Peace Corps Factbook & Directory

Peace Corps (U.S.)

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10,000 Jobs That Need Doing in:

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A GUIDE TO: Where the Action is And How

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 looks for those with the needed qualifications, recruits and trains them, then sends them to their overseas assignments — usually under direct supervision of host country governments and agencies.

In reviewing an applicant's qualifications, four basic factors are considered: where he wants to go, what he wants to do, when he can begin training and whether or not the country of his choice has requested his skill.

The variety of skills requested from the Peace Corps has been manifold: from midwifery and child care to mortuary science. Many of these skills are highly specialized. Most Peace Corps jobs, however, fall somewhere into two major fields or activity: education and community development.

For administrative and programming purposes, Peace Corps has divided the world into four regions — sub-Saharan Africa, Latin America, North Africa — Near East — South Asia (NANESA) and East Asia/Pacific.

Listed by geographic region on the following pages is a job-by-job description of Peace Corps programs that can be expected to enter training during 1967. All programs listed are subject to change and/or deletion. But by and large they represent what Volunteers have been doing and will be doing in the next year in 52 countries. As the requests come in and as an increasing number of Americans offer themselves for service, the number of nations hosting Volunteers and the types of jobs they perform can be expected to grow.

The index lists by skill and academic disciplines the specialties required for the various programs (identified by number). Applicants are encouraged to indicate a preference for a particular job and/or area of assignment.
A map of the Peace Corps "world" looks rather like the old classroom maps that showed colonial empires spread across Africa and Asia. The Peace Corps is not in the empire-building business; but it is concerned with building a community of nations — each capable of providing its citizens with the opportunity to lead fruitful personal and national lives.

There is striking new evidence that the Peace Corps has proved its worth to foreign governments: eight more countries in 1966 — including two newly-independent nations and a dependent Pacific island chain — invited Volunteers to join in their national development. Libya in North Africa, Mauritania, Chad and Botswana in Africa, Guyana and Paraguay in South America, and South Korea and Micronesia in East Asia and the Pacific have raised to 56 the number of nations that have hosted Volunteers.

The goals of the Peace Corps — as set forth by President Kennedy — have not changed: they are, simply, to do the jobs that need doing overseas and to promote better mutual understanding between the American and foreign publics. In carrying out these goals, the Peace Corps has provided 27,000 Americans with an opportunity to work and live in a foreign setting — learning and doing. The ever-growing number of Volunteers reflects expanding American involvement in the world's developing areas and a desire to learn how to live in a world of shrinking frontiers.

The Volunteer deals with what appear to be very local problems. But he learns in two years why it is important to the world at large for a farmer in Sarawak, Malaysia, to be able to feed his family, live in health and take an active and satisfying role in his nation's progress.

Fifty-two countries share this view at the moment. Others are likely to subscribe as the shaded areas on the Peace Corps map continue to grow.
Independent Africa and the Peace Corps are cradlemates of a sort. Thirty-three sub-Saharan nations have gained independence in the past decade — most of them raising their new flags in 1960-61 just as President Kennedy inaugurated his unique experiment in human relations. Although Kennedy never visited Africa, his popularity among its leaders and youth — in great part a function of the work done in the past five years by some 7,000 Volunteers in 20 countries — endures today.

Africa offers the Volunteer one
very meaningful opportunity: the chance to take part in nation-building at an early, formative stage of a country’s development.

The first small contingent of Volunteers to go to Botswana (the British Protectorate of Bechuanaland until September 30, 1966) to teach and to work with co-operatives can make a lasting impact in a poor land of 500,000 people that has set out to prove that a multi-racial society can exist in southern Africa.

What the Volunteers assigned to Botswana (and to two other new Peace Corps countries: the former French territories of Mauri-
tania and Chad) accomplish remains to be seen. But what their predecessors have done since September 1961 when the first Volunteers to go overseas arrived in Ghana is on the record.

The Peace Corps' greatest contribution to African development has been in education — regarded as the first priority by most young nations. But Volunteers skilled in community development methods, health, agriculture, home economics, cooperatives, land settlement and public administration have been assigned in increasing numbers as Peace Corps programs in Africa diversify.

To 19th century writers, explorers and missionaries, Africa was the Dark Continent. To the Peace Corps Volunteer it is sunlight and savanna, modern cities and rural villages; it is vast, diverse, young and old, traditional and transitional. To many people — from Mungo Park to Ernest Hemingway, from Kenyatta to Senghor — it has meant many things.

To the Volunteer it means challenge.

**AFRICA**

**Education**

**101. BOTSWANA** The newly-independent Republic — formerly Bechuanaland under British administration — has asked Peace Corps to help staff its growing school system. Volunteers will teach in primary and secondary schools and teacher training colleges. In addition, they will aid tribal authorities in building schools and laboratories, clearing playing fields and planting vegetable gardens and will involve themselves in such community projects as cooperatives.

**102. CHAD** Volunteers will teach in secondary schools, which require the study of English. They also will assume extracurricular duties at school and in the community — such as teaching sports and proper health practices. During vacation periods, Volunteers will engage primarily in self-help school construction programs.

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

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

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

**107. 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.

108. MALAWI Teachers of English, history, math and science are needed to teach in the secondary schools of this former British colony.

Upper primary school teachers have been requested to demonstrate improved teaching techniques, to relate course content to the conditions of life in Malawi, and to assimilate problem-solving attitudes and techniques into the primary school system.

109. 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 Niamey. Volunteers assigned to social centers and rural dispensaries will work in public health education, social work, home improvement and prenatal and baby care.

110. NIGERIA Teaching full-time in either teacher training colleges or demonstration primary schools, Volunteers will help to improve the caliber of primary school instruction of English as a second language, general science, mathematics and manual arts (handicrafts and art expression).

111. NIGERIA Volunteers will teach math, general science, biology, chemistry, physics, English and industrial arts in secondary and vocational schools and in universities.

112. SIERRA LEONE Volunteers will be assigned to secondary schools throughout this former British territory, which relies heavily on Peace Corps for qualified teachers. Volunteers will be expected to extend themselves beyond the classroom into clubs, libraries, community projects and other 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 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. A bachelor's degree is required.

113. SOMALIA Volunteers will teach math, science and English to intermediate and secondary students and English in elementary schools in the Southern Region where English has never been used as the medium of instruction. Industrial arts and commercial teachers will be assigned to commercial and trade schools. All Volunteers will involve themselves in additional activities such as preparation of teaching aids, sports instruction, scouting and teaching of child care.

114. 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.

Other Volunteers assigned to upper primary boarding schools (equivalent to U.S. junior high schools) will teach English, history, math, science and geography. Volunteers may also have to teach domestic science and...
physical education and will receive training in Swahili—East Africa's lingua franca.

115. 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 college in Dar-es-Salaam.

116. UGANDA Volunteers are to teach English, history, math and science in secondary schools using a British-oriented syllabus.

117. (WEST) CAMEROON Volunteers will teach science, English, history, geography and domestic science in church-operated and government schools throughout the western, formerly British-administered sector of Cameroon.

118. TOGO Volunteers are to teach English, math, and science in French-medium government secondary schools and may be asked to teach a second subject according to individual qualifications. They also will participate in community activities.

Health

130. CHAD The Chad government has requested Volunteers to help establish and operate health training centers. Volunteer doctors, nurses and medical technologists will conduct courses for rural health workers in nursing arts, midwifery, public health and medical technology. Volunteers are to train counterparts who can eventually assume the teaching responsibilities at the centers.

131. ETHIOPIA In a wide-ranging health program, Volunteer nurses will work with Ethiopian counterparts in organizing and operating elementary and advanced training schools for nurses in provincial hospitals. Medical technologists will train student technicians and college graduates who have degrees in science and laboratory techniques.

132. MALAWI Volunteers are to work with an expanding public health program, concentrating in the prevention and treatment of tuberculosis. Volunteers will be active in health education, community development projects and home and dispensary treatment. They will 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.

133. 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.

135. 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.

136. TOGO Volunteer teams of three, working with three Togolese co-workers, will launch village health development projects in several locations. They will combine a variety of activities from giving inoculations and making health surveys to lecturing and demonstrating sound health practices.
Community Development/ Land Settlement

139. BOTSWANA In the administration of the National Food For Work Program, 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 conservation.

140. CHAD Volunteers working with a semi-autonomous agency created to carry out a vast homeland reclamation project in the Lake Chad region and to organize and control agricultural production in the area will help to improve the technical and organizational skills of their counterparts and recruit and train additional personnel for the agency's staff.

141. 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.

142. KENYA With 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 who are to resettle African families on the land and help manage the cooperative agricultural schemes. One of the main tasks 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.

143. MAURITANIA Volunteers in this large but sparsely populated African nation will act as catalysts in the government's effort to promote community action. Stationed in pairs, they will work in principal cities and surrounding countryside on projects such as school and dispensary construction, well digging, dams and road repair. While they are to serve as technical advisers on public works projects, the Volunteer's main role will be to inspire a sense of community action in his town.

144. TOGO Volunteers have been requested to work in several spheres of Togolese village and urban life. Some will work in rural areas with trained Togolese and villagers on self-help projects ranging from construction and repair of irrigation facilities and wells to demonstrating improved agricultural and health practices. Work will be mainly organizational, with villagers and paid masons providing manual labor. Volunteers with some mechanical skills and experience will give courses in maintenance and operation of heavy road building equipment to Africans from nine West African countries at the heavy equipment center in Lome.

Another group of Volunteers will be involved in well-digging in southern Togo, introducing simple methods of construction.

Agriculture/Home Economics

151. IVORY COAST Assigned to Foyers Feminins, 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 ro-
tating basis, emphasizing health edu-
cation while working with a mini-
mum of equipment.

153. NIGER Volunteers under super-
vision of the Ministry of Rural Eco-

nomics will work in crop production,
soil conservation, agricultural ex-
tension and credit and marketing
cooperatives.

154. NIGERIA Working in Nigeria’s
four Regions, Volunteers will en-
gage in the Northern Region in
livestock management and small
business and community develop-
ment; in the East, in rural construc-
tion, Young Farmers Clubs, survey-
ing and cash crop organizing; in the
West, in agricultural extension,
Young Farmers Clubs and urban
youth club programs; and in the Mid-
West, in development of Young
Farmers Clubs, school leaver farms,
forestry, poultry, construction and
rural sociology.

Vocational Education

160. TANZANIA The Tanzanian gov-
ernment is attempting to alter a
post-independence emphasis on aca-
demic subjects in the school system.
It has asked Volunteers to work as
vocational agriculture teachers in
upper primary schools. The program
will entail re-opening closed shops,
restarting manual arts courses, re-
claiming gardens and instilling pride
and enthusiasm for manual and
agricultural labor. Volunteers will
do extensive extracurricular work to
reinforce formal classroom training.

Construction

169. GABON Volunteers (both de-
gree and non-degree holders) are
needed to work in the Ministry of
Education’s school construction pro-
gram which is part of an effort to
achieve 100 per cent school enroll-
ment. Although education is com-
pulsory through age 16 in Gabon,
there is a shortage of classroom space
and teacher housing. Volunteers will
engage in school construction and
other community development proj-
ecTs.

170. SOMALIA Volunteers working in
mobile construction teams will build
one to four-classroom schools and
additions to existing schools, using
local labor and, where possible, local
materials. They will be responsible
for organizing the project, making
arrangements with the community,
supervising and handling all tech-
nical aspects of actual construction
and advising the villagers on other
self-help construction possibilities in
the community.

171. TANZANIA Water resources con-
struction teams are to guide and
organize villagers in carrying out
community projects and to teach
the manual skills necessary for construc-
tion or repair of such projects as
conservation dams, wells, settling
tanks, windmills and small irrigation
projects.

Cooperatives

175. BOTSWANA Assigned to cover
one or more communities, Volunteers
will form, assist and, in some cases,
manage cooperatives in the newly-
independent former British protec-
torate of Bechuanaland in southern
Africa. The Volunteer will train co-
operative members to assume respon-
sibility for its successful operation.

176. GHANA Business Administration
and Economics majors are needed to
work with Ghana’s well-developed
program of cooperatives. Working
mainly with cooperatives of cocoa
farmers, tailors, carpenters and other
artisan and farmer groups, Volunteers will instruct cooperative managers and members in the history, philosophy and management of cooperatives, conduct feasibility surveys for new cooperatives, and inspect and audit existing cooperatives.

Social Welfare

180. SENEGAL Working out of Social Centers throughout the country, Volunteers will 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 will supplement the medical services with health and nutritional education programs and make health surveys and home visits.

Public Administration

190. LIBERIA Volunteers with backgrounds in law and public or business administration have been requested to work in Liberian government departments and agencies under the supervision of the Special Commission on Government Operations. The program is intended to reorganize, modernize and reform existing government programs and practices.
PEACE CORPS IN LATIN AMERICA:

Latent Power And
A Sense of Community

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, it is a term that may frighten or perplex prospective applicants who search vainly for a tangible description of what they might be doing in a Quito slum or an Andean village. Since 1961, however, most of the 8,500 Volunteers who have gone south to assignments in one of 20 countries (Paraguay and Guyana are 1966 additions) have found that, whatever their specific task might be (working with cooperatives, credit unions, health programs and the like), the most basic contribution a Volunteer can 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 forest or mountains who stagnated through lack of contact with outsiders, invaders and new ideas. Millions in Latin America live the old way because no one has thought, 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 bringing in the ideas from outside.

Not all Volunteers in Latin America are community develop-
ment workers. Others are in secondary and university teaching posts, agrarian reform and health programs. The reader of the following program descriptions should note, however, that even teachers are expected, when possible, to take part in community activities. It is ample evidence that the Peace Corps and host country governments have a common view on where Volunteers can make their greatest impact.

**LATIN AMERICA**

**Community Development**

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

Technically skilled Volunteers — with backgrounds in engineering, agriculture, construction and other fields — will serve as field support personnel, regionally based at the Agency's offices.

**201. BRAZIL** Assigned to community centers or YMCA-YWCA triangles in the urban slum areas of Brasilia, the capital, and Sao Paulo, Volunteers will initiate and support self-help, education and recreation projects and activities based on the Volunteer's particular background and interests.

**202. CHILE** Working within the framework of the Chilean Agrarian Reform Corporation, Volunteers will develop community organizations, formulate community action projects and assist in the social service and home and agricultural extension programs of the institution in its newly-organized "colonies." Volunteers should have secondary skills in one of the following fields: economics, business administration, practical nursing, construction, agricultural mechanics or extension, surveying or home economics.

Other Volunteers, working through the Indigenous Affairs Department, will be assigned to small communities to carry out development programs and home and agricultural extension work. Foresters will work with Chilean counterparts in a national reforestation plan.

**204. COLOMBIA** Teams of trained Colombian and Volunteer community development personnel are to promote higher standards of living in rural and urban areas by stimulating community action. Volunteer engineers and architects will work in Division offices, helping counterparts plan, design and supervise projects and traveling when needed to outlying communities to help with local projects.

**206. DOMINICAN REPUBLIC** Volunteers will work in isolated rural areas assisting the Dominican Office of Community Development, the Cooperative Institute, Forestry Service and Ministry of Agriculture. Volunteers in these programs will serve as rural community action workers, as developers of cooperatives and as agricultural and home economist extension agents.

Technically skilled Volunteers — agriculturalists, engineers, construction experts and others — will work out of the Regional Centers of the Ministry of Agriculture or the Office of Community Development.

**208. EL SALVADOR** Volunteers will assist in community improvement and youth work in rural and urban areas. They will work in conjunction with Salvadorean agencies in health, social work, credit unions and other community action projects.
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 primarily in rural Guatemala, mostly in Indian-populated regions. Co-workers will be officials and field workers of the National Indian Institute and the leaders of the communities to which the Volunteers are assigned.

210. HONDURAS  Volunteers will work in rural and urban community 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. Volunteers in urban areas will undertake much the same work as those in rural areas.

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 in urban areas will work in recreation, education, health and community organization in city slums and with the Department of Housing, helping to move squatters from their slums to new areas where self-help housing can be provided or with the Department of Textbooks and Visual Aids in expanding to rural areas an on-going program of teacher training in the use of visual aids.

212. PERU  Volunteers will assist communities through several local agricultural agencies in the fields of farming, community organization and cooperatives. Local agency teams are to be trained to achieve better communication between the campesino and Peruvian government officials, whose class consciousness traditionally has kept them apart. Volunteers will work with the Agrarian Reform Agency to research peasant needs and ability to apply for land; follow-up with acquisition of land title; and educate peasants in the best use of land. Civil engineers will work with Cooperacion Popular teams in city planning and on feeder roads. Nutritionists will educate women and children in the value and best use of foods received through Food for Peace.

University Education

221. BOLIVIA  Several universities have requested Volunteers to improve their quality of instruction. Volunteers will have full teaching responsibilities and may also be asked to translate textbooks and other materials and develop future courses.

222. 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.

224. 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.
225. ECUADOR At universities in Quito, Cuenca, Guayaquil and in several normal schools, Volunteers will teach and lecture in their respective fields and prepare laboratories and workshops.

226. PERU Volunteers are to be assigned either to provincial universities or normal schools, assuming up to 15 hours of teaching per week in addition to research and preparation. The universities are limited in space, supplies and teaching talent. The normal schools themselves have been unable to maintain an adequate level of preparation of elementary, secondary and vocational teachers because of lack of staff, funds and facilities.

227. 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.

Cooperatives

237. 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.

239. 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, survey needs and priorities and generally help establish continuity of service and resources from national agencies to individual cooperatives.

240. VENEZUELA Members of the National Agrarian Reform Institute and Volunteer co-workers will assist production cooperatives within agrarian reform settlements. They will help develop efficient and applicable methods of accounting and administrative control within the units and prepare peasant members to assume administration of their own cooperatives. Volunteer tractor maintenance specialists and those with agricultural experience will provide an integrated team approach to improvement of the cooperatives.

In a nation where cooperatives have been of real value to overall community development, Volunteers will develop new cooperatives or 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.
Health

245. 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 Brazilian teams in "control areas," conducting population census, taking 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, the Volunteers will help to instill community awareness of and support for the control program.

246. BRAZIL Volunteers will work with local health posts in Pernambuco, Paraiba, Bahia, Mato Grosso and Sergipe. They will function as health educators, sanitarians, nurses and medical technicians while also training co-workers.

Agriculture/Home Economics

250. 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, help form youth groups and develop simple educational materials to aid in teaching home economics, agricultural improvement and community development.

251. BRAZIL Volunteers in the Mato Grosso area will work in agriculture extension and with home demonstration agents in primarily rural areas. Volunteers in Minas Gerais and Rio de Janeiro will work with primary school children in agricultural and other community projects and will form, reactivate and strengthen agriculture clubs in these two states.

252. 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, community and school gardening, home industries, cooperative organization and education and leadership and management training.

254. 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 three specialized fields: Foresters will train one or more counterparts to take over local operations of the national forestry development plan; Civil and agricultural engineers will work on projects such as irrigation canals, barns and buildings at experimental stations; and veterinarians will teach at the universities and work with the Ministry of Agriculture in preventive medicine and teaching.
255. EL SALVADOR Volunteers will be assigned to the Agricultural Extension Office to work with counterparts in organizing, reforming and strengthening 4-H clubs and in home economics and agricultural extension programs. Volunteers may also be required to teach English and otherwise involve themselves in their communities.

256. 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.

Sports/Recreation

260. COLOMBIA Volunteers are to assist implementation of youth programs in health education and with youth clubs and service organizations. 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.

263. URUGUAY The government community development agency and the Basketball Federation of Uruguay have requested Volunteers to work with physical education and recreation programs in major urban areas. Other Volunteers are to aid in construction of the country's first self-help housing project and work with its future residents in community organization and action.

Education/Teacher Training/Public Works

264. VENEZUELA A nationwide recreation program will use Volunteers to work with urban and rural YMCA projects, with the slum area schools of Fe y Alegría to develop both recreation and physical education programs, and with various children's and scouting organizations and 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.

269. BRAZIL Volunteers, including some with degrees in Education and teaching experience, are needed to help staff a program in the state of Ceará to improve the quality of primary school education. The 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.

270. BRITISH HONDURAS Volunteers will work in teaching, community development or with the Ministry of Works. Math, science, home economics, commercial and manual arts teachers are needed. Community de-
Development workers will assist village councils in carrying out self-help projects and in motivating them to assume a role in self-government.

Engineers, meteorologists, architects and electricians will aid the Ministry of Public Works in maintaining current programs and training personnel.

271. 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.

Engineers will help engineering professors to upgrade instruction by filling gaps in the university faculties.

272. DOMINICAN REPUBLIC Volunteers will work with the Ministry of Education in-service teacher training program, assisting rural primary school teachers in methods, curriculum planning, use of visual aids and subject content. Volunteers will be assigned to from five to eight schools, visiting them weekly. Vacation and summer training sessions will be included in the assignment.

273. GUYANA Volunteer teachers will work under supervision of the Ministry of Works and Hydraulics on road building, hydroelectric, construction, irrigation and other projects. They may also be asked to teach special courses at the Technical Institute or at the University of Guyana.

274. WINDWARD-LEEWARD ISLANDS In an expanding program previously confined to St. Lucia and Barbados, Volunteers will work in in-service training of primary teachers, in vocational and cooperatives education, and in physical education and secondary school teaching programs. All teaching is to be “community centered”; Volunteers will involve themselves in school-related and community action projects.

Vocational and Industrial Education

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

Welders, radio technicians, electricians, auto and diesel mechanics and carpenters will be assigned to one of two urban vocational schools where they will help Bolivian instructors improve the level of classroom and laboratory presentations by using modern techniques, coordinate inter-shop activities, develop curricula and teaching aids and re-establish on-the-job training with shopowners.

276. CHILE The Technical Cooperation Service of Chile has asked for Volunteers to aid its trade school and in-service training programs by teaching improved production methods and techniques. The project is regarded as Chile’s most important adult training program for industrial workers.

277. VENEZUELA Volunteers are to teach in vocational and technical training high schools and also take active roles in directing adult education and in community action, sports and social welfare activities.
278. PERU Volunteers with industrial and construction skills will assist in the National Industrial Training Service in the training of skilled laborers. They will serve at a new industrial training center near Lima, working alongside Peruvian instructors, teaching apprentices in the 14-18 age range.

**Rural Education**

280. 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.

281. 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.

283. BRAZIL 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.

284. HONDURAS 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 will absorb Volunteer skills in a number of areas, while others will be assigned to feeding stations which are to be developed into unofficial kindergartens for children who come for food.

**Electrical**

285. BRAZIL Electrical engineers are needed to work with the Special Service of Rural Electrification in São Paulo and 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 check lines, install and inspect meters, supervise construction and maintain and repair installations.

286. 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.

**Arts and Crafts**

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

Artists will help identify marketable products, improve design and/or workmanship of marginal products and experiment with new products, using indigenous skills and material.

Educational Television/Literacy

296. 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 grassroots level with a short term goal to improve utilization of television and a long range aim to raise the level of teacher performance.

Another group of Volunteers will work in areas of high adult illiteracy, developing literacy centers, recruiting students, and organizing and supervising evening ETV literacy programs.
Peace Corps in North Africa/Near East/South Asia:

6,000 Miles of Diversity

It is a long way from Morocco to India—6,000 miles to be exact. The area includes the Peace Corps' most diverse grouping of countries (numbering nine, including the newest addition: Libya).

About the only binding thread running through these nine is the Islamic faith. Even then, the thread breaks when it reaches religiously diverse India and the Hindu kingdom of Nepal.

Diversity is not a bad thing. It broadens the scope of Volunteer assignments in this region.

India is an example of how the Peace Corps has expanded the breadth of its original programs.

At the start of 1967, India, with its more than 500 million people, had about 1,400 Volunteers working in education, agriculture, nutrition, health, public works and family planning. Now the largest Peace Corps country program, India once had only 26 Volunteers.

There has been a growing feeling within the Peace Corps that Volunteers should be utilized in the "impact" areas in India—food production, health, education and population control. Indian planners apparently agree.

At the other extreme from India is Morocco: a former French ter-
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ritory of about 13 million people where the Peace Corps has maintained a program modest in size, but one that meets Morocco’s needs in English teaching and tuberculosis control.

The choice of assignments in the NANESA region is as broad as the Himalayas are high or the Sahara wide. Besides posting to Morocco or India, the Peace Corps aspirant can choose health and teaching programs in Tunisia; English teaching in Libya; community development and English teaching projects in Turkey; a variety of education, health and agriculture assignments in Iran and Afghanistan; and work in community development, agriculture, cooperatives and education in Nepal.

**NORTH AFRICA, NEAR EAST, SOUTH ASIA**

**Education**

**301. AFGHANISTAN** Assigned to teacher training, Volunteers will serve as liaisons between teacher trainers at the University and students doing practice teaching in Kabul, the capital city. Volunteers will help students apply course content to student teaching experience. Secretaries will work with various ministries to institute more efficient office procedures while training coworkers.

**303. IRAN** Volunteers will work with secondary school English teachers in an effort to raise the level of English language instruction. The Volunteer 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.

**304. LIBYA** In an effort to improve course content and classroom presentation, Volunteers will teach English and work with Libyan teachers in high schools throughout the country. Volunteers also will engage in a broad range of activities, such as forming English clubs and student publications and conducting adult education courses.

**305. MOROCCO** Volunteers will teach English grammar, composition and conversation 15-25 hours per week in secondary schools.

**306. NEPAL** Volunteers will teach vocational subjects, math, science and home economics in middle and secondary schools. As their Nepali improves, Volunteers may take on additional subjects according to their ability and school needs. Volunteers also will assist fellow teachers in educational methods and participate in community activities.

**307. TUNISIA** Assigned to secondary schools and adult education centers throughout the country, Volunteers will teach English as a foreign language.

**308. 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 in-
volunteer 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.

Agriculture/Nutrition

310. 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.

311. 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.

312. INDIA Assigned in teams of four or five to one of the Applied Nutrition Blocks, Volunteers will help spread among India's villagers understanding of the importance of balanced nutritional diets, find and implement ways of assisting villagers to reach a higher economic level, provide villagers 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.

313. 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 in the Applied Nutrition Program, working to increase production, distribution and use of food and working closely with schools.

314. 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.

315. IRAN Volunteers serving as co-workers with Iranian extension agents and women home agents will assist in educational programs, identifying problems and devising corrective 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.

316. NEPAL Volunteers will work with agricultural cooperatives and in extension programs. Some will be assigned to districts to assist in organization, administration and management of cooperatives, while others working in the extension programs will show farmers how and when to plant improved seed and to utilize fertilizer, crop protection, irrigation and other methods to increase production.

Community Development

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

323. TURKEY Working with Turkish counterparts as part of village mobile teams, the Volunteers will offer instruction in health and technical skills and induce self-help programs for solving village problems.

Health

330. 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.

332. MOROCCO Volunteers are needed to work in hospital and public health laboratories, performing basic tests and supervising practical lab training for student technicians. Other Volunteers will work in tuberculosis sanitoriums and public health labs, doing bacteriological exams, supervising Moroccan assistants and helping to introduce a new screening method for TB. Others are to carry on routine surveillance of public water supplies, milk products and canned food.

A Volunteer veterinarian will work with Moroccans and international staff in treating sick animals and educating farmers and merchants on treatment and care of farm and pack animals.

333. TUNISIA Volunteer teams will work in small villages to improve standards of health, hygiene and sanitation. After a thorough census and survey of the town, Volunteer nurses will center their work in the village dispensary, assisting Tunisian co-workers to improve nursing care. Other Volunteers will work primarily in the pre-school program planning meals, organizing play activities and working in health education. Laboratory technicians will work in a central city, assisting in handling the added work load in lab examinations resulting from Volunteers’ work in surrounding villages.

Public Works/Architecture

340. INDIA Volunteers will work on the planning and implementation of food control, soil conservation, irrigation and road construction projects. Engineers and architects will work with district council engineers on technical problems while Volunteers with liberal arts backgrounds will work with project supervisors at the village level to improve work procedures and work closely with village leaders to stimulate new projects and community action. The projects will give jobs and skills to the unemployed and increase agricultural output and marketing.

341. NEPAL Assisting village councils (Panchayats), 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 action programs.

342. TUNISIA The Secretariat of State for Public Works will utilize Volunteers on assignments ranging from town and city planning to design of low-income housing developments, public buildings, parks and schools. If, after the initial drawings, it is decided to go into construction, Volunteers will be responsible for supervision.
Nursery School and Social Work

350. TURKEY Working with orphans 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. Nursery school teachers will work at Girls' Technical Institutes operated by the Ministry of Education. Their primary function will be to introduce students to modern concepts and methods of child care.

Family Planning

355. 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

360. 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.
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“The Peace Corps Volunteer is already a familiar figure in hundreds of Philippine rural and urban communities. He can be seen in the classrooms of the nation contributing his talents and skills in science, language, and the arts. He is there in the Bamban hills directing a boys’ camp. He can be seen in the mountains of Benguet and in every nook and corner of this beloved land doing something constructive for himself, for his country, and for the world. . . . he makes efforts to know and understand Filipino society and culture. He does not behave like a proconsul; he does not throw his weight around. He listens and learns. He teaches and is teachable. He is adaptable, sincere, and humble.”

This is heady praise, no doubt appreciated by the hundreds of Volunteers now on assignment in the Philippines. It came last July 4
— Philippine-American Friendship Day — from a Filipino university professor in a letter to the Manila Times.

For five years, Volunteers have earned respect and friendship in East Asia while providing critically needed skills in health, education and community development. Their reputation spread in 1966 to two more countries: South Korea and America’s Pacific Trust Territory (Micronesia).

The U.S. has moved to ready Micronesia’s 90,000 people — scattered across 3,000,000 square miles and more than 2,000 islands — for self-government and eventual independence. The Peace Corps agreed immediately to a Micronesia request for 400 Volunteers who began arriving in September.

The Volunteers will work in wide-ranging educational and leprosy and tuberculosis control programs and in public works and public administration. South Korea, meanwhile, asked for a first group of English and science teachers and physical education specialists.

Volunteers in East Asia work in one of the most politically sensitive areas of the world. But, says the Filipino professor, the Volunteer responds to his situation and is a "curse to the 'ugly American' in this country. May his tribe increase!"

EAST ASIA/PACIFIC

Education

401. KOREA Volunteers will teach English as a foreign language in provincial secondary schools and in the capital city of Seoul. Several Volunteers will teach at the university level as well. Science teachers will be assigned to technical, agricultural and fisheries high schools in Seoul and the provinces. Physical education specialists will help develop athletics and school sports as part of a nationwide physical fitness program.

402. MALAYSIA Stationed in Sarawak — a portion of Malaysia’s share of the island of Borneo — Volunteers will have the task of converting the medium of instruction in the primary schools to English and of encouraging new activities and methods of "learning through doing." The Volunteers will visit schools on a rotation basis to hold demonstration classes.

At mainland schools, Volunteers will teach English as a foreign language in lower secondary schools; math and science at the senior high, junior college and teachers’ college levels in middle-sized towns throughout the country; and will be assigned to teacher training courses at the Malayan Teachers College.

403. PHILIPPINES In schools at all levels throughout the country, Volunteers will teach math, science and English and work with Filipino teachers in curriculum development, in-service training and educational planning.

404. THAILAND Volunteers will teach English as a foreign language in secondary schools and teacher training colleges and assist in the training of Thai teachers of English.
405. MICRONESIA Peace Corps programs are being directed toward preparing the island nation for self-sufficiency. Volunteers at the elementary school level will teach English, which is to overlay nine local languages, and aid in development of curriculum and teaching methods. They will be expected also to teach elementary health and hygiene and a sense of community responsibility.

Secondary school teachers, working with counterparts, will experiment with new curricula, concentrating on English and vocational training.

Health

410. MALAYSIA Volunteers working on the first Malaysian Plan for tuberculosis control will be assigned to hospitals and clinics in urban and rural areas, will develop procedures, organize mass case-finding drives and plan and execute vaccination drives and follow up cases. Technologists will teach and practice medical technology as related to tuberculosis.

412. 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.

413. MICRONESIA Volunteer health workers will concentrate on leprosy and tuberculosis control programs while also training Micronesian counterparts in health aide duties. In addition there will be courses in child and maternal care, immunization projects and community health programs.

Community Development

421. MALAYSIA Volunteers will work and live in kampongs in an attempt to instill a spirit of community responsibility for improvement of the kampong. Volunteers are to develop rapport, understanding and involvement with the community through participation in health, sanitation improvement and agriculture projects and part-time teaching. They also will work closely with the District Technical Officers in agriculture, health, animal husbandry and cooperatives to help close the communications gap which often exists between these officers and the kampong people.

422. PHILIPPINES Volunteers will be assigned to the Philippine Rural Reconstruction Movement (PRRM), a non-government agency, to supplement its technical teaching staff and to assist in carrying out community development activities by supporting PRRM workers (mostly recent college graduates on the job). Volunteers' varied skills will make possible the introduction of new and expanded programs in slum areas.

423. MICRONESIA Community development activities will comprise a significant auxiliary role to the teacher's assignment described in 405 above. As a catalyst in his municipality, the Volunteer will help his neighbors to come together, articulate problems, solve them and then take action. It is a job requiring skill, patience and training.

Sports/Recreation

425. 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.

Vocational Education

430. 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 upper secondary schools.

Public Works/ Administration

435. 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.

Rural Community Action

440. THAILAND Volunteers trained in techniques of environmental sanitation and health education will work in Thailand’s less developed areas, concentrating in the critical North-east region. Working through rural health centers and provincial health offices, they will assist Thai village workers in developing programs for providing safe water supplies, adequate waste and refuse disposal systems, mother and child care, simple agriculture and health education.

Other Volunteers will assist Thai community development workers at the village level with self-help, agriculture and construction projects.

WORLDWIDE

Secretaries

500. 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

600. Medical doctors will work in health education and preventive and curative medicine. Doctors will spend considerable time in preventive medicine and in the teaching of local doctors, medical students and paramedical and unskilled host country personnel. Likely assignments for doctors in the next year include Afghanistan, Brazil, Senegal, Niger and Chad.

Unlike other Volunteers, a doctor is permitted to take dependents overseas, where he will serve as a Volunteer Leader with an additional allowance. His wife also will be a Volunteer with an assignment appropriate to her skills.
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