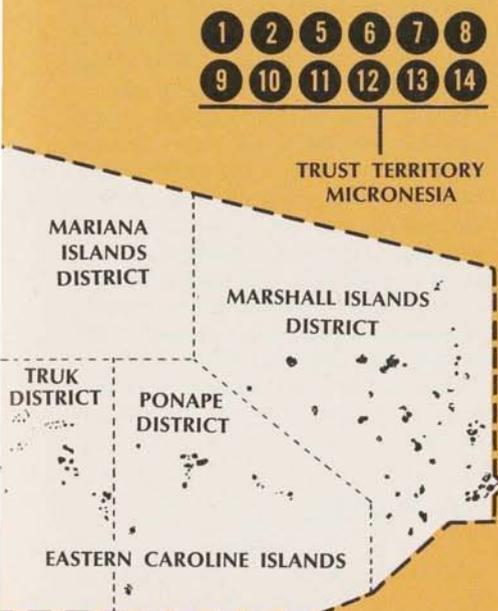
When a Filipino senator asked where his country was "far east" of, the Peace Corps obliged by changing

its regional designation of that area to East Asia and the Pacific.

Meanwhile, the Peace Corps was creating a new-breed Volunteer to serve in the challenging, close surroundings of the tiny islands that dot the Pacific from the United States' Trust Territory of Micronesia to the

COUNTRY PROGRAMS

1. Elementary and Secondary Education
2. University Education and Teacher Training
3. Physical Education
4. Vocational Education
5. Community Development
6. Agriculture/Home Economics
7. Health
8. Nursing
9. Cooperatives/Credit Unions/Small Business
10. Construction
11. Forestry
12. Engineering
13. Public Works/Administration
14. Fisheries



in Paradise

Polynesian and Melanesian nations of Fiji, Tonga and Western Samoa.

Actually, no new-breed Volunteer was required for these island assignments. The old mainland variety would do well enough, it was decided, with the proper training. And so, from Thailand to Truk, Peace

Corps Volunteers teach, build, advise and serve in a variety of technical, agricultural and health programs.

As the following program descriptions indicate, Peace Corps programs in East Asia and the Pacific are making use of both the specially-skilled Volunteer (lawyers and engineers in

Micronesia, for instance) and the Volunteer with a general background who, with proper training, can serve as a health auxiliary in important health projects being mounted in Tonga, Fiji, Western Samoa and South Korea. This is a major extension in Volunteer assignments for the generalist beyond teaching and community development

EAST ASIA/PACIFIC

Education

501. FIJI Volunteers will teach English as a second language in the Fijian and Indian elementary and secondary schools. Applicants with liberal arts degrees are qualified for this project. Opportunities to teach math and science on the secondary level are available to Volunteers with appropriate degrees in these subjects. Education Volunteers will reside in Fijian and Indian villages and will take an active part in community activities, i.e., clubs, sports, recreation, adult education. *Training usually begins in mid-September.*

502. KOREA Volunteer teachers in Korea will be assigned to all the teacher colleges to assist in the teaching of English as a foreign language. They will also serve as a means of introducing new teaching techniques and will assist in curriculum development. The Government of Korea has also requested science teachers who will be teaching their subject in secondary schools as well as introducing modern teaching techniques.

Liberal arts graduates are requested for the TEFL teaching program. Applicants interested in science or math teaching should have a major or minor in one of those fields. *Scheduled to train in June.*

503. MALAYSIA Volunteers in the Borneo states of Sabah and Sarawak will teach English to students from vernacular schools and assist in on-the-job training of Malaysian English teachers.

Throughout Malaysia, Volunteers will teach math and science at the high school and teachers' college level, and will also work with projects for revising curricula in these subjects and developing better teaching methods. Volunteers in rural primary schools will combine community development work with their teaching duties. A number of Volunteers in West Malaysia will be assigned to primary and secondary teacher training institutions to teach educational methods courses and direct practice teaching.

Training for these projects usually is done in Hawaii, beginning in mid-September.

504. MICRONESIA Volunteers teach English as a second language in elementary schools throughout the six districts of Micronesia. They are performing an important role in establishing English as a medium of communication in an island nation where 10 different languages are spoken. Volunteers are also working in recently-developed Operation Headstart Programs, teacher training and curriculum development. *Training usually begins in early summer with arrival in September.* The first completely in-country training program was conducted in Micronesia during the summer of 1967.

505. PHILIPPINES Volunteers teach math, science and English and work with Filipino co-teachers in new techniques and curriculum development, in-service training and educational programming in all levels of the public school system throughout the Philippines. Volunteers also work in selected private teacher-training schools assisting to upgrade teacher competency in elementary and secondary education. Education Volun-

teers also work in community action programs including malaria control, food production and health during holidays and after school.

Programs will train summer, fall and winter 1968 and 1969. Presently, three training sites are being used: Stanford, San Jose State College and the University of Hawaii.

The majority of assignments will go to liberal arts majors. Teacher training and high school teaching assignments require previous teaching experience and special skills in science, math or English teaching. Trainees will study Tagalog, Cebuano, Ilocano or Hiligaynon (Ilongo). Perhaps Waray-Waray, Bicolano, Chevacano, Pargasinan and other relatively important Filipino dialects will also be taught.

506. THAILAND Volunteers teach English in Thai secondary schools and teacher training colleges using the most modern linguistic methods. In addition, they work with in-service training programs to increase proficiency among Thai teachers. Standards are high, but a liberal arts graduate who wants to teach can meet the requirements of the job.

507. TONGA Volunteer English teachers at the elementary and secondary levels have been requested by the Kingdom of Tonga. In addition to teaching English as a second language, Volunteers at the elementary level will teach general science courses. At the secondary level, Volunteers are needed to conduct courses in mathematics and sciences. The Volunteers will reside in Tongan villages and take an active part in community activities.

508. WESTERN SAMOA Volunteers teach English in Samoan government and mission primary and intermediate schools using modern linguistic methods for teaching English as a second language. Most live and work in rural areas where

they also become involved in public health and agricultural activities. A liberal arts graduate who wants to teach can meet the basic requirements for this job.

Volunteers also teach math and the sciences in Samoan government and mission secondary schools. The medium of instruction at this level is English. Volunteers with majors or minors in math or any of the sciences can qualify.

Agriculture

510. FIJI Volunteers will work alongside Fijian co-workers as agriculture extension personnel. They will assist in implementing improved coconut cultivation including new planting and rehabilitation procedures. Forestry graduates have been requested to help initiate and supervise small scale tree planting schemes by individual farmers and non-government organizations. These Volunteers will also participate in research, surveys and training of forestry assistants. Volunteers with business backgrounds will instruct cooperative members in the basics of farm budgeting, business management and marketing procedures.

511. KOREA Korea needs approximately 36 Volunteer agriculturalists for summer 1968. Four Volunteer agriculturalists will be assigned to each of the nine provinces in a pilot project to assist Korean farmers in definition of local agricultural problems, as well as assisting in the improvement and development of food and cash crops. Volunteers in this program should have either an agricultural degree or extensive farm background.

512. MALAYSIA Volunteers will be assigned to rural agriculture training centers in East Malaysia to give short courses in better farming methods, help develop youth work in rural areas, and carry on extension work in the field. In West Malaysia, Volunteers will work with Farm-

Health

ers' Associations to help provide essential cost information on production and marketing of various crops, help develop production and marketing coops, encourage the use of modern agricultural techniques, and work with rural youth.

513. MICRONESIA Micronesia has requested Volunteers to work as agricultural extension agents throughout Micronesia. The extension program includes promoting development of specialty cash crops such as cacao, pepper and rice, making desirable planting material available to farmers, and providing technical assistance to farmers in what to grow. The extension program also supervises coconut rehabilitation projects and provides assistance to producers on improving processing techniques.

Volunteers with degrees or backgrounds in agriculture are preferred, but Volunteers with a strong interest in agriculture and a desire to learn can be taught during training to work effectively in the program.

514. TONGA Extension workers in tropical crop production — Volunteers — will assist in replanting and rehabilitating coconut palms. They will also provide technical advice to farmers for obtaining higher productivity and quality. In addition to carrying on development and extension efforts, Volunteers will be teaching and demonstrating modern agriculture techniques and improved extension methods to Tongan counterparts.

515. WESTERN SAMOA Volunteers will work in rural areas of Samoa to assist the government in the introduction of better methods for soil preparation, care and handling of seedlings, planting methods, use of fertilizers and insecticides. Main crops involved are bananas, coconuts, and cocoa. Willingness to live and work in simple village surroundings is essential for this job.

520. KOREA Volunteers have been invited by the Government of Korea to be rural health auxiliaries. These Volunteers will be assigned to the local health clinics to work with Korean counterparts in health services for the rural areas. This project emphasizes maternal and child health, family planning, tuberculosis control, sanitation, and health education. Liberal arts majors are requested. *Training will take place late summer or early fall of 1968.*

521. MALAYSIA Volunteers working in the Malaysian tuberculosis control project will be assigned to district chest clinics in rural and semi-urban areas of West Malaysia and Sabah, will develop procedures, organize mass case-finding drives, follow up positive cases with home visits, and plan and execute vaccination campaigns. Technologists will teach and practice medical technology as related to tuberculosis.

Rural health Volunteers in Sarawak and West Malaysia will concentrate on environmental sanitation projects such as pure water supplies, waste disposal and insect and rodent control, will help develop model village health programs, and will assist in the training of Malaysian public health workers. *These programs train in the spring or summer, usually in Hawaii.*

522. MICRONESIA Volunteers assigned to public health have completed the first Micronesia-wide census and are now working on a program designed to control leprosy, tuberculosis and filariasis. They are also involved in environmental sanitation projects aimed toward the reduction of parasitic and gastro-intestinal diseases which affect a large number of the Micronesian people. In addition to the liberal arts majors assigned to these programs, the Peace Corps sends nurses, x-ray technicians, laboratory technolo-

gists and pharmacists to work in curative medicine in both operational and teaching roles. *Public health Volunteers usually begin training in late summer.*

523. THAILAND Volunteers trained in principles of public health and special health techniques work with provincial health offices and rural health centers in rural areas of Thailand. Environmental sanitation (safe water supply and safe waste disposal), maternal and child care, and health education are the most important activities. Interest in people, health problems, and willingness to serve in rural areas essential for this job.

524. TONGA. Female Volunteers will serve as auxiliaries to maternal child health nurses in the three island districts. They will assist in control and prevention of the prominent diseases by providing technical assistance (immunizations and health education) and by helping to change health habits and attitudes within the home. Male Volunteers will serve as auxiliaries to local health inspectors in environmental sanitation. The men will help provide water-seal latrines and water supply systems.

525. WESTERN SAMOA Volunteers work with Samoan rural health officers to implement disease control and eradication programs on a national level. Much activity concentrates on filariasis, tuberculosis, and childhood diseases. Volunteers also help to improve community and school water systems and sanitary facilities. Interest in people and health problems, plus willingness to live and work in simple village surroundings essential for this job.

Vocational Education

530. KOREA Volunteer teachers will be assigned to the vocational schools primarily at the secondary level. The vo-

cational teachers will be expected to stress on-the-job specialized training as well as encourage more students to remain in school for additional training. Applicants for this project should have some technical education or on-the-job skill prior to training.

531. MALAYSIA Volunteers will teach industrial arts (drafting, woodwork, metal work, basic electricity and power mechanics) in lower secondary schools where they may also be called upon to assist in developing teaching aids, demonstration lessons and the curriculum. Others will offer specialized training in carpentry, masonry, electrical installation and machinery, radio and TV repair, auto maintenance, welding and machine shop to students in trade schools.

Basic agriculture science is being added to the curriculum of Malaysian high schools. Volunteers with backgrounds in the natural sciences will teach basic principles of soils, fertilizers, erosion control, principles of simple farm management at the junior high and high school level. Volunteers with degrees in agriculture will be assigned to teacher training institutions.

These projects train from mid-September to December of each year, with industrial arts training in California, agriculture science in Hawaii.

Malaria Eradication

535. PHILIPPINES The Philippine government has requested Peace Corps assistance in its Malaria Control Program. Plans call for an initial effort beginning late 1967 or early 1968. The program requires Volunteers who are liberal arts majors.

536. THAILAND As Assistant Zone Chiefs with the Malaria Eradication Program, Volunteers will provide on-the-job assistance to lower-level workers and oversee the effective carrying out of home

checks, blood sampling and spraying. Willingness to travel extensively in remote rural areas essential for this job.

Physical Education/Recreation

540. THAILAND Assigned to regional supervisory units (General Education Development Centers) in provincial capitals, Volunteers will work with a Thai physical education graduate, teaching in local schools and setting up seminars and in-service training programs throughout the region. The community development-related programs will be designed to assist Thai elementary and secondary teachers who have been assigned to teach physical education without prior experience in that field. Volunteers also will help to organize community recreation programs and to work with community teams in basketball and track and field. A physical education degree is *not* required.

Community Development

550. MICRONESIA Community Development activities comprise a significant auxiliary role to every Volunteer assignment. No matter what constitutes a Volunteer's primary job, he is expected to become significantly involved in community development. As a catalyst in his village, the Volunteer will help his neighbors come together, articulate problems and solve them. It is a job requiring skill, patience and training.

551. PHILIPPINES Education Volunteers may choose to undergo special training in rural reconstruction techniques at the Philippine Rural Reconstruction Movement Center in Luzon. PRRM is a non-government agency staffed mostly by recent college graduates.

Public Works/Administration

560. MICRONESIA Engineers, architects,

surveyors, draftsmen, and construction supervisors are needed to supply engineering and planning support for a wide variety of projects from roads to water catchments and docking facilities.

In the public administration field, lawyers, public administration experts and secretaries are needed to provide on-the-job training for Micronesians who will represent the needed cadre of trained manpower in this Pacific island grouping fast moving toward self-government.

Credit Unions, Co-ops, Small Businesses

570. MICRONESIA Volunteers are working throughout Micronesia to establish credit unions and cooperatives and to assist in upgrading the management and accounting skills of cooperative/credit union members and Micronesian entrepreneurs. They provide existing and prospective businesses with counseling, orientation, training, and assistance in matters of production, location, supply, markets, accounting, finance and other problems of effective management. Volunteers in this program should have degrees in business administration, accounting, or equivalent experience.

Fishery Development

580. MICRONESIA Volunteers with degrees in biology, ecology, statistics, accounting, oceanography and/or experience in commercial fishing are needed to establish an integrated fishing industry which would catch, preserve and market substantial quantities of fish—Micronesia's most obvious and exploitable natural resource. Volunteers will be assigned to three related areas of activity to meet these needs: biological and oceanographic research, compilation of statistics, and conservation.

TRAINING DIRECTORY INDEX

This index is merely suggestive of job possibilities overseas. Any given skill or academic discipline is not restricted by only those numbers listed. Because attitude is itself a skill in the Peace Corps, the index is intended to guide — not to define — an applicant's potential.

The 100-series numbers are for programs in Africa; 200 and 300, Latin America; 400, NANESA; 500, East Asia and Pacific; and 600/700 are worldwide program openings.

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Juniors should apply early in the junior school year and indicate their interest in the VISTA Associates program by writing "VISTA Associates" on the front cover of the Peace Corps Application. Participants will have \$50 a month credited to their post-Peace Corps readjustment allowance and will receive living and other allowances during their summer service as VISTA workers.

Degree Programs:

A degree program has been established in which participants take college courses related to future Peace Corps service. Mathematics and science students of the State University of New York at Brockport will serve in the Peace Corps after receiving bachelor's degrees, then return to complete master's degrees in their area of study. A number of other colleges and universities have expressed interest in such programs.

To apply, write to the Office of Admissions, SUNY-Brockport, for regular college admission, indicating interest in the Peace Corps degree program.

THE VOLUNTEER OVERSEAS

Staff:

The official responsible for Peace Corps programs in each country is the Peace Corps Representative (also referred to as the Country Director). Serving with him may be a Deputy, one or more Associate Representatives, one or more Peace Corps physicians, and where applicable, a Contractor's

Overseas Representative (COR) who provides technical assistance.

The Director and his staff are responsible for your conduct, your safety and protection, and for seeing that your performance and host country supervision are satisfactory. He also organizes and administers new programs and is the principal liaison to ministries and host country officials.

Health:

If you are injured or become ill, the Peace Corps staff physician will treat you himself, arrange for treatment by host country doctors and medical facilities or, in extreme cases, return you to the United States. Staff doctors are assigned to the Peace Corps from the U.S. Public Health Service. (The ratio of doctor to Volunteer is 1:100; in the United States the ratio is 1:750.)

During training you are given appropriate physical and psychiatric examinations, immunizations and a thorough medical orientation. You also receive instruction in emergency first aid and in preventive measures which must be taken while overseas. The latter includes study of food processing and preservation techniques, water treatment, waste disposal, and insect control.

In the event of a disability resulting from illness or injury while in service, Congress has extended the Federal Employees Compensation Act to cover each Volunteer. However, you are advised to retain any personal health insurance you have throughout your Peace Corps service.

Legal Status:

Volunteers are considered employees or officials of the United States government for limited purposes only. Volunteers (and staff members) do not have diplomatic immunity and are subject to state and federal laws while in training in the United States and to the laws of the host country while overseas.

TERM OF SERVICE

Volunteers serve for 24-27 months, including the two-to-three month training period. Your invitation to training will state the length of your program. Programs begin throughout the year with about two-thirds of them conducted during the June-August period when campuses and other training sites are most available.

Extension or Re-enrollment:

Volunteers who wish to extend their service beyond the regular term or to re-enroll in the same or a different program are usually encouraged to do so. Extensions up to 18 months or "re-upping" for a full two years are permitted.

Volunteers who extend for a year or more or who re-enroll may take, between tours, up to 30 days of special leave in the United States or any foreign country not under Communist control, except Yugoslavia. This period of special leave is not counted as part of extended service.

Extension of service in the same country does not require further training. However, Volunteers re-enrolling for service in a different country or renewing service after

a break generally are required to attend a regular training program to meet selection standards.

Transfer, Resignation, Early Termination:

Although Volunteers may resign at any time during their service, the Peace Corps assumes that all Volunteers honestly intend to honor their commitment to serve the host country, the Peace Corps and the United States.

Volunteers may, under certain circumstances, request transfer to other work in the same or a different country. The Peace Corps country director may also return a Volunteer to the United States with the recommendation that he or she be terminated early or re-assigned elsewhere.

Unless termination is for medical or other reasons beyond the Volunteer's control, the cost of return transportation to the United States will be deducted from his or her readjustment allowance.

Leave:

Leave accumulates at the rate of two days for every month of satisfactory overseas service. Volunteers are provided a daily \$7.50 leave allowance in addition to regular monthly living allowances. They are encouraged to use their leave to familiarize themselves better with their country of assignment and with neighboring countries.

Except for emergency medical or compassionate home leave, Volunteers may not return to the United States nor may they travel outside of their general region, i.e., Volunteers serving in Africa may not spend leave in Europe.

ALLOTMENTS AND ALLOWANCES

Readjustment Allowance:

For each month of training and overseas service, a Volunteer accumulates \$75 which is set aside until his or her return to the United States. In special cases, up to one-half of this allowance may be sent home to persons or institutions designated by the Volunteer.

Such circumstances include support of parents, payment of health or life insurance premiums, educational loans, aid toward the education of members of family, or other genuine family or personal needs. All such allotments must be approved by the Peace Corps.

Unless allotments are deducted, a Volunteer normally will accumulate \$1,800-\$2,000 during his assignment. This sum is subject to federal and state taxes, Social Security and optional insurance premiums, which normally leave between \$1,400 and \$1,700. Volunteers do not pay income tax to their countries of assignment.

When a Volunteer satisfactorily completes his tour of duty overseas, he may withdraw up to one-third of the accumulated readjustment allowance for travel and other expenses. Otherwise, in most cases readjustment payments will be made only after the Volunteer returns to the United States.

Social Security:

Volunteers are enrolled in the Social Security system. Persons not covered by the Social Security system should register before reporting for training.

Life Insurance:

Volunteers are insured for \$10,000 as soon as they register for training unless they waive this coverage. The premium of \$1.20 a month is deducted from the monthly readjustment allowance. If coverage is waived or canceled, it may not be reinstated.

Transportation:

The Peace Corps provides transportation between home and the training site, from there to overseas assignment and return to the Volunteer's home in the United States. Americans who are residing overseas must pay travel costs to the nearest point of entry when en route to a training site. The Peace Corps will pay for transportation from the point of entry.

Travel and Clothing Allowances:

Trainees receive a \$16 travel allowance for incidental expenses incurred en route to the training site. Transportation and a travel allowance are provided for travel from the training site to the port of embarkation or to another training location. During training a small amount of "pocket money" is provided.

Upon completion of training, Volunteers may receive an allowance with which to buy special clothing that may not be available overseas.

Settling-In and Living Allowance:

In addition to the accumulating readjustment allowance, Volun-



Volunteer Jack Lundquist and an Iranian counterpart water their experimental garden in Lashtenesha, Iran. Agriculture is the Peace Corps' fastest-growing assignment.

teers overseas receive a monthly living allowance in the currency of the host country. This allowance is not salary, but is to cover the costs of adequate food, clothing, housing, utilities and incidentals such as laundry, tobacco, film and postage.

Allowances are based on local

living costs and differ from country to country and even between locales within a country. They are subject to change based on fluctuating needs and living costs.

Married couples usually receive allowances equal to those paid to two single Volunteers in the same household.

Volunteers arriving overseas may receive a settling-in payment to purchase basic household necessities.

THE DRAFT

All eligible male Peace Corps trainees and Volunteers are liable for military service and must request from their draft boards, *before training*, a deferment and permission to go overseas. Although the Peace Corps provides a deferment request form with an invitation to training, all deferments are still decided initially by local draft boards. Most deferments are granted only *after* the potential Volunteer has successfully completed training.

Deferments last one year, thus Volunteers are required to request an extension before the end of each year of service. Volunteers should also keep their local boards informed of their whereabouts at all times and notify them of any change in status.

Volunteers who have completed Peace Corps service are not exempt from military service. Future deferment depends on considerations of age, physical condition, marital status, Selective Service regulations and manpower quotas.

MARRIAGE AND PREGNANCY

Married couples must both qualify for the same project (not necessarily the same job) and have no dependents under 18.

Volunteers who wish to marry and to remain Volunteers must have the prior approval of the Peace Corps Country Director. His decision will be based on whether the couple can continue

to maintain a modest standard of living, the job and housing changes necessary to accommodate them after marriage, and whether the required changes are consistent with the needs of the Peace Corps program and have the approval of host country officials.

Approval generally will *not* be granted if the future spouse has come to the host country expressly to marry a Volunteer. Nor may a Volunteer return to the United States to marry.

Married couples expecting a child must notify the Peace Corps Country Director as soon as possible. He and the Peace Corps doctor will consider health hazards to the mother and child, prospects for the continued effectiveness of the Volunteers, and plans for supporting the family before approval for the continuation of service is given. If the outlook is unfavorable from any of these points of view, the Volunteers will be asked to resign and will be given transportation home.

STUDENT LOANS

While a Volunteer is in the Peace Corps, interest does not accrue on any National Defense Education Act student loan contracted on or after September 23, 1961. The Volunteer may request that payments of principal be deferred. However, teaching in the Peace Corps — except in the Trust Territory of the Pacific (Micronesia) — will not reduce the debt as does teaching in the United States.

Although this does not apply to NDEA loans outstanding on September 22, 1961, or to other student loans, a lender may, if asked, be willing to grant partial or com-

plete deferment during Peace Corps service. In addition, principal on loans insured under the Higher Education Act of 1965 need not be paid during up to three years of Peace Corps service. Volunteers seeking such deferments should contact their lenders directly. The Peace Corps will be glad to certify a Volunteer's status for such a lender.

FAMILY EMERGENCIES

Should a parent or sibling die or become critically ill, emergency leave may be authorized and transportation home provided at Peace Corps expense. Normally, emergency leave will be granted only once during a Volunteer's service. This leave is limited to two weeks, including travel time.

Illnesses and injuries to Volunteers overseas are reported to the Peace Corps Headquarters in Washington. The Volunteer's family will be notified of serious illness or injury unless the Volunteer requests otherwise.

AFTER THE PEACE CORPS

Volunteers return from overseas with an interest in and first-hand knowledge of another area of the world. They have had the opportunity to learn and use the language and to know the culture and traditions of their host country.

Many — about 40 per cent — return to take advanced college degrees, often in completely new fields. Special scholarships and fellowships have been set aside for returning Volunteers by nearly 60 universities.

Some returned Volunteers have found work closely paralleling their overseas experiences. Of those who do not go to school, 80 per cent enter some form of public service, ranging from Peace Corps staff to the War on Poverty, from teaching to social work, from the United Nations to the Foreign Service. (If you obtain federal employment, your overseas service counts toward retirement, leave and other benefits determined by length of service.)

The remaining 20 per cent employed are finding challenge and responsibility in business, industry, farming or other profit-oriented work.

To assist returning Volunteers in educational and occupational planning, Congress has authorized the establishment of a Peace Corps Career Information Service. Special bulletins containing current information on scholarships and job possibilities are distributed to Volunteers in the field and to those who have completed service.

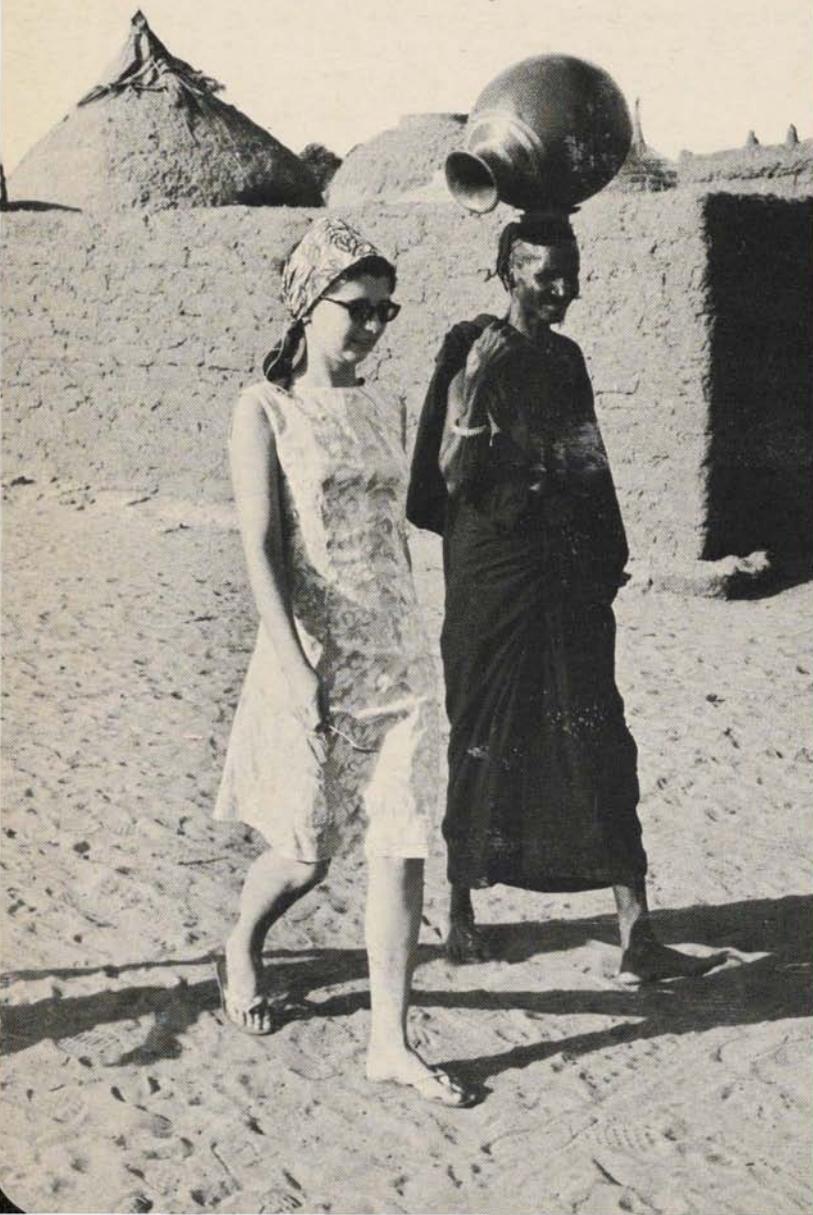
Although through association with the Peace Corps one is involved in collective training, collective assignments and goals, the Peace Corps in fact relies heavily on the qualities of the individual Volunteer — on individual effort and individual responsibility. It is this strong sense of individuality that hopefully will be brought home and applied to the affairs and concerns of our own society.

Back Cover—Vicki Soucek of Winchester, Massachusetts, keeps pace with a Hausa matron who expertly balances a water jug on her head. Vicki is a public health Volunteer assigned to Illela, Niger.

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