

teachers

in the
Peace Corps



TEACHERS IN THE PEACE CORPS

"Upon the education of its people, the fate of this country depends."

From the street, the run-down old residence looks sad. The wooden shutters hang askew. The door has long since departed. A few languid flies soar in and out. But despite the air of general neglect, there is something important going on in the house. School is being taught.

The conditions are not ideal for learning, but you won't catch these children complaining. They are lucky to have a teacher. Many of their friends will never have this opportunity. In a room that once served as a grand dining room, a sign hangs. It reads: "*Upon the education of its people, the fate of this country depends.*" This room is in British Honduras. It could be anywhere in the developing world. Throughout Asia, Africa and Latin America, the need and the children are the same. For example:

—Only 924 of the more than 25,000 teen-agers on

the Caribbean island of St. Lucia can attend secondary school.

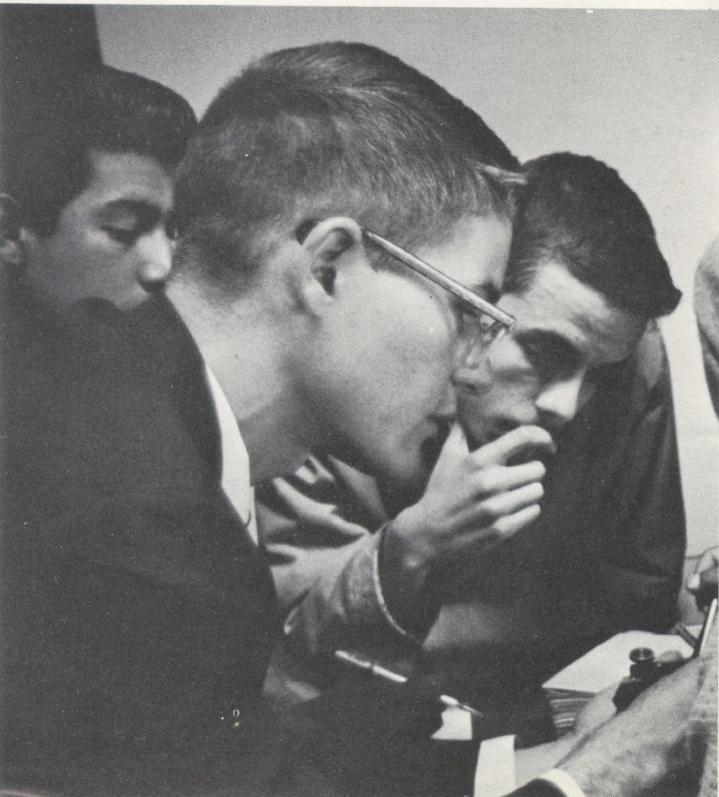
—In Malaysia, 3,900 teachers must be imported if the schools are to be filled to capacity.

—In Nigeria, 14,000 students attend elementary school although more than 2,000,000 are eligible.

Since today's children will be tomorrow's leaders, their education, or lack of one, is molding the outlook and opportunities of the free world. This is our world, and we all have the same stake in its development. To ensure the future, you have the rare opportunity to share the advantages of your education with the peoples of the developing nations.

THE CHALLENGE AND THE RESPONSIBILITY

To improve and expand the educational systems of 46 developing nations, more than one-half of all Peace Corps Volunteers are teaching in nursery, elementary, junior and senior high schools, colleges and universities, teacher-train-



ing and technical institutes. Their subjects range from art to zoology, but the major emphasis is on math, science, English and history. Whatever their individual assignments, Volunteers are helping to fill the critical teacher shortage that will exist until enough host-country students are educated to staff their own classrooms.

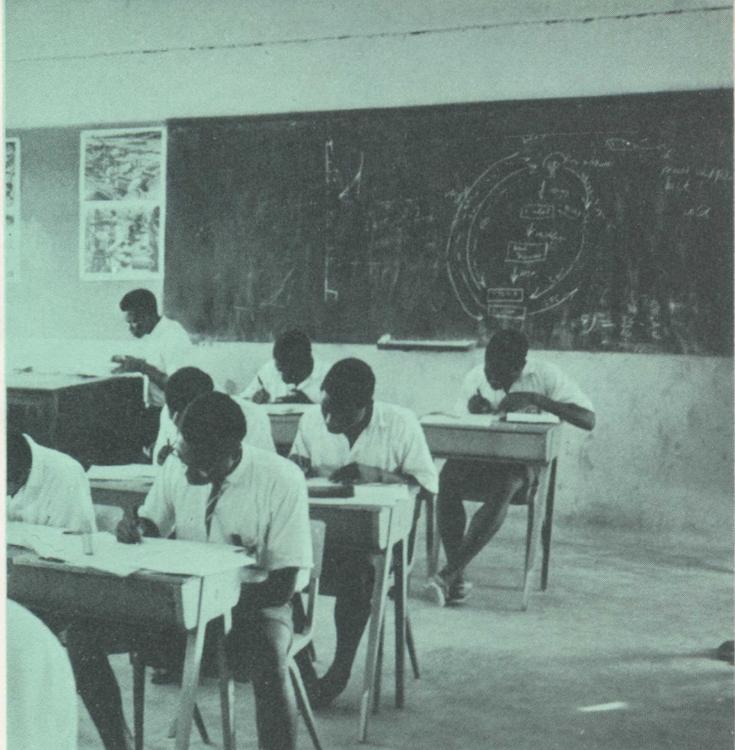
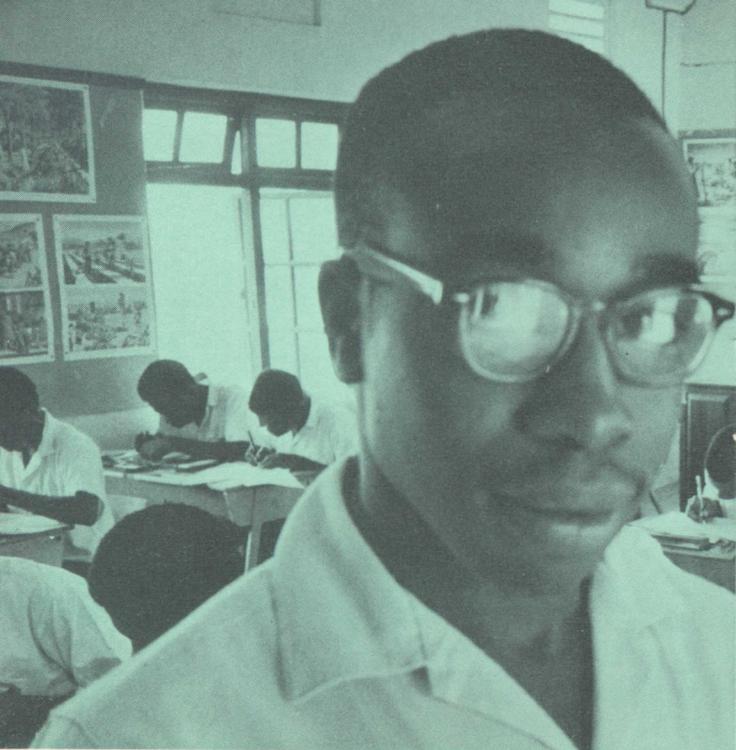
Each month the demand for Volunteer teachers grows as the host countries double, triple and even quadruple their original requests. The reason is clear. In order for these developing nations, often lacking even a foundation of basic literacy, to catch up with 20th century advancements in science, technology and general knowledge, educational aid—Volunteer aid—is essential.

It's a big job to be a Volunteer teacher. For the Peace Corps was established to help the developing nations meet their needs for trained manpower and also to further mutual understanding. As Bud Weisbart, a Peace Corps Volunteer in Thailand, said: *"We are needed to teach. But there is also another purpose. In a community nearby, there is a cemetery for Allied soldiers who died while building the bridge over the River Kwai. On one of the headstones is written, 'Into the mosaic of victory this precious piece was placed.' I feel that we are here to place pieces into the mosaic of mutual understanding so that that piece, in turn, will occupy a place in a mosaic of a peaceful world."*

As there are special challenges inherent in teaching in the Peace Corps, there are equal rewards. In the developing nations, students are usually eager to learn, and they appreciate the opportunity to advance. *"Rare is the evening,"* said a Volunteer in Sierra Leone, *"when we haven't four to a dozen boys sprawled all over the place, reading books, maps, asking questions, doing homework. Last night was a good example. I had been working in my room until about eight o'clock and upon going into the next room, I found 14 boys reading, talking and in general continuing their education out of school."*

Certain personal qualities make the Volunteer effective in the overseas classroom and com-





munity. Patience, maturity and dedication are important. So are initiative, imagination and ingenuity. Because of the general shortage of supplies and equipment, the teacher must be able to improvise. Using materials at hand, Volunteers have fashioned teaching aids by sending students scouting for plants and animals to furnish menageries for biology class; by using airline posters as visual texts for teaching English; by persuading churches, civic groups and friends back home to donate books for understocked school libraries; and by constructing blackboards from masonite and black paint.

Taking education outside the classroom and into the community usually becomes an additional goal of Volunteer teachers. A variety of extracurricular activities helps students broaden their perspectives. "I can remember," wrote one Volunteer, "my teachers taking me to museums, dairies and bird watchings. It was always very exciting and we learned a great deal that couldn't be obtained from books. I have found that taking Asian students out of

the classroom and exposing them to situations beyond their immediate environment can be of immense value."

Other Volunteers are coaching team sports, teaching adult literacy classes, organizing marching bands, constructing school libraries, leading community discussions, starting village newspapers and, in the words of one Nigerian, "continually demonstrating by involving themselves in a range of community needs that they really care."

Whether Volunteers serve in a one-room school in a small village or on the staff of a university in the nation's capital, their goal is the same: to participate in international education so that all peoples will be able to fulfill their destinies—and the destiny of the modern world.

THE DIFFERENCE THE VOLUNTEER MAKES

Around the developing nations, the presence of Volunteer teachers is increasing student en-



rollment, expanding school facilities and improving the variety and quality of education. And in Ethiopia, East Africa, the Peace Corps is fulfilling an Emperor's dream. *"What we wish for Ethiopia,"* said Emperor Haile Selassie, *"is a way of life in which the blessings and benefits of the modern world can be enjoyed by all."*

Realizing that education paves the path to that way of life, the Emperor requested the help of Peace Corps Volunteer teachers. To demonstrate his faith in this new project, he turned his palace over to the Ministry of Education to become his country's first university. Today Haile Selassie University is largely staffed with Volunteers. But eventually Ethiopians will do their own teaching as more and more of them are able to graduate from college.

The largest concentration of Peace Corps teachers is in the secondary schools where, as in other developing nations, a serious teacher shortage exists. Here 500 Volunteers have enabled Ethiopia to double its secondary school enrollment and open several new schools. But even more important than numbers is the qualitative difference the Peace Corps teacher has made. For the first time, because of the Volunteers' emphasis, students are thinking their subjects through, not just memorizing facts and rules. *"This is the real educational revolution,"* said one Volunteer, *"but it is hard work to induce students unaccustomed to relying on their own intelligence to reason together. Sometimes it's frustrating to wait while a student struggles to express an idea. But then I remember—he is struggling to express his own idea—and this struggle is the way of all independent thinkers."*

In Colombia, South America, the Peace Corps is developing an excitingly new and creative education project. Using national television, Volunteer teachers plan programs which have the potential to teach 94 per cent of Colombia school children math, science, geography and history. Volunteer teachers also do field work, going into classrooms which have received the televised courses to help Colombian teachers make best use of the new material. This project has become

essential to Colombia's educational progress because it provides the only practical means to reach six million illiterate citizens as well as to supplement the efforts of the average elementary school teacher, who has little more than a fifth grade education. Educational television programs are also planned for other countries in Latin America and in Africa.

In other parts of the world, Volunteer teachers are involved in updating curricula to meet changing and expanding needs, developing new educational materials to supplement existing sources and translating the concept of universal education from an abstract principle into a potential fact.

CAN YOU QUALIFY?

The educational needs of the developing nations are so broad that there is a place for you as a Peace Corps teacher if you are a college graduate with a liberal arts degree, or an edu-

cation major, if you are a graduate student or hold an advanced degree, or if you are an experienced and certified teacher.

College Graduates: If you have a college or university degree with a liberal arts background, you are eligible to teach in the Peace Corps. More than 70 per cent of all Peace Corps teachers have had no prior education courses or teaching experience. The successful service of these Volunteers has demonstrated that the Peace Corps training program, which includes courses in education and sessions in practice teaching, can equip a college graduate to perform effectively as an overseas teacher.

Those Volunteers with education majors, but no prior teaching experience, are needed in elementary and secondary schools and in teacher-training institutes in the developing nations. During training there is emphasis on applying college education courses to the overseas teaching situation.



About two-thirds of all Volunteer teachers serve in secondary schools. They teach a full range of subjects, although science, math and English are in greatest demand.

Graduate Students: Volunteers who hold master's or doctor's degrees or who have actual teaching experience on the college level may qualify to teach in university programs in the developing nations. Currently, 18 different countries have requested Volunteer university teachers for a wide range of subjects.

Experienced and Certified Teachers: There is particular need abroad for professionally-trained teachers. Experienced teachers may staff new schools, work with non-professional Volunteer teachers or with host country teachers, participate in pilot education programs or help train future teachers. Teachers with graduate degrees and those who have taught in United States colleges and universities may qualify for positions in foreign universities. In all cases, teachers are assigned to challenging jobs for which they are professionally suited.

AFTERWARDS

Peace Corps Volunteer teachers are shaping the future. In their work they are helping thousands of people, young and old, by opening the door to new ideas, increased knowledge and higher productivity. The rewards are great. Said Ethiopian Volunteer teacher Stephen Chesebrough, *"I know that this is going to be an enormously valuable and profitable experience on many levels: practical knowledge, new idealism, reformed philosophy and new awareness."*

The teaching profession in this country is gradually recognizing the Volunteer's unique experience. *"Serve Again—Serve At Home,"* is the call of the Cleveland, Ohio, public school system which is offering 50 returned Peace Corps Volunteers the opportunity to teach in underprivileged elementary schools while qualifying for permanent teacher certificates. In Syracuse, New York, the public school system is cooperating with Syracuse University in an *"Urban*





Teacher Preparation Program.” This is an intensive training experience, open to Peace Corps Volunteers, to prepare teachers to serve in deprived schools while earning permanent certification. In the District of Columbia, at Cardozo High School, 16 Peace Corps Volunteers are working on another new education project. Using their Peace Corps background, they are serving as “intern” teachers while earning their Master of Arts in Urban Teaching degree at Howard University. Other school systems are also devising special programs to enable the returned Volunteer to fulfill his professional requirements while making use of his teaching skill. And many schools are granting leaves of absence to experienced teachers who wish to enter the Peace Corps. New York, Philadelphia, Chicago, Kansas City, Los Angeles and Denver are just a few of the major participating cities.

For the 1965-66 academic year, 310 fellow-



ships and scholarships were set aside by a large number of colleges and universities to allow returned Volunteers to continue their education in education. Special graduate programs for Peace Corps returnees are being offered at Harvard University, the University of Chicago, Georgetown University, Northern Illinois University, the University of Hawaii, the Teachers' College of Columbia University, the University of Wisconsin and many others.

But the real benefit of Peace Corps service is the chance it offers for personal growth. For investing two years in the Peace Corps, you will learn a foreign language, you will learn about a new culture and you will learn through first-hand experience something about the basic problems of the contemporary world. And your experience put to use at home will update our texts, invigorate our schools, inspire our children and charge our communities with a new concern for the world and the great tasks we face.

TO BECOME A VOLUNTEER

- You must be a U.S. citizen, at least 18 years old. There is no upper age limit. Good health is a necessary prerequisite but Peace Corps physical standards are flexible.
- Married couples with no dependents under 18 are encouraged to apply. Both must, however, qualify as Volunteers. They will be assigned to the same project.
- You do not have to know a foreign language.
- Don't be deterred because you think you lack necessary skills. Many people tend to underestimate their capabilities.
- Submit a Peace Corps Volunteer application. Submission of an application in no way obligates you. Your final decision will come at the time you are invited to train.
- Take the Peace Corps Placement Test. There is no passing or failing grade. It is a tool to aid the Peace Corps in evaluating your capabilities.

YOU WILL TRAIN . . . At an American college or university. Perhaps half of your normal 10 to 12-week training period will be concentrated on the language of the country in which you will serve. Modern laboratory techniques will give you a working fluency in one of 42 different languages, from Amharic to Swahili.

A NORMAL TOUR . . . Including training, will last from 24 to 27 months. If you choose, you may extend your service up to one year, or re-enroll for another two years in the same, or a different country.

YOU WILL BE PAID . . . An allowance to cover food, clothing, housing and incidentals. Medical care and transportation are provided by Peace Corps. For the duration of your service, you accumulate a readjustment allowance of \$75 monthly. You may allot from this allowance in some instances. The allowance is subject to U.S. taxes only.

MILITARY OBLIGATION . . . Is not satisfied by Peace Corps service. However, Volunteers are deferred for the duration of their assignments.

TO OBTAIN AN APPLICATION . . . Request one from Peace Corps, Washington, D. C. 20525; from the Peace Corps Liaison Officer on your college or university campus; from your Civil Service Commission Office; or from your local post office.

FOR MORE INFORMATION, WRITE:

Peace Corps
Washington, D.C. 20525

ATTN: OFFICE OF PUBLIC AFFAIRS