

TEACHING



Education Lays the Foundation for Human and Economic Development

PEACE CORPS



NEW TEACHERS

The Peace Corps Trains Them at Home and Overseas

The Peace Corps receives more requests for teachers than for any other kind of worker. It supplies one-half of its total overseas force to the classrooms of developing nations.

Two times out of three, the raw material for this job is the graduate of a liberal arts college, or, in Peace Corps terms, the "generalist"—unprepared to teach by previous experience or study, but willing and able to learn.

The generalist teacher is perhaps the Peace Corps' most important contribution to development. In creating this new kind of professional for overseas service, the Peace Corps has in fact created a whole new concept of manpower utilization in relation to development efforts.

The concept operates on two main principles. First, the man or woman with a broad background of many interests and abilities can be taught a specific, often highly technical, skill in a relatively short period of training.

Second, the Volunteer's job involves not only transmission of that one skill but also generous use of all the ideas, perceptions and sensitivities he has absorbed from a technological environment to help his host people adapt the skill to their particular customs and needs, gain a sense of their own potential as human beings and draw a broader definition of their own roles in their country's development.

In other words, the exchange of human qualities and experiences, in an attempt to promote a change in attitudes, is as important a part of the Volunteer's job as an exchange of skills. In this respect, the Peace Corps approach to development differs substantially from other forms of foreign assistance.

The African Priority

Although the Peace Corps projects its long-range goals in terms of human need

and change, there are important short-range goals, linked to economic development, in most forms of Volunteer activity.

In the magazine *Dialogue*, Harvard economist John Kenneth Galbraith describes the situation that has determined immediate Peace Corps objectives in many African countries.

Galbraith states that in Africa "the principal barrier to development is the absence of sufficient numbers of trained technicians, managers, and administrators. The problem is not absence of aptitude but absence of opportunity. Most of [these countries] have recently emerged from colonialism sometimes of the more regressive sort. More fortunate countries have had decades and centuries of preparation for the tasks of economic development. These have had only a few years."

The solution to this problem, Galbraith continues, can be provided by "a government of minimal competence, together with a nucleus of teachers to organize an educational system. In the more fortunate colonial countries this nucleus was provided by the colonial authority, or by missionaries. In the others, comparable help from outside is still required.

"For these countries," says Galbraith, "organizations such as the Peace Corps are a strategic form of aid. The Peace Corps is having its greatest success in Africa where it is primarily a teaching organization."

In response to Africa's educational needs, the Peace Corps supplies about one-third of its total teaching force to this continent alone. The majority of these Volunteers are assigned to secondary schools.

Thus, if there is a "typical" Peace Corps Volunteer, he is probably a high school teacher in Africa. According to his college major or minor, he teaches one or more subjects in a

standard secondary school curriculum, ranging from commercial skills to physics.

The life of this average Volunteer teacher is a direct refutation of the "mud hut" image of Peace Corps service that still persists in the U.S. The most common living arrangements for teachers are plain but comfortable houses on school grounds or "compounds."

Where possible, the Peace Corps encourages a teacher to move into village housing off the compound to facilitate the Volunteer's effort to understand the society that has produced his pupils. But often, the headmaster will ask teachers to live on the compound to help with the innumerable duties of school life.

In addition to his regular classroom teaching, the Volunteer may be asked to coach sports, form debating and drama societies, lead work projects or serve as dormitory master.

Training for Teachers

In most education programs, the Volunteer's primary concern is directed toward his students: What are they learning? How much of what they learn do they understand? How many will make it through the all-important final exams that determine how many will go on to jobs or the university? How well are they prepared to earn their way in a fast-changing world? How will they make the transition from the simple life of a bush village to the complexities of the mid-20th century?

But in a newer approach to educational needs, the Peace Corps focuses this concern on local teachers, in an attempt to help host countries improve the overall quality of education and to help teachers improve their own skills and status in their society.

Throughout Caribbean islands, for

Library for Botswana youngsters is conducted by Volunteer Kitty Adams. She is a teacher in Peace Corps' first program in the new south African nation.

ON THE COVER: Volunteers in Nepal are retraining local science teachers to conduct lessons by experiment instead of lecture and rote. Volunteer Paul Wishinski spins a globe to demonstrate relation of earth to sun. His job is one of many new Peace Corps assignments involving some form of teacher-training or curriculum improvement.



With 375 Volunteer teachers, Ethiopia boasts largest Peace Corps education program. Volunteer Cliff Gay teaches math to eighth graders in small town of Wuchale.

Volunteer Dave O'Conner teaches agriculture in Nepal schools as part of Peace Corps effort to increase the country's food production. In his spare time, Dave conducts English classes for fellow teachers.

example, Volunteers have built up several formal in-service teacher training programs under Ministry of Education sponsorship. These programs usually require Volunteers to travel from school to school to observe teachers on the job during the week, and to hold seminar meetings with teachers on Saturdays, during summer vacations and after classes.

These programs do more than improve teachers' skills. They have apparently had a salutary effect on the host teachers' opinions of their profession and even upon the attitudes of students and parents towards education.

The teacher training programs represent a major opportunity for Volunteers to make significant and lasting impact on educational systems. Although regular classroom teaching continues to be a major Peace Corps activity in terms of numbers and need, teacher training should ultimately bring better educations to thousands more students than the traditional Peace Corps teaching programs.

In addition, teacher training has particular relevance at this point in Peace Corps history because the push

to modernize education is just getting under way throughout the developing world.

In the past, developing nations have emphasized numbers. The attitude was: the more teachers the Peace Corps could send, the more classrooms could be opened. Now the focus is shifting to what and how the students are actually learning.

For example, countless Volunteer teachers have been frustrated by the requirement to teach subject matter that is inherited from colonial days and largely unrelated to the students' lives and environments. But in some countries, out-dated curricula are now being discarded.

In the Eastern Caribbean, for instance, the University of the West Indies has developed new secondary school examinations and is spearheading a drive to rewrite curricula to conform to the exams.

Often this kind of change offers chances for individual Volunteers to play important roles in education revision. Elizabeth Davis, an experienced teacher serving in Barbados, extended her term of service a year to help coordinate all parts of the newly-written social studies curriculum.

In Guyana, Volunteer Larry Leighton was assigned by the Ministry of Education to introduce new math at the primary level. Leighton took a teaching job for six months to learn the methods and problems of Guyanese teachers, then enlisted the aid of several local teachers to help him explain and practice the new math concepts in seminars and workshops throughout the country.

A Break with Rote

In effect, the new math program represents Guyana's first break with the tradition of rote learning. The Peace Corps hopes it will eventually influence the way all subjects are taught in the country. In the meantime, the pilot effort in new math has blossomed into a full-fledged teacher training project involving more Volunteers.

In Nepal, another kind of teacher training is going on. In an attempt to substitute the experiment method of science teaching for the rote method, Volunteers have produced entirely new science teaching manuals outlining all the steps and materials needed to conduct classroom experiments to demonstrate scientific prin-



ciples. Volunteers then work in the classrooms to help teachers learn the new procedures.

The new teacher training programs were launched because Peace Corps host countries have begun to recognize that truly effective education systems require retraining of instructors already in the classroom as well as provision of hundreds of new teachers. The job has proved a natural for the Peace Corps because it is able to provide Volunteers in sufficient quantities to man training programs of fairly wide scope.

But beyond that, the Peace Corps provides the right kind of people for the job. For teacher training and related activities require more than a simple conveyance of knowledge. Host country teachers don't just accept and understand new methods and curricula by virtue of a decree from their local Ministry of Education. The Volunteer's special contribution is enthusiasm, imagination and encouragement to help teachers see how changing old patterns for new ones can make them better teachers.

The process called development is always founded on this kind of exchange.

Who Is The Peace Corps Teacher?

Teaching is one of the few Peace Corps jobs that *does* require a college diploma. Besides the basic qualifications for Peace Corps service—U.S. citizenship and 18 years of age—the Volunteer teacher must hold at least an A.B. degree.

Often, a Peace Corps applicant without previous study or experience in the field of education is surprised when he receives an invitation to serve as a teacher overseas. He may hesitate to accept because he feels unqualified. But his degree, plus Peace Corps training, gives him ample equipment to do the job.

If, like most Peace Corps teachers, he is invited to teach at the secondary level, he will normally be teaching the subject that was his college major or minor. During Peace Corps training, he is taught to put the subject over in class. The training programs are short on lectures, long on practical field experience. The trainee receives constant assistance and assessment from experienced teachers during practice teaching

sessions, plus technical back-up and in-service training overseas.

Often the Volunteer teacher is trained to speak a foreign language, even though he will teach his classes in English. This is because English is usually a second language to his students. He finds that they prefer to use their "first" language outside of school.

Learning their language gives the Volunteer the most important key to extracurricular involvement with students, their parents and people of the community. Without this involvement and consequent understanding of their culture, he would be unable to relate his teaching to the lives of his pupils or to the society in which they live.

Thus the Volunteer teacher's job has two parts. One is teaching in the classroom. The other is to learn what he should be teaching. The two parts are mutually dependent and virtually inseparable. Together, they form a whole that becomes the Peace Corps experience.



One of the Peace Corps' liveliest education programs is a nationwide "Headstart" course in Tunisia. Volunteer Ellen Robertson, the teacher, or jardiniere, in the Jardin des Enfants in Sousse, leads children in a new game.

Volunteers with vocational training or industrial arts backgrounds are desperately needed to pass their skills on to others throughout the developing world. Volunteer Roger Kohler teaches welding at Technical High School in Addis Ababa, Ethiopia.



BLUE CHIP SKILLS

Most-Wanted Classroom Talents

The Peace Corps invariably receives more requests than it can fill in certain teaching categories. Volunteers qualified in one of the fields described as follows are in constant demand:

Math and Science: Nearly one-fourth of all Peace Corps teachers are working in these disciplines to help developing nations increase their supply of trained technicians. In many countries, these subjects have been neglected or inadequately taught by the rote method. As a result, students gain no basic orientation toward the physical sciences. Most nations are now introducing new curricula, teaching methods and equipment to close this educational gap.

Experienced Teachers: Many countries need experienced teachers to help with curriculum change and teacher training. They may also teach at the university level or in normal schools. Retired teachers and administrators are especially welcome in many nations where the Peace Corps serves.

English: Teaching English as a Foreign Language (TEFL) is one of the largest Peace Corps education programs, especially in East Asia and the Middle East. This is because most countries in these regions use English as a lingua franca in international trade and diplomacy.

Of more immediate importance is the fact that without English, many students would have no access to advanced scientific knowledge, since most technical manuals, journals and textbooks are written in English. Libya, for example, requested 175 Volunteers for a national drive to replace Italian with English as its second language. This country, like many others, needs technicians to develop its natural resources, and English, as the language of science, is an essential part of their training.

Volunteer English teachers work at every level, from primary through university. Because they are often the only native speakers of the language in their schools, they are able to help other teachers upgrade their English-teaching and introduce new classroom procedures. Usually the TEFL teacher works by the modern audio-lingual method of language teaching, which involves repetition of word patterns and conversation rather than memorization of vocabulary and grammatical rules. He is taught this method in Peace Corps training.

Physical Education: Men and women with backgrounds in physical education or recreational activities are needed to teach and coach sports and games in primary and secondary schools, to teach physical education teachers and to direct community recreation programs. Many Volunteers have coached teams for national and international sports competitions, but the emphasis in these programs is usually on sports as a means of building physical health and the concepts of teamwork and cooperation.

Vocational Education and Industrial Arts: Developing nations have requested Volunteers to teach all types of mechanical and industrial skills. In this category, Volunteers may introduce modern teaching methods, oversee shop training programs, establish on-the-job training programs, develop curricula and teaching aids. Many countries are in the process of establishing regular curriculum and teaching facilities in these fields, and the qualified Volunteer may play a large role in setting up an entire program.

Special Fields: Volunteers are always needed to teach agriculture, architecture, arts and crafts, electronics, engineering, forestry, geology, health, home economics, music, nursing and radio and television.

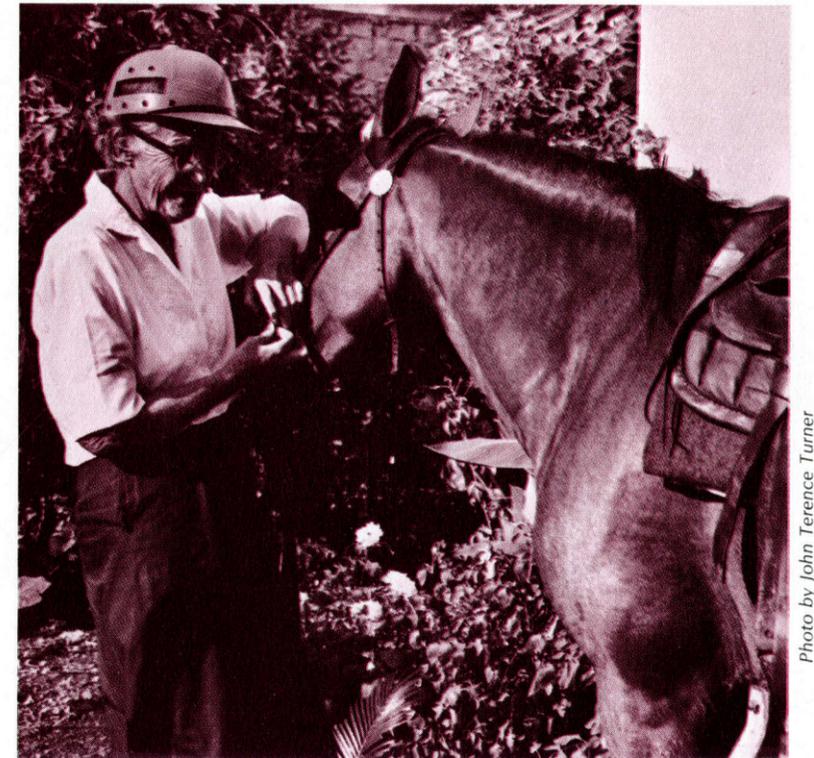
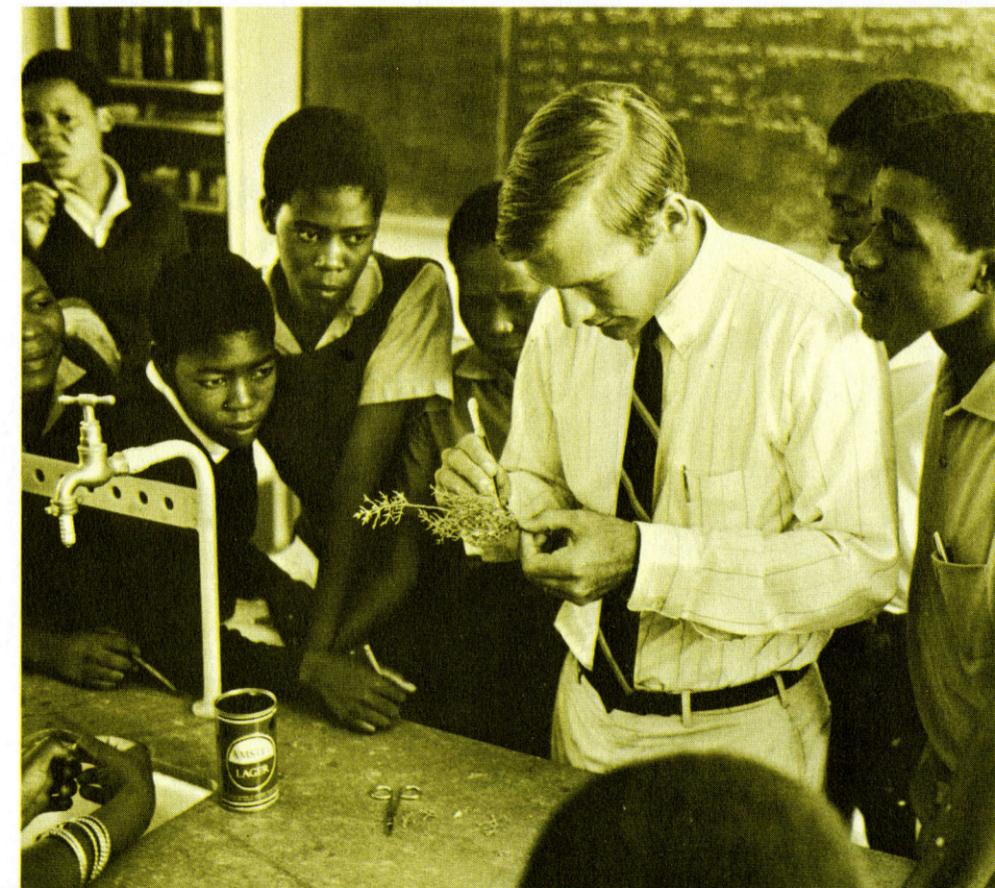


Photo by John Terence Turner

Peace Corps Director Jack Vaughn says, "We discourage applicants over 90 years old." Elsie Haselwood, only 70, is typical of many retired teachers who serve with the Peace Corps. Her horse, Prince, provides transport on her job as a teacher trainer in the Dominican Republic.

A major or minor in science is perhaps the most valuable credential for a potential Volunteer teacher. Gordon Adams teaches biology in Lobatsi Teacher Training College, Botswana.



DOING THE JOB

Seven Different Ways To Teach in Seven Different Countries

In the early days of the Peace Corps, Volunteer teachers took jobs as regular classroom instructors wherever they served. Now they do dozens of different jobs in the classroom, from working as native teachers of intensive English language courses to introducing new math techniques.

Following are descriptions of just a few programs that differ from the regular teaching job. Some require special qualifications, such as previous teaching experience; others are manned by "generalists," and others by a combination of specialists and generalists.

This section is not inclusive of all Peace Corps teaching programs.

Jamaica Headstart

For dozens of years, Jamaica has had its own Headstart program. It consists of community kindergartens conducted in every village and town throughout the island. These schools are run as money-making operations by local women who have no training as teachers. The kindergartens are not formally connected to the Jamaican Ministry of Education, so they have no set curriculum or educational standards to follow. The teacher actually does little more than babysit her young charges—often numbering up to one hundred—for several hours each morning and afternoon.

Jamaica does not presently have funds to support all these community schools, but its educators do have a keen interest in utilizing the pre-school period to prepare children for first grade. Several years ago, the Institute of Education of the University of West Indies, headquartered in Kingston, tried a pilot training program for a few pre-school teachers.

The teachers' response was enthusiastic, but the Institute lacked the staff to expand the program outside the Kingston area. The Peace Corps agreed to furnish Volunteers for the job.

Volunteers are presently covering most kindergartens in the eastern end of the island. They are assigned

to towns from which they can cover as many as five kindergartens in surrounding communities. Their usual pattern of operation is to rotate among schools day-by-day, observing teachers at work, helping make improvements in classroom procedure and physical arrangements of the classes, suggesting new techniques and uses for "found" materials, and generally helping to establish a routine of learning geared to the pre-school child's ability to learn. Once a year, the Institute of Education conducts workshops at the university for all participating teachers. In the process of giving in-service training to these teachers, the Volunteers are actually helping develop Jamaica's first pre-school curriculum.

In another Jamaican teacher training program, operated in a similar manner, Volunteers are giving in-service training to primary teachers in mathematics and word skills.

This program is designed to introduce new math at the primary level and to help children increase their command of English (an English patois, Creole, is spoken throughout the island). It is also sponsored and closely supervised by the Institute of Education.

Botswana Education

Two years ago, as Botswana approached independence, the African country had only 45 university and 104 secondary school graduates to fill the 2,000 civil service jobs requiring these levels of education. Of the nation's 110 secondary school teachers, only ten of them were Batswana, the indigenous people of this new state.

Consequently, Botswana has placed high priority on expanding educational opportunities and producing more teachers of its own. In January 1967, Peace Corps Volunteers began teaching in eight of the existing nine secondary schools, and by 1969, Volunteers will be assigned to all ten schools now operating in the country. They are teaching most subjects in a standard secondary school curriculum.

At the same time, the need for Volunteers to train new teachers is critical. Botswana graduates only 80 primary teachers per year. There are now three teacher training colleges, including a new one devoted exclusively to training primary teachers.

Volunteers will be working in all three schools, instructing future teachers in math, arts and crafts, science and physical education.

Bolivia University Teaching

In an effort to upgrade its higher education to the level of more technically advanced countries, Bolivia has initiated a series of revolutionary changes in the way sciences are taught.

The Basic Sciences Department of the University of San Andres in La Paz and the Chemical Engineering Department of the University, situated in Sucre, are relying heavily on the Peace Corps to help make these changes.

The Institute of Basic Sciences, for example, has recently initiated entirely new programs leading to degrees in mathematics, physics and chemistry, and provides the first two years of courses for the engineering programs. These changes not only require new courses of study, but new attitudes toward higher education and the university on the part of students and faculty.

Students will spend less time in classroom lectures and more time in independent study. Faculty members must upgrade their own skills by advanced work in other countries. The university has received loans to provide scholarships for professors to study outside the country and for new equipment for science laboratories.

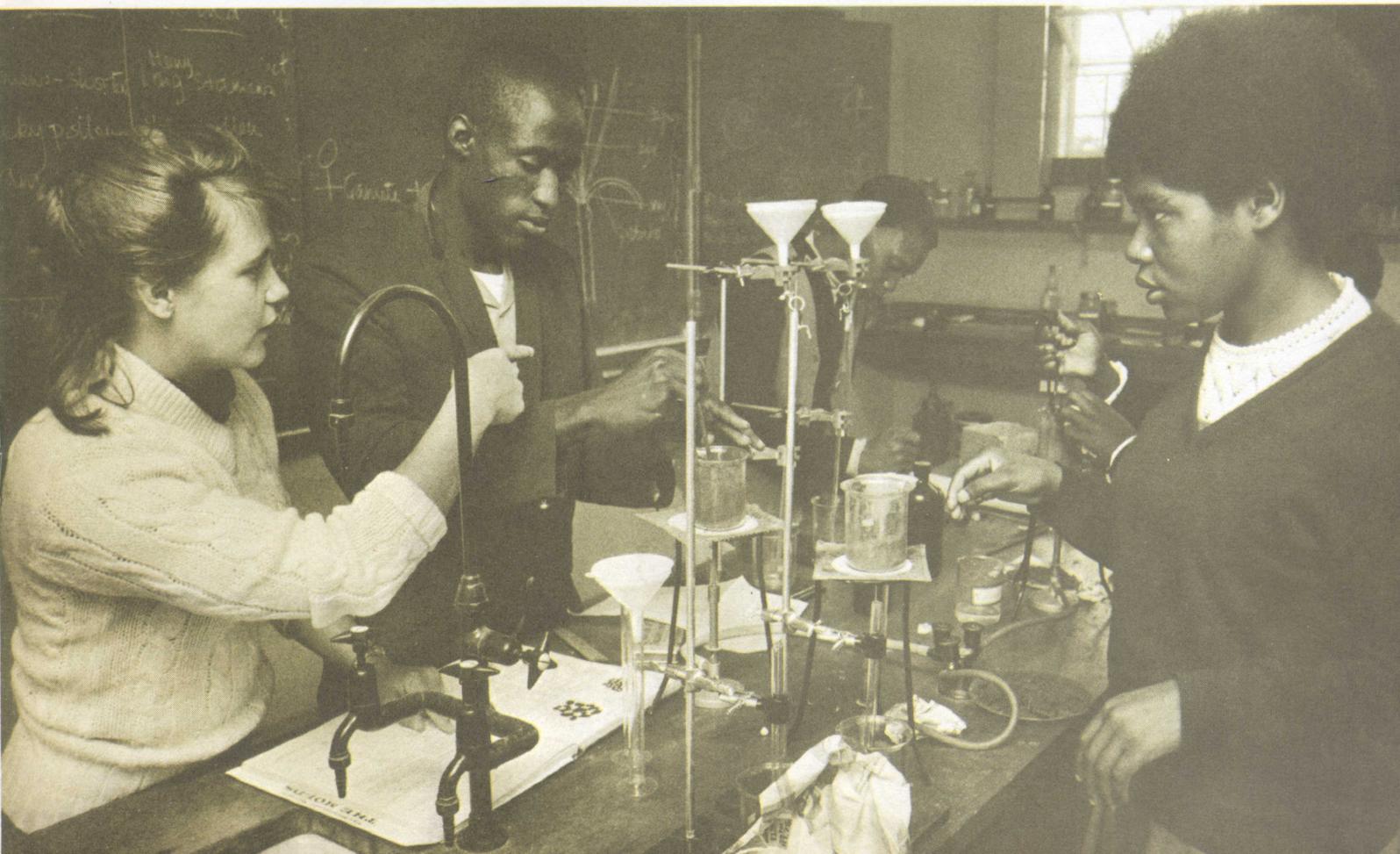
Peace Corps teachers will substitute for Bolivian teachers who are studying abroad. Bolivia needs the Volunteers not only for their knowledge of the most modern theories, but also for their fresh ideas on subject matter and on education in general.

In this program Volunteers are



Volunteer Sue Webster works in a "Headstart" program in Jamaica. Here the Peace Corps is helping modernize curriculum and teaching methods in Jamaica's community-sponsored kindergartens.

Teaching conditions vary widely from country to country. Volunteer Anne Templeton teaches in a well-equipped science lab in Botswana. Other Volunteers have built their own science-teaching equipment from inexpensive local products.



teaching such subjects as chemical engineering, applied mathematics, architecture, experimental or laboratory physics, calculus, mathematical analysis and statistics and programming. In addition, the physics teachers are setting up entire laboratories with newly-purchased equipment.

Teaching in a Latin American university requires a graduate degree and pre-Peace Corps ability in Spanish.

Malaysia Vocational Education

In 1966, just three years after achieving independence, Malaysia's Ministry of Education took a courageous step. It overturned traditional "classical" secondary education by decreeing that every child would take, as a regular part of his study, courses in industrial arts, agriculture science or domestic arts. The Ministry made this change to orient Malaysian children toward vocational and domestic skills and to channel more young men toward careers in technical and agricultural fields.

The change was instituted in spite of the fact that Malaysia had few

teachers trained to teach these subjects and few school workshops with proper equipment. It called on the Peace Corps to provide Volunteers with vocational skills.

Volunteers have pioneered in this field in Malaysia. They have helped write curriculum, set up workshops in their schools, conducted in-service training courses for Malaysian teachers who are struggling to master the new curriculum, standardized methods of teaching and provided local teachers with a wealth of new ideas on materials, projects and classroom organization.

Volunteers are needed to work in a number of different capacities. Some are assigned to secondary schools or teachers colleges to teach industrial arts. Others serve as vocational education teachers in trade schools. Others teach farmers or mechanics how to repair and maintain equipment.

Volunteers in this program are assigned throughout the relatively well-developed peninsula states of West Malaysia, as well as to the North Borneo states of Sabah and Sarawak,

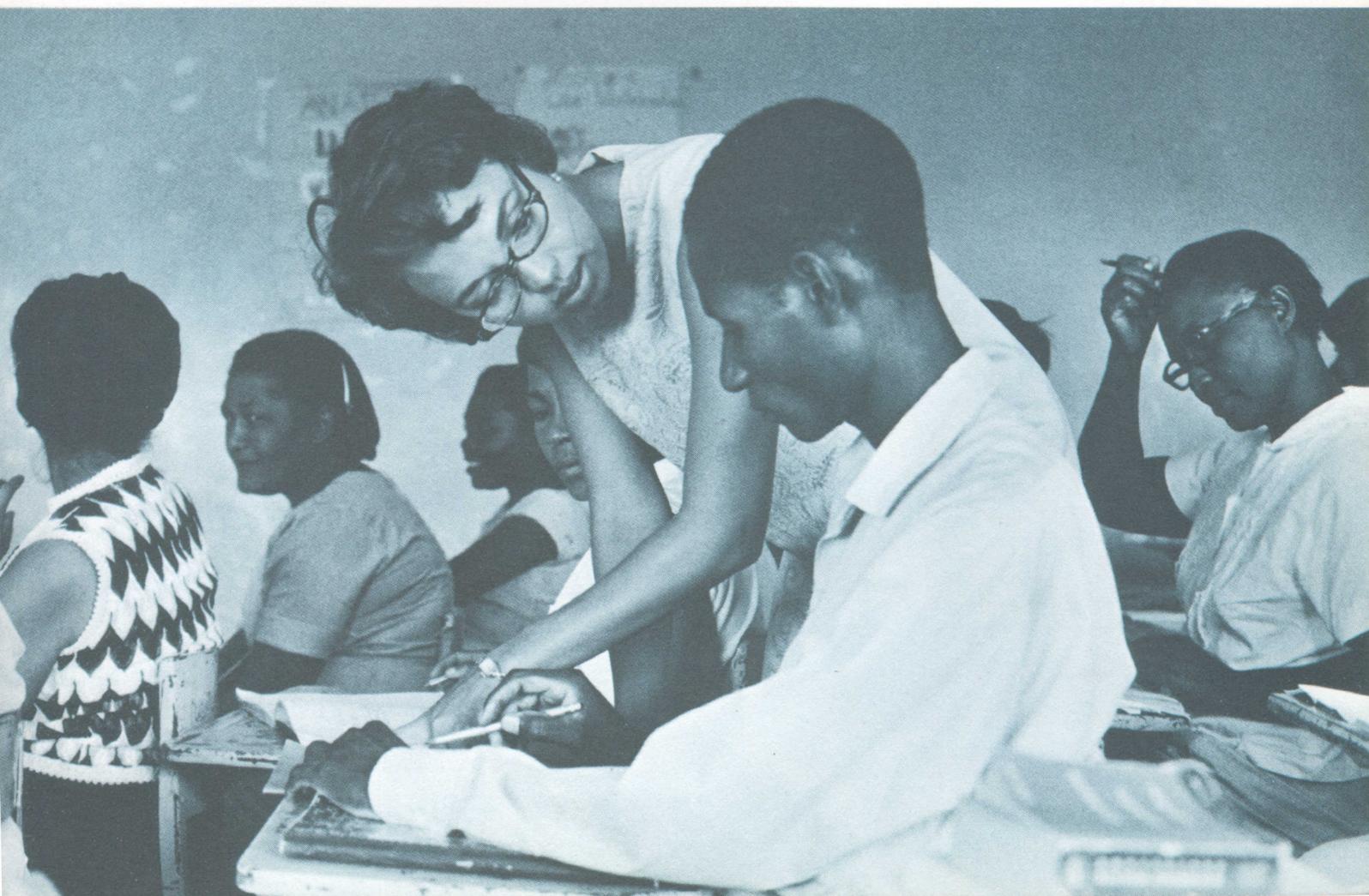
where industry and agriculture are still in beginning stages.

Dominican Republic Teacher Training

In the rural areas of the Dominican Republic, the average primary teacher has less than an eighth grade education. The Dominican Ministry of Education has recognized this deficiency for many years but has lacked the funds or facilities to provide primary teachers with additional training.

In 1966, the Peace Corps agreed to provide Volunteers for a large in-service teacher-training program. In 1969, some 90 Volunteers and 950 Dominican teachers will be participating in the program.

Volunteers travel by horse, bus, taxi and motorbike on weekdays to tiny one-room schoolhouses scattered throughout the country's mountains and cane fields to observe teachers on the job. On Saturdays and for seven weeks each summer, the Dominican teachers gather in centrally-situated "centros" equipped with modern teaching aids for seminars in meth-



odology and regular course work.

Volunteers have helped develop all phases of the program from curriculum to teaching methods adaptable to rural classrooms. The general aim is to give the Dominican teachers the equivalent of a high school education while improving their classroom techniques. Volunteers teach methodology, math and science, while Dominican counterparts teach language arts and social studies.

At the end of a three-year course, the Dominican teacher can receive accreditation and a raise in pay.

Liberia In-Service Teacher Training

In Liberia, as in many other countries, the quality of primary education is poor. Ironically, the only jobs open to most children who receive this inadequate education are in primary teaching. Thus the cycle of poor teaching and poor education is invariably repeated each year.

The Liberian Ministry of Education is trying to break the cycle with in-service teacher-training courses. In

this program, Peace Corps Volunteers with backgrounds in math, science or physical education travel in teams, visiting rural primary schools to train teachers in math and science methodology and to give physical education and health education courses to students. Each team covers eight schools per month.

While they are instructing Liberian teachers, Volunteers are also training Liberian team members who travel with them to take over the teacher-training role.

All the Volunteer teams are assigned to up-country counties in Liberia, and Volunteers are trained in the most important vernacular languages of the counties to which they are assigned.

Korea University Teaching

Most Koreans look upon English as a world language. It is their key to sharing in the technical advancement of other nations, as well as a medium through which they can project the achievements of their own 4,000-year-old culture to the rest of the world.

The Korean Ministry of Education

has asked the Peace Corps to expand its English-teaching program at the university level and in teachers colleges. Volunteers in this program teach English majors and future English teachers. The average assignment is a teaching load of about 15 hours per week.

The main part of this job is working as a native language informant in the highly structured audio-lingual TESOL (Teaching English to Speakers of Other Languages) methods. Volunteers also give instruction in reading and composition.

In addition to classroom teaching, Volunteers may act as consultants to Korean English teachers, work on improving language laboratory materials and usage, handle student extra-curricular activities, work with faculty English conversation clubs and help develop materials for use by prospective English teachers.

During winter and summer vacations, Volunteers also participate in workshops to retrain English teachers who are already teaching in the school systems.

In the Dominican Republic, the major target of a Volunteer teaching program is teachers instead of pupils. Volunteer teacher-trainer Norma Blackwell conducts a Saturday class for Dominican teachers to help them improve classroom skills.

What goes on outside class is important, too. Bill Hacker holds open house in Birganj, Nepal, where he teaches in the local Tri-Hooda multi-purpose school.



SLOW BUT SURE

Teaching Has Measurable Effect in Many Countries

Applying a yardstick to the results of any Volunteer's work is a highly uncertain science. In Peace Corps terms, "change" refers more to improvement in quality of human attitudes and abilities than to increase in quantities of visible goods and services, by which development is usually measured. On a short-range basis, even a social scientist has difficulty pinning down incidence of the Peace Corps' kind of change.

The Volunteer architect or health worker, however, will usually be able to point to some physical manifestation of the job he has done. The teacher may indeed suspect that he has increased his students' comprehension of a subject. But one insurmountable practical problem will usually make it impossible for him to demonstrate that he really has.

To obtain meaningful evidence of scholastic achievement by Volunteer-taught students, it would be necessary to test them against students taught by host country teachers. This kind of evaluation would be neither good manners nor good politics.

Nevertheless, there are concrete Peace Corps accomplishments in the field of education, both quantitative and qualitative. Statistics tell part of the story.

In Ethiopia, figures on past and current pupil enrollment clearly indicate the impact of Peace Corps teachers on the school system. The arrival in 1962 of 276 Volunteer teachers permitted an immediate increase of 2,250 in secondary school enrollment, which brought total enrollment to a new high of 24,470.

By 1967, the number of secondary students had increased to 60,312. Secondary classroom units increased from 702 in 1962 to 1,390 by 1966. The 375 Peace Corps teachers now in Ethiopia comprise one-third of all secondary teachers and nearly one-half of the core curriculum teachers.

In light of Ethiopia's educational needs, the significance of the Peace Corps' contribution is enormous. Only five per cent of the country's 22,000,000 people are literate; less than four per cent of the school-age children attend classes.

Students Learn Faster

In a few instances where qualitative changes have been measured, the results of Volunteer teachers' work are substantial.

In Micronesia in 1966, an infusion



Volunteer Freida Wolotsky, an ETV "utilization" teacher in Colombia, greets local teachers at a seminar. Volunteers helped train Colombians in all phases of ETV studio production, now work with teachers in the classrooms for most effective use of the televised lessons.

Researchers in the Dominican Republic found that the Peace Corps teacher training program had definitely increased skill of Dominican primary teachers. Volunteer Mike Murphy works with local teachers in after-class session.

of Volunteers trained to teach English enabled Micronesian students to progress scholastically three times as fast as in 1965.

Here the Volunteers encountered a unique situation allowing for measurement because Micronesia is a Trust Territory under U.S. administration. Scholastic achievement there is determined by the same test given to school children in California, so California children in effect served as a control group, or standard for measurement.

This dramatic improvement in learning apparently resulted from the fact that the Volunteers' English-teaching improved students' comprehension of all subjects. (English is the lingua franca of the islands, and the language of education.) The presence of the Volunteers also freed Micronesian teachers from English-teaching duties to devote more time to their own specialties, such as math and history, thus increasing the local teachers' effectiveness.

Research studies have revealed several other instances of qualitative change in education. For example, Stanford University's Institute for Communication Research found that Volunteers have had significant impact on the quality of Colombia's vast educational television network. With Volunteer help and material support from AID, the Colombian ETV network increased its audience from 200 schools and 38,000 pupils in 1964 to 1,250 schools and 350,000 pupils in 1966.

The Peace Corps' primary contribution was to provide Volunteers trained in all phases of studio production to train Colombian counterparts to staff the system.

At the same time, the spread of educational television and the work of Volunteer "utilization" teachers in the field brought unexpected dividends.

"ETV requires adherence to a schedule, the following of a curriculum, the advance planning of lessons—in short, a reorganization in the interest of education," wrote the researchers.

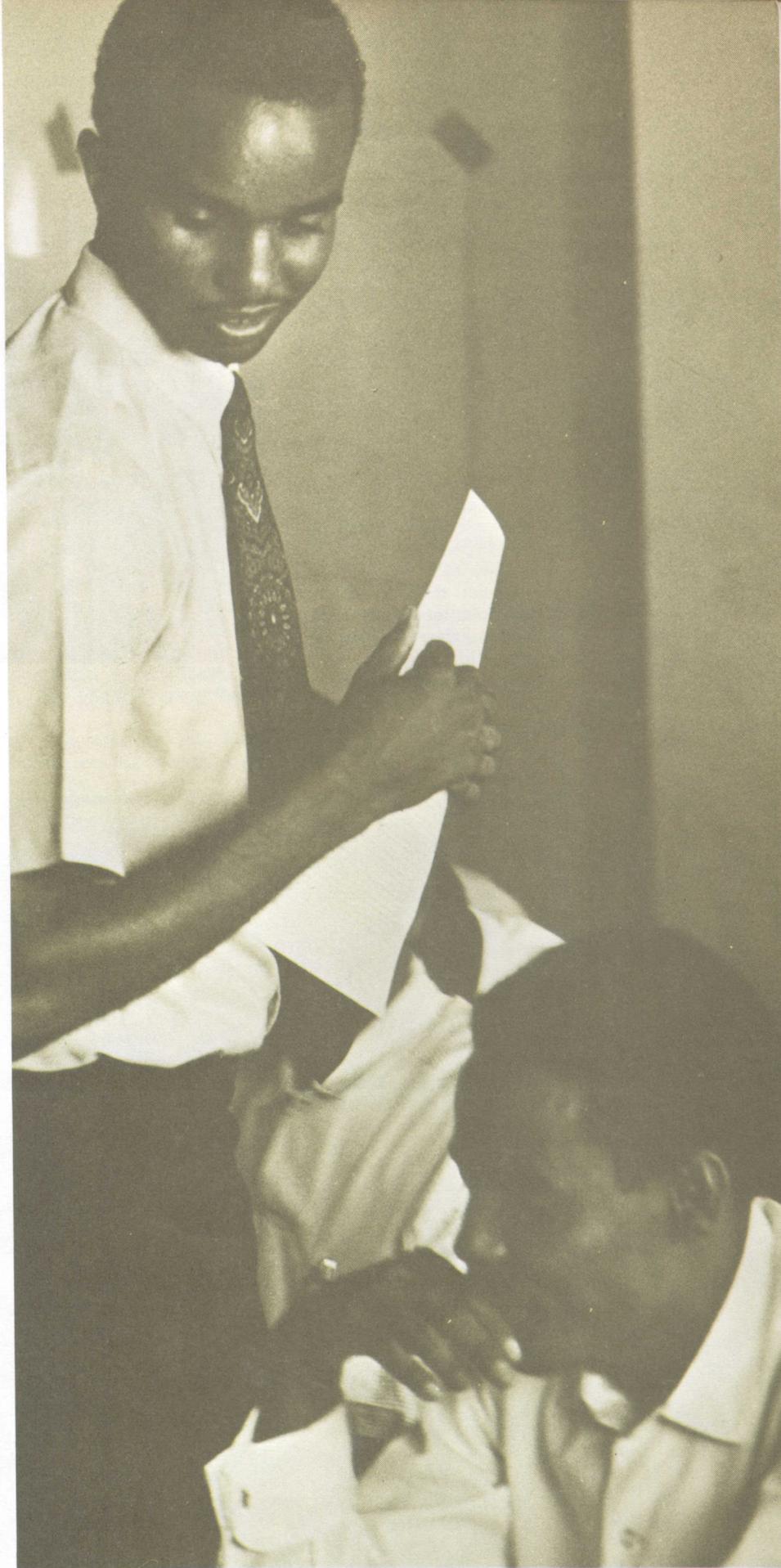


Photo by John Terence Turner

"Moreover, it has involved thousands of individual teachers actively in education who before had been little concerned with anything but maintaining discipline and supervising memorization by pupils. These changes have occurred because the Volunteer and the Colombian school supervisors have had to deal with the problems of individual teachers to make ETV effective."

The research team also reported: About nine out of ten Colombian teachers believe that ETV can provide great help with their teaching; close attention by a "utilization" Volunteer to a teacher had a positive effect on the teacher's disposition to ETV; teachers improved their own ability by viewing special teacher-training programs; and Volunteer encouragement increased teacher viewing of these programs.



A typical classroom in Africa. Most Volunteer teachers are assigned to teach at secondary level; most schools have modern, comfortable physical facilities. Volunteer Linda Atkins teaches English at Empress Menen secondary school in Addis Ababa, Ethiopia.



In-Service Training

In the Dominican Republic, the Peace Corps' largest teacher training program began in 1966 from the work of one Volunteer giving informal in-service training to a few primary teachers. In 1967, two researchers conducted a study of effectiveness of the program's 50 Volunteers by interviewing Dominican teachers, pupils, parents and education officials.

Their observations and interviews show: the in-service teacher is more effective than his compatriot who is not in the program; the participating teacher is more enthusiastic and interested in his educational role than the non-participating teacher; and pupils of teachers in the program view education more favorably than pupils of teachers not in the program.

In addition, Dominican education officials endorsed the in-service training program highly and agreed that it should be extended throughout their country.

One of the Peace Corps' largest English teaching programs is in Micronesia, where English is used as a common language in a country with nine different indigenous languages. Volunteer Wayne Waldrop uses TEFL method in English classes on island of Pagan.

THE JOB AT HOME

Commitment and Skill Are Needed in U.S. Schools

In May 1968, two District of Columbia officials set out on an unusual trek through Africa and Asia.

They were Edward Winner and William H. Bolden, recruiters of faculty for the Washington school system. They were looking for Peace Corps teachers.

In six weeks, Winner and Bolden visited Tunisia, Ghana, Ethiopia, the Philippines and Korea. They interviewed about 250 teachers completing Peace Corps service, and brought back 116 applications and 30 signed contracts.

The majority of the applicants were typical Peace Corps teachers—math or history or English majors who had never taught or planned to teach before the Peace Corps put them in classrooms overseas.

"What is most important about these Volunteers," said Winner, "is

that they are liberal arts educated, not teacher-trained. Most people coming out of teachers' colleges are not as well-prepared as those coming out of liberal arts colleges. Volunteers have a good education. In the Peace Corps, a math teacher most likely was a math major, not an education major who had a few math courses.

"We are dealing here with people who are committed, who see teaching as a valuable contribution to society, who are liberally educated with a strong foundation in a subject, and who have two years of experience," he said.

Liberal arts colleges at home, Winner states, are not producing this kind of teacher in quantity.

A New Mandate

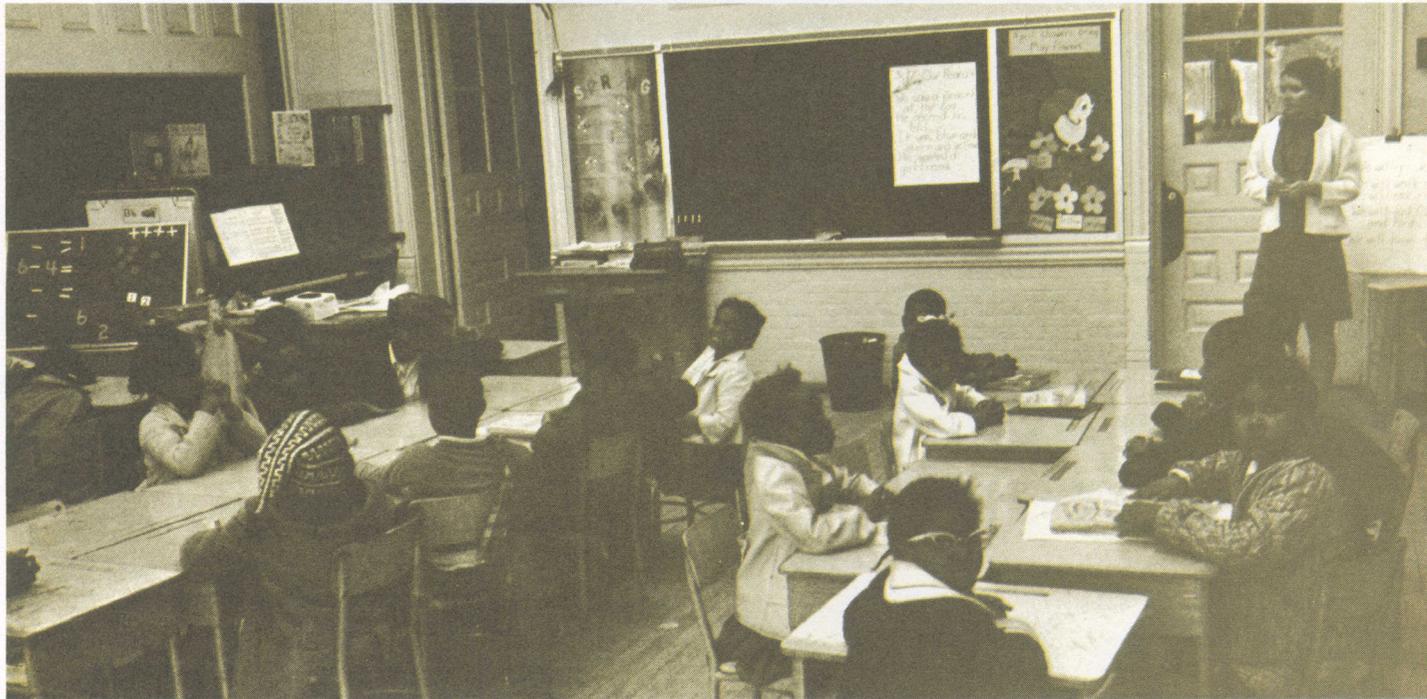
Providing teachers for American schools is not a mandate of the orig-

inal Peace Corps charter. But Volunteer service in the schools of developing nations has had precisely that effect. The Peace Corps is channeling into the teaching profession hundreds of men and women who never would have taught at all if they had remained in the U.S., and a large percentage of them are returning to teach at home.

About half of all Volunteers teach overseas (an estimated 6,000 in 1969). Only one-third of these have had teaching experience before the Peace Corps. But the Peace Corps estimates that it produces two teachers for every one it recruits.

Since many Volunteers have also returned to school to work toward education and doctoral degrees, it is likely that the proportion who become teachers at home will eventually be

Returned Volunteer Linda Wycoff was hired by Philadelphia school system to teach in primary school in the inner-city area. Many U.S. schools are making extensive efforts to hire former Peace Corps teachers.



even higher.

Five years ago, when the first among these Peace Corps teachers began returning to the U.S., hoping to continue in the profession they had practiced abroad, school systems turned them away for lack of accreditation. Today U.S. schools are hiring as many as they can obtain. They know that former Volunteers have proved the worth of their experience.

They also know that there is a perennial nationwide shortage of teachers. The District of Columbia, for example, had 1,000 vacancies to fill in 1968-69.

Peace Corps Director Jack Vaughn moved toward helping stem that shortage in 1968 by pointing out to superintendents of school systems in large cities that returning Volunteers were potential and able candidates for teaching vacancies, especially in inner-city schools. His letters to administrators were followed up by offers to publicize news of openings

in the school systems through the Career Information Service Bulletin the Peace Corps sends to all Volunteers overseas.

Teachers By Mail

Many cities and states have been hiring from the ranks of Volunteers for several years. The City of Philadelphia, for example, hired 175 Volunteers through the mail, sight unseen, by sending them contracts to sign overseas. New York State has held conferences for returned Volunteers to meet school superintendents. Washington, D.C., has sponsored a major teaching intern program including many returned Volunteers since 1964. For several years, the State of California has allowed Volunteers to teach while working toward accreditation.

Today, former Volunteers who want to continue teaching have abundant opportunities to do so. Even more im-

portant, the rapidly widening acceptance of Peace Corps returnees means that U.S. schools are encouraging growth of a large new pool of teaching talent to help meet their own manpower needs. Whether the major beneficiary of this situation is a school in need of a skilled teacher or a former Volunteer seeking a teaching position is really a moot question.

What does seem clear is that Peace Corps service should no longer be placed in a separate category labeled "For Export Only." The concept and the experience of service does not stop at the water's edge.

The young American who elects to work two years in a developing nation does not turn his back on pressing needs at home. Instead, he educates himself to meet those needs more effectively. Ultimately, Peace Corps service increases his skills, his insights into the problems of others and his inclination to become and remain involved.

Mike Herrington returned from Peace Corps duty in Ecuador to teach junior high school in Albuquerque, N.M. Volunteer service in Latin America held an unexpected benefit for Herrington's relationship with his students, many of whom are Mexican-American. "Just the fact that I could pronounce their last names correctly made them feel that I was on their side," he says.

