

# PEACE CORPS Advance training program for

# COLOMBIA Community Development

Antioch College  
Yellow Springs, Ohio



SYLLABUS • PHASE I • SUMMER 1966

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Advance Training Program

for

COLOMBIA

Rural and Urban Community Development

(Phase I)

Conducted at  
Antioch College  
Yellow Springs, Ohio

June 19 - August 27, 1966

Antioch College  
Peace Corps ATP-Colombia I  
(Phase I)

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The Congress of the United States declares that it is the policy of the United States and the purpose of this Act to promote world peace and friendship through a Peace Corps, which shall make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary, to help the peoples of such countries and areas in meeting their needs for trained manpower, and to help promote a better understanding of the American people on the part of the peoples served and a better understanding of other peoples on the part of the American people.

. . . Declaration of Purpose

THE PEACE CORPS ACT  
Public Law 87-293  
September 22, 1961

## INTRODUCTION

Over one hundred years ago, in a commencement address to one of the first graduating classes of Antioch College, Antioch's first president, Horace Mann, urged, "Be ashamed to die until you have won some victory for humanity." A century later the late President John F. Kennedy threw down another challenge: "On your willingness to contribute part of your life to this country, I think, will depend the answer whether we as a free society can compete." In referring to the Peace Corps in his Inaugural statement he said: "The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it -- and the glow from that fire can truly light the world." The fact that you, the potential Peace Corps Volunteer just entering the first phase of your training, have accepted your share of the task which confronts this nation and all humanity -- the task of working for world peace -- places you directly in the mainstream of the tradition established by these men. Your acceptance in turn challenges those of us on your training staff to do our utmost to assist you in being as ready as is humanly possible to assist your host country in those tasks which it believes you capable of undertaking for the benefit of its people. We will do our best!

From its earliest years Antioch College has been an experimental college ready to try new approaches to solving old problems and rising to new challenges. For the past forty-five years it has been deeply involved in what one might call experiential education. Under its cooperative work-study program its students alternate regularly for five years between study on campus and work or other experiences off campus. Theory is related to the practice. In no small measure the Peace Corps Volunteer's career parallels this experiential approach to education, and this is particularly true for those of you participating in Advance Training Programs. In designing your training program, we have relied heavily upon our experience at this institution and plan for you a sequential series of study and work periods throughout it.

Further, we will rely heavily upon our experience with another feature of Antioch College -- its sense of Community. Everyone at Antioch College, students, faculty and administration, participate in an ongoing democratic community. Students as well as faculty and administration participate actively in the governance of the institution at all levels. It is not by accident that when invited to undertake Peace Corps training work we chose to work with a project in which volunteers would prepare themselves for community development work. It is our intention that we involve in this training program, trainees, staff and administration actively participating together in the governance of the program as well as in certain major elements of its design and execution.

Every community exists within the bounds of a broader community and is free to develop its own standards within the confines of those of the broader one. It will be necessary, and an excellent learning experience, for you to participate in the establishing of those standards under which we as a Peace Corps training community will live. While there will be some rules dictated to us by the environment and situation in which we find ourselves, and by the fact that we are not yet a cohesive community, we will work throughout the ten-week period at establishing those standards under which we wish to live. We are fortunate that Antioch College made available to us its Outdoor Education Center as our Training site since for some purposes we will be able to conduct this training program as a self-contained community. From this community we will want to move outward to explore, observe and survey other communities and their needs in preparation for the specific community development tasks which will confront you in your host country -- Colombia.

Another feature of your training site, and one upon which we plan to capitalize, is the particular living arrangement. We know that at most institutions much learning takes place in the living unit. Throughout this program we will use living units as the learning unit insofar as possible. Instead of planning a single schedule for all of you, we have planned eight schedules, one for each living unit. Some of you will be shifted from one living unit to another for a wide variety of reasons. For example: we do not know at this point which of you will ultimately work in urban areas in Colombia and which in rural areas. Depending upon your own interests and aptitudes on the one hand and the observations of your staff on the other, you may be shifted from one group to another because of the different focus of the training in each group -- preparation for urban work or preparation for rural work. You will all have some preparation for both.

While it may seem to you in the early weeks of the program that the emphasis is upon the group, our ultimate goal will be to work with you as individuals. For the most part your experience and work overseas as a Peace Corps Volunteer will be a solo experience. We plan to give you opportunities in this program for solo experiences both in the field and in independent study. We hope that you will be able not only to develop some new skills at a basic level, but to capitalize upon your present skills and aptitudes and upon those aspects of your own personality which will further develop you as an individual while rendering the greatest service to your host country's people.

It was with this general approach in mind that we brought together your staff. You will find in it a combination of resources. While each member has some area of special competence, all are knowledgeable in some or all of the other components of your program. We have what we believe is an excellent combination of faculty from Antioch College and other institutions, returned Peace Corps Volunteers from Colombia, and native Colombians.

We have designed this syllabus and hope that you will view it

as only a beginning, a means of conveying the general directions to be taken in each aspect of your training. We are serious when we urge you to participate with us in the continuing development of the program to meet your needs.

## PEACE CORPS IN COLOMBIA

Colombia was one of the first nations to request the Peace Corps to send volunteers, and today one of the largest contingents of volunteers is serving in that country. Over six hundred volunteers are involved in projects which include the development of co-operatives; nursing and the organization of nurses' aide schools; public health; arts and crafts; and PINA, the nutritional improvement program. In education they work at the university level through teacher training in sciences, English, mathematics and physical education. They are doing significant work assisting in the establishment of Colombia's national educational television network. These are all in addition to community development projects in both urban and rural areas.

At first the goals of the Peace Corps in Latin America were limited. Teachers taught and nurses cared for the sick. Over the past five years as the work continued, it became obvious that more could be accomplished if teachers taught teachers and nurses taught nurses' aides. Focusing on long range goals rather than short, and organizing volunteers to assist the country in doing so has become the Peace Corps' mode in Colombia.

As this gradual change took place, another perhaps far more significant change also occurred. Greater emphasis has been placed upon the role of the community development worker throughout Latin America and particularly in Colombia. Community action is regarded as the central approach to tie together all the different projects in a particular country. This is an approach which sees community development as a way to build a democratic society from the bottom up - to bridge the significant separation of the people from their government, caused by centuries of indifference to the democratic ideal. In fact, Peace Corps Director Jack Vaughn recently stated: "Community development is the name of the game." He indicates that through the community action approach developing nations can more rapidly make up the time already lost. You will find, therefore, that community development is rapidly becoming a most significant Peace Corps activity in your host country. As a future community development worker, you will find that the gradual reorganization of volunteers in Colombia will enhance your ability to help the people "gang up on their problems". Volunteer specialists such as architects and civil engineers will be available to assist you at the point where your own skills become too limited to accomplish a specific task.

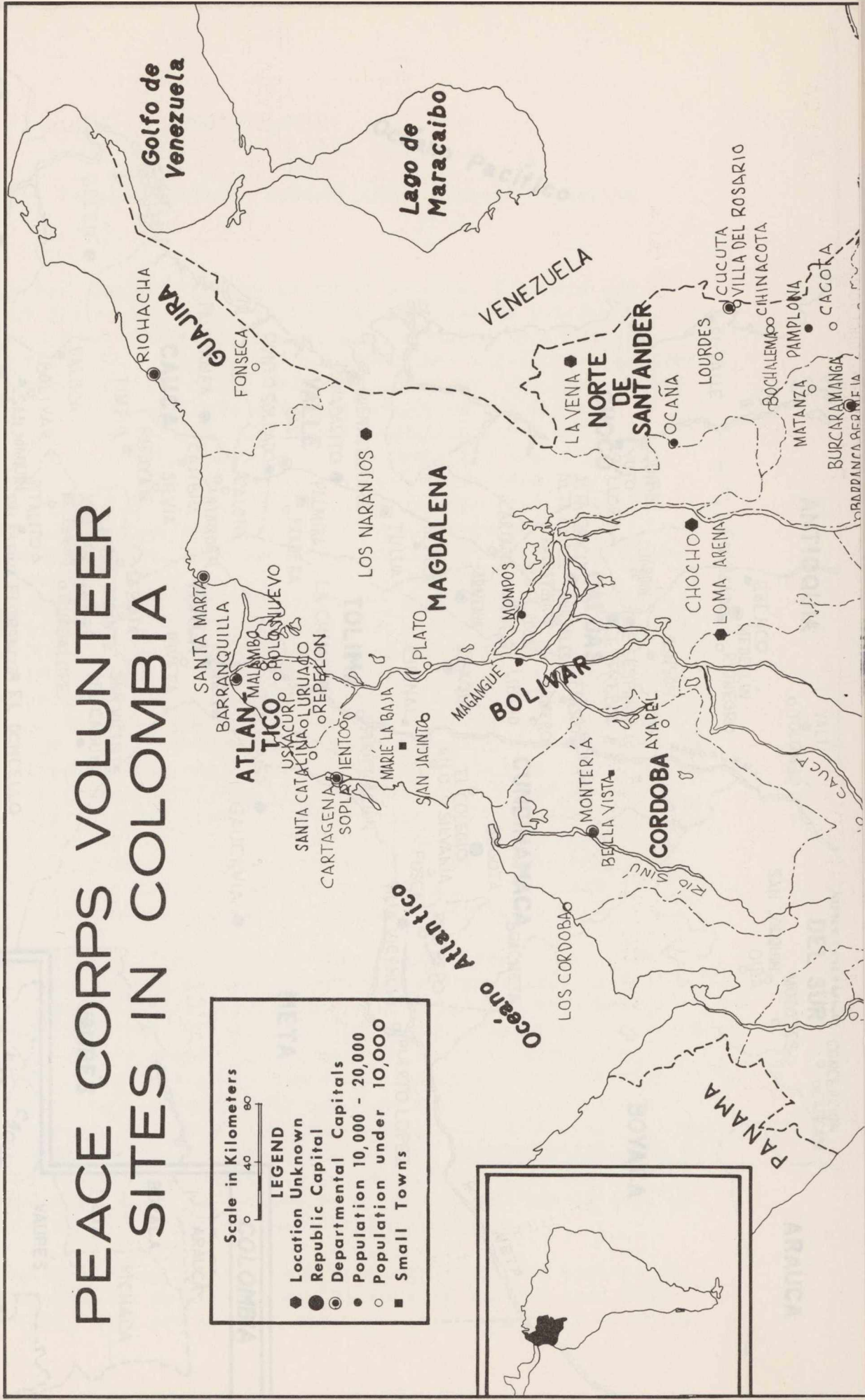
To give you some idea of the distribution of Peace Corps volunteers in Colombia, we have prepared a map indicating the major Peace Corps volunteer locations. It is included on the next page.

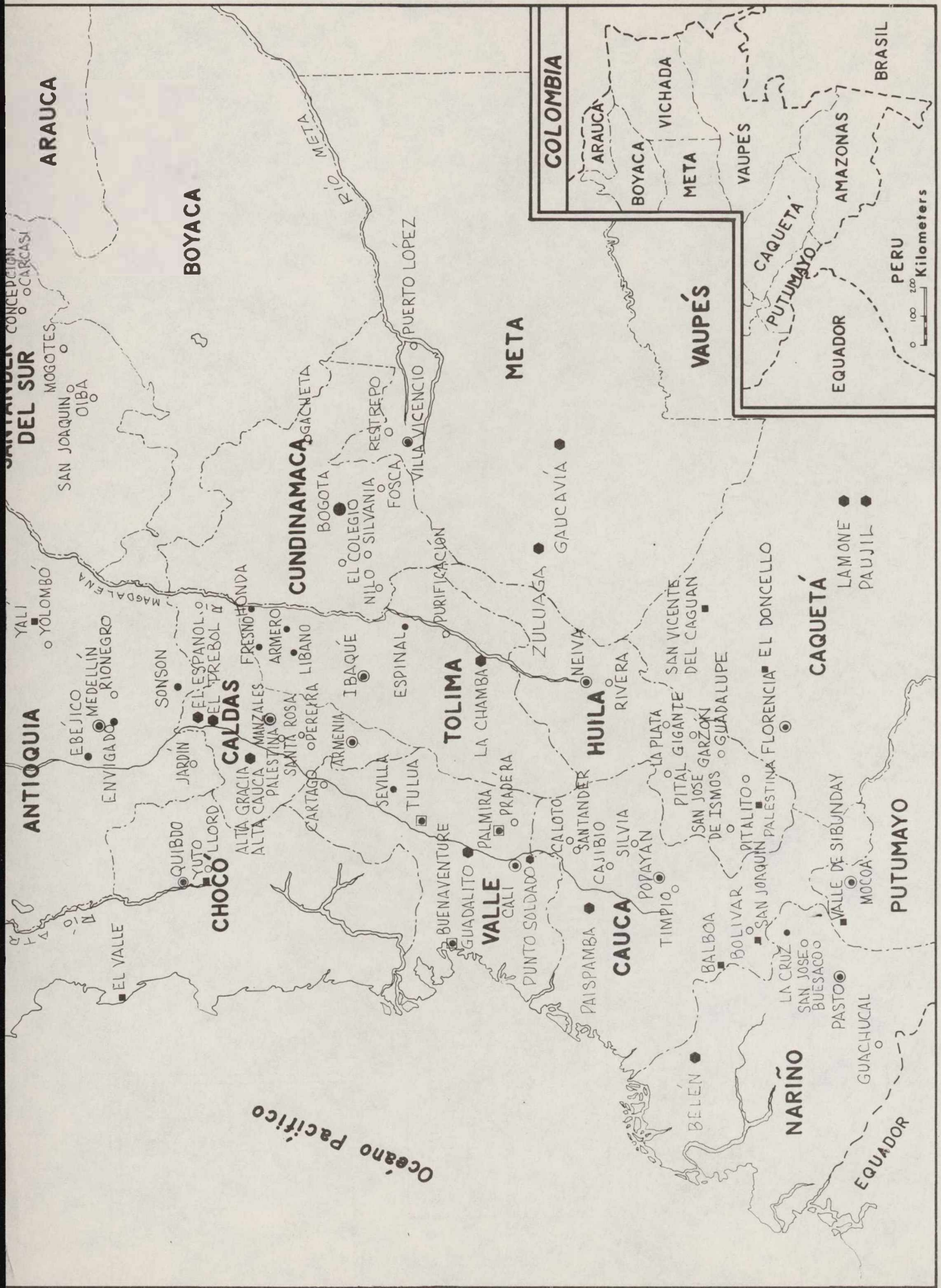
# PEACE CORPS VOLUNTEER SITES IN COLOMBIA

Scale in Kilometers  
0 40 80

**LEGEND**

- Location Unknown
- Republic Capital
- Departmental Capitals
- Population 10,000 - 20,000
- Population under 10,000
- Small Towns





## ABOUT COLOMBIA

### Its Geography, People, History, Economy and Political Situation

The third largest country in South America, Colombia has a land area of 439,533 square miles (approximately that of California, Arizona and New Mexico combined), and is highly varied in landscape and climate. Its major geographical sub-divisions include the coastal lowlands, bordering on the Pacific and the Caribbean; the mountainous west-central area, with its three parallel ranges of the Andes (cordilleras) which delineate the Cauca and Magdalena river valleys; and the oriente, east of the Andes, which accounts for over half of Colombia's total area. The oriente is in turn subdivided into the plains (llanos) of the north, and the tropical rainforests (selvas) to the south. The climate varies greatly from hot-humid in the oriente and coastal areas, to temperate-cold in the higher altitudes.

The present population is estimated at 18,000,000 (approximately that of Illinois and Indiana combined). Well-developed Indian civilizations, notably the highland Chibcha, flourished prior to the sixteenth century conquest. Numerous smaller and less developed indigenous groups lived along the coastal plains and in the selvas. As the demand for forced labor in the lowland fields and upland mines increased, a large number of Negroes from Central Africa passed through the Cartagena slave markets until slavery was abolished in 1851. Today the population is predominately mestizo - a European-Indian mixture, (35-60%), and mulattoes and zambos - White-Negro and Negro-Indian mixtures, respectively, (17-30%). "Pure" Whites, (called Creoles if Spanish in origin and born in the New World) Indians and Negroes are estimated at: 10-25%, 1-15%, and 4-10% respectively. The national language is Spanish and the people are predominantly Roman Catholic.

Bogota (1.7 million), located in a high plateau partially ringed by mountains, is the cultural, economic and political capital of Colombia. Colonial architecture exists side-by-side with modern buildings. Medellin (777,000) is of major economic importance, as are Cali, Bucaramanga and Popayan. The country's economic growth has historically been characterized by semi-independent regional development, because Colombia's physiography has kept the regions separated. The five urban centers mentioned form the commercial-industrial regional nuclei. With improvements in transportation and communication, the current trend is towards national integration and regional specialization. Consequently, there is developing a more mobile population, as evidenced by the acute problem of rural-urban migration.

Colombia's demographic growth rate is one of the highest in the world, increasing at an average annual rate of 3.2 per cent from 1951-64. In 1951, 38.7 per cent of the population was in urban areas

with the remainder (61.3 per cent) in rural areas. However, by 1964 the distribution was almost reversed; 52 per cent concentrated in urban areas, and 48 per cent rural. The annual rate of economic growth during the period of 1960-64 is calculated at 4.6 per cent. Given the high rate of population growth, the average annual per capita GDP increased by only 1.4 per cent during the same period, having risen to US\$339. In 1964, it was estimated that 3.2 million or 37.7 per cent of all persons over fifteen years of age were illiterate; about 50 per cent rural and 20.5 in urban areas. Moreover, the proportion of female illiterates is higher than male illiterates in both urban and rural areas.

Most international trade flows through the Caribbean ports of Barranquilla, Cartagena and Santa Marta. The latter is said to be the oldest city on the South American mainland. The Pacific port of Buenaventura has experienced increased growth.

The varied economy is a reflection of the great physiographic and climatic diversity of Colombia. Second only to Brazil, coffee accounts for about 75 per cent of Colombia's export earnings. Other major export commodities include petroleum, gold, platinum, emeralds and hides. Cattle raising is a principal national industry, favored by Colombia's extensive grazing lands. However, the quantity of basic food staples -- corn, wheat, barley, potatoes and beans -- which are produced mainly on poorer upland plots, is not sufficient to meet domestic needs and must be supplemented by imports. One of the long-range objectives of the national land reform program is to direct both the cattle industry and subsistence farmers into the virgin oriente lands, thus freeing more of the fertile upland plains for staple food production convenient to the upland urban centers.

Promoted by the federal government, Colombian industry can now supply its home markets with such commodities as textiles, shoes, cement, and some chemical products. Other manufacturing includes sugar refining, grain milling and cigarette making. Most industries are concentrated in Cali, Medellin, Barranquilla, Bucaramanga and Bogota.

Colombia was discovered in 1500 by Alonso de Ojeda and soon after the first permanent settlements were established. Bogota was founded in 1538. The early history of the nation was marked by much confusion and civil strife, aggravated by frequent attacks by English, French, and Dutch privateers. Colombia did not become a viceroyalty until 1717, and for a brief period thereafter was governed as a presidency. But the viceroyalty was restored in 1740. In the following decades there was much unrest among the upper-class Creoles and the common people, culminating in the comunero revolt in 1781. Independence came on July 20, 1810, when the Creoles created the Supreme Junta of the New Kingdom of Granada. The Spanish actually reconquered New Granada in 1817, but two years later the two national heroes, Simon Bolivar and General Paula Santander, led their armies over the Andes from Venezuela and won a decisive victory. Thus Bolivar accomplished his dream of a united

Republic of Colombia, embracing New Granada, Ecuador and Venezuela. But this alliance lasted only until 1830, when the latter two withdrew, and established a federal system of government, with Santander as the first president. A revolution in 1885 ended the federal system, and to the present Colombia has functioned as a centralized republic, its president and national legislature being elected by direct vote. The cabinet and the nineteen departmental governors are appointed by the president.

National politics have been characterized by a traditional and bitter rivalry between the Conservative and Liberal parties. In the nineteenth century the Conservatives were pro-clerical and centralist in orientation, while the Liberals were strongly anti-clerical, federalist and reformist. After the loss of Panama in 1903 and civil strife over the federal-centralist issue, Colombia entered a period of peaceful alternation of government. The early twentieth century was marked by some economic growth, social reform measures and relative political stability. However, with the change of government from the Liberals to Conservatives in 1946, followed by the Bogotazo in 1948, which was touched off by the assassination of Gaitan (popular Liberal presidential aspirant), civil strife and violence swept the country and continues in the backlands to the present day. In an attempt to end la violencia, Colombia accepted the military solution imposed by General Gustavo Rojas Pinilla (1954-57). Extreme dissatisfaction with the dictatorial regime led to Rojas Pinilla's overthrow in 1957, and control was temporarily placed in the hands of an interim military council.

Based on the bipartisan "Sitges (Spain) Agreement", signed by Laureano Gomez and Alberto Lleras Camargo in 1957, a National Front government, or Liberal-Conservative coalition, was initiated the following year. Destined to operate during four consecutive presidential terms until 1974, the Frente Nacional guarantees equal representation at all levels for the two parties: in the cabinet, in all representative bodies and the civil administration. The presidency alternates between the two parties every four years. The first president elected under this arrangement was a Liberal, the highly esteemed inter-American leader, Alberto Lleras Camargo. His administration (1958-62) began major social and economic reforms including changes in land tenure. Lleras was succeeded by the Conservative leader, Guillermo Leon Valencia (1962-66). Increasing fractionalization within the two major parties, economic crises, strikes and student disorders have limited the present regime's effectiveness, and has forced the administration to rule by decree under a "state of siege" (estado de sitio) declared in May, 1965.

Currently, the Frente Nacional candidate, Liberal Senator Alberto Lleras Restrepo, distant cousin of ex-President Lleras Camargo, was elected President on May 1, and will assume office in August. The strength of both old and new political groupings was tested in the congressional elections of March 20. The dissident left suffered heavy

losses. While the Frente received a commanding 60 per cent of the total vote, its true popularity can be questioned since voter abstention - a traditional means of protest - showed a dramatic increase. Dissatisfaction with the present system is further substantiated by the fact that the major opposition grouping, Rojas Pinilla's Popular National Alliance, made marked gains. It seems unlikely that the Frente will have the two-third majority necessary to pass most legislation, and thus it is predictable that rule by decree under the present "state of siege" will have to be continued.

## THE TRAINING PROGRAM

### An Approach to Integrated Training

While the program is organized around the major training components - language, community development, comparative area studies, and physical and health education - our whole thrust will be to strive for integration through the theme of community development in the host country.

Through knowledge gained from returned volunteers and from Peace Corps staff in the host country, we know that there are certain predictable problems which will confront you. Some are capable of immediate solution, others must be worked upon throughout your service period, while others must be "accepted." In addition to these there will be the unpredictable problems which we know will arise. Our approach therefore will be to prepare you as specifically as possible for the predictable, while assisting you in developing the necessary attitudes and skills to handle the unpredictable. Thus, the secondary integrating theme throughout the program will be that of problem solving. Insofar as possible, except in language training, we will deliberately place you in situations which will necessitate your identifying the problem, devising alternative solutions, and acting upon your choice. In Colombia, as community development workers, you will consistently find yourselves following this pattern. While we may set the theme around which you will develop your skills and acquire fundamental knowledge, the responsibility for their integration ultimately rests in you, the individual.

One other aspect of integration warrants mentioning. As you know, this syllabus covers only the first phase of your training. At the end of the summer you will return to your various colleges to complete your senior year. During that time some members of the staff will work with you to help make your senior year more meaningful in terms of your future assignment in Colombia. This may involve continued use and study of Spanish, completion of a special project in an area of continuing interest to you or undertaking some work in a local service or community development project. During the summer we will plan with you what the most likely and meaningful activity should be. We plan now to have you all together again for a conference during Christmas recess and to share your projects and reports of experiences at that time. Following your senior year, you will have an additional short period of training in the final phase prior to taking up your Peace Corps assignment. Every effort will be made to make that final phase of training the bridge between Phase I, your senior year, Phase II, and your ultimate assignment in Colombia.

Each section which follows is intended to give you the "why" of some major component of this first phase of your program. The first glimmerings of the relationships between these components will be seen, but the deeper relationships will develop as the program progresses.

## LANGUAGE

The objective of the Spanish language program is the development of the highest possible level of aural-oral proficiency by each trainee in the target language. Reading and writing skills will be developed but subordinated to the individual's acquisition of audio-lingual skills. It is recognized that no matter how technically proficient the trainee may be in the field of community development, unless he is proficient in the Spanish language and able to communicate effectively with Colombians of all socio-economic levels, he will be largely ineffective during much of his Peace Corps experience. An intensive program, tailored not only to your individual needs but to Peace Corps objectives in the host country, has been designed to enable each of you to achieve maximum communication facility in Colombia.

Based upon interviews, self-evaluation, and results of a language proficiency test, each trainee will be assigned to one of four language learning levels. These will range from those with no prior knowledge of Spanish to those with a moderate command of the language resulting from prior academic training or other experience with Spanish. Throughout the program, trainees will be reassigned from one level to another so as to preserve the highest possible individual rate of language learning. Each instructor will be periodically reassigned from one group to another in order to give students maximum exposure to a wide range of idiolects.

The daily lesson plan for each group will be adapted to each group's needs. Drill sessions and language laboratory work will serve to reinforce the daily presentation of new material. Flexibility and change of pace will be maintained in order to sustain interest and motivation and insure maximum individual learning. The language sequence for each level will be carefully integrated with the other learning areas of the total program to insure presentation and mastery of vocabulary and language formulas appropriate to your future assignment. In this connection, the language staff will rewrite basic textual material to insure use of this terminology in the material being taught in each language class.

The beginners' sections will concentrate on the aural-oral mastery of the language. The basic material of the Modern Language Association's Modern Spanish, revised as noted above, will be taught. This will be supplemented by visual aids developed by the staff and the trainee.

More advanced groups will receive a rapid review of grammar. The basic text, modified to meet our peculiar needs, will be Sherman H. Eoff, A Review of Spanish. In addition, extensive drill in comprehension and oral expression will be provided. Advanced groups will use the language extensively to read Colombian newspapers, publications and technical

articles relating to their activities in their daily language sessions.

Tape material complementing both Modern Spanish and a Review of Spanish will be used in the language laboratory sessions. In addition, we will use the University of Southern California's film series which illustrates the dialogues of Modern Spanish. Through visual stimuli as well as the mim-mem technique, extensive drill in the language laboratory, and live situations integrated with other phases of your training, we anticipate that you will achieve a ready command of oral Spanish. Emphasis will be placed on mastery of the phonology, control of the morphological and syntactic patterns presented in training, as well as mastery of a functional vocabulary appropriate to your future assignment.

Reinforcement of the language program will be provided through the use of language tables, sports activities where the use of Spanish will be required, and organized informal singing and dancing sessions for the learning of Colombian songs and dances. Supplementary supervised language laboratory sessions will be provided for those trainees encountering difficulties in any area of aural-oral language learning.

It is the belief of the language staff that individuals are most highly motivated and learn best if they know why they are following certain pedagogical routines. For this reason the series of five thirty minute films produced by the Center for Applied Linguistics in conjunction with the Modern Language Association, which depict the techniques of audio-lingual language learning, will be shown as part of your language program during the first five days of training.

## COMPARATIVE AREA STUDIES

and

## CROSS-CULTURAL UNDERSTANDING

In this section of the training program, you will prepare yourself to encounter the culture of Colombia by studying the concept of "culture" in general, by seeking to gain perspective on the American culture of which you are a part, and through examination of the culture of Colombia.

Preparation for cross-cultural encounter will include readings in anthropology, lectures on such subjects as "The Perception of a Foreign Culture" and "Non-Linguistic Barriers to Cross-Cultural Communication" and exercises in cultural analysis with the use of films.

American culture will be studied in its historical development and through the eyes of foreign interpreters as well as anthropologists. Special discussions will be arranged to prepare you for the kind of questions about your country which you will be asked in Colombia. To this end, you will analyze American foreign policy, with special reference to the relations of the United States with Latin America. You will also study the development of world communism in theory and practice.

The study of Colombia will stress problems of cultural change, with special attention given to population dynamics; the problems of connectivity and modernizations; economic development, including Colombia's relationship in the world economy and development programs in Colombia (Colombian, Interamerican, United States); peasant agriculture, agrarian change and reform; social and political development, including La Violencia; and educational and religious institutions.

Through these studies as well as through other parts of the training program in which you will speak the language of the Colombians, sing their songs, dance their dances, you will be prepared to enter the world of ideas, attitudes and feelings of the people whom you will be serving.

## COMMUNITY DEVELOPMENT

The chief of Peace Corps Latin American Programs, in discussing community development, has pointed out that one of the things we need to understand is, in the words of a Latin American: "What is called 'capitalism' has been practiced for a century or more in Latin America. The results have been misery, hunger, non-existent housing, or housing which North American would not regard as housing because it is a structure only and lacks the most elemental of public services -- water, electricity and some elementary form of sewage disposal. So people of my country are to be excused if they do not embrace the word 'capitalism', whatever it means, because the system under which they've been operating has not given them any of the goods of life. Indeed, it has put most of them at a level of their society below that at which they were a hundred years ago."

He also points out that "the ultimate aim of community development is nothing less than a complete change, reversal, or a revolution if you wish, in the social and economic patterns of the countries to which we are accredited."

Roughly ninety-seven per cent of the people of Latin America live in conditions which few Peace Corps trainees have witnessed. It is within this context and understanding that we seek to gain something of the meaning of and techniques employed in community development as it is being practiced in Latin America.

Much has been written in an effort to adequately define the term community development. It has been perceived as the "art of .. manipulation of the natural process of development or progress to successfully accelerate desired community change;" as a technique utilized by governments to "reach their village people and to make more effective use of local initiative and energy for increased production and better living standards;" as "a process of social action in which the people of a community organize themselves for planning and action, define their common and individual plans to meet their needs and solve their problems, execute these plans with a maximum of reliance upon community resources, and supplement these resources when necessary with appropriate services and materials from governmental and non-governmental agencies outside the community."

Simply stated, community development deals with the business of motivating people to: (1) take an honest and objective look at themselves and their surroundings, (2) determine that they are not satisfied with what they see, and (3) decide to do something about it together with= in the context of their own resources and with appropriate outside assistance when needed.

As simple as it sounds, it's a rather tall order. It relates to the process of social change, the philosophy and concept of community, techniques and methodology employed in attempts to promote change and a host of other considerations. Just as important are the influences and

place of economic and political structures and systems which must be taken into account and understood if one is to see community development in its totality as an instrument for really meaningful change. Much of this latter will be covered in other parts of your training program.

During the next ten weeks, we hope you will be exposed to and understand some of the many facets of community development. The program will deal with both theory and practice. The technique and the survey -- its relevance, construction and utilization, will become a vital part of the training program. Theoretical instruction will be given in large group meetings. Detailed consideration of presentations will take place in small group discussions or workshops. A similar attempt will be made to offer practical opportunities to test the theoretical in an effort to enrich the learning process.

While community development is theoretically the same in urban and rural settings, specific items of program content are different. Because of this we are offering two types of field work -- urban and rural. Although the basic objective and theory are identical, the techniques employed and the specific approach to the solution of problems might be quite different. You will be divided into two groups for concentrated field work which will take place in the latter part of the training program.

No matter where you will be assigned you are likely to be considered something of a generalist in your host country. Situations will certainly develop in which your ability to exercise at least a speaking knowledge of some basic technical skill will be quite helpful. Even those of you who will work in urban centers need to remember that you will be working with people who are just removed from a rural setting. The ability to assist in the construction of a rabbit hutch, a latrine, a fish tank, a road or any number of other possible projects will help you become accepted and appreciated. During your training here we will provide opportunities for basic technical instruction, as well as basic elementary work in agriculture. To this end the gardens near your living units were planted. In like manner, other projects will be introduced to help you acquire new skills and improve existing ones.

Urban field work experience will be gained primarily in the Dayton metropolitan area. You will live and work in the neighborhoods served by the agency providing the field experience and will be assigned work under the supervision of professional personnel in appropriate existing agencies operating in one or another aspect of community development. The specific nature of the exposure will vary considerably and depend upon the programs underway within the agency. Arrangements have been made to make these experiences as broad and as inclusive as possible, by providing an opportunity for orientation and conferences with professional and semi-professional agency personnel. Cooperating agencies

have agreed to make their resources available. At the conclusion of this field experience, you should be better equipped to use the last weeks of training in a more practical and productive manner.

Rural field work experiences will be gained at Grailville, Loveland, Ohio, a 350-acre farm which for twenty years has been a training center for service at home and overseas for Catholic laywomen. Trainees selected for this exposure will live and work on the farm for one week while others are involved in the Dayton area. Basic instruction and work experience will be provided in soil, plants, animal husbandry and nutrition. Soil study will cover its nature, flexibility, tillage, cultivation, conservation and irrigation. The study of plants will include parts and functions, propagation (seeds, transplants and cuttings), weed and disease control, harvest and storage. Work with animals will include the care, utilization and reproduction of cattle, chickens, sheep, rabbits and hogs.

In addition to these longer field experiences, you will all have several short field projects to provide opportunities to survey communities.

During these ten weeks, we hope you will learn how to approach a community, how to appreciate its structure, operation, strengths, weaknesses, economic and political facets and individual quirks that make it different from other communities, and determine its needs. Most of all, we hope you will learn how to use these factors to help initiate an independent and self-supporting community that can rely on its own people for leadership.

## HEALTH EDUCATION

As a Peace Corps volunteer, you will be expected to be self-sufficient in many respects. While adequate medical care is readily available in your future host country, some basic knowledge of health conditions and elementary first aid is essential for your own wellbeing, and to make you a more effective member of your future Colombian community. Information will be conveyed for your personal use and as an aid in improving the community and health of all with whom you will work.

The aims of this component of your program will be to instruct you in the prevention of disease and injury, and in appropriate first aid measures, and provide basic knowledge of community health and sanitation. Most of the instruction will be directly related to your host country environment.

In addition to concern for physical health and related conditions, mental health instruction will be given. Adapting to a completely new environment creates conditions of which we want to make you aware.

## PHYSICAL EDUCATION AND RECREATION

The basic aims of the physical education and recreation component of this phase of your training program will be first to provide you with the elementary skills and fundamental knowledge necessary to enable you to organize as well as to participate in those sports and outdoor games most enjoyed by Colombians. Learning the popular songs and dances typical of your host country will be, as you have probably already noted, blended into most activities. A second aim is to provide a conditioning program that will prepare you physically for the relatively rigorous demands you will encounter.

We will test each of you at the beginning and end of the program to determine the degree of change in your physical fitness. Emphasis, however, will be upon your learning, participation and ability to teach such games as soccer, volleyball, basketball and softball. Some of your physical education training will be conducted in Spanish.

Since rural workers will need the ability to ride and care for horses, we have arranged to provide you with instruction in horsemanship. Your living unit will be responsible for the care of our horses for approximately two weeks.

While we will not have time in this program to teach swimming, we hope to prepare each of you in water survival in case of emergency while in the host country.

The physical education and recreation activities will be integrated into almost every other component throughout the ten weeks. Your living situation at the Outdoor Education Center will enhance the opportunities to improve your physical condition.

## PEACE CORPS ORIENTATION

To be an effective worker in any organization one must have a firm grasp of its goals, and a comprehension of the methodology utilized in achieving those goals. As a future Peace Corps Volunteer you undoubtedly have some notions regarding the Peace Corps' general objectives and methodology. Earlier sections of this syllabus have indicated subsidiary goals of various aspects, such as those of community development. A portion of your training program will be devoted to the basic philosophy of the Peace Corps, with particular emphasis upon its function in Colombia.

This component of your program will be conducted by representatives of the Peace Corps under the general direction of our Training Officer, Jan Owen who has served as Peace Corps Country Representative in Colombia. He will be assisted by other representatives from Peace Corps Washington headquarters and field staff representatives from Colombia.

While there will be some (approximately ten hours) time devoted to formal presentations by the Peace Corps staff, including some time for discussions with those staff members, in a very real sense your orientation to the Peace Corps will continue throughout the program since you will have close contact with the returned volunteers on our staff. All of our returned volunteers have served in your future host country -- Colombia.

## ASSESSMENT

For the Peace Corps trainee, assessment joins death and taxes as one of the inescapable facts of life. The appropriate selection of volunteers for overseas service depends upon a valid estimate of each trainee's suitability for the Peace Corps program for which he is training. Accordingly, a process of evaluation and assessment will be carried out during training with the aim of determining the trainee's suitability for community development work in Colombia. Each trainee will be assessed with respect to his technical skills, interests and attitudes, personal attributes, and characteristic ways of interacting with others as these are related to this particular project.

The major responsibility for collecting and integrating assessment information rests with the Field Assessment Officers (FAO's), but they are by no means the only persons involved in the assessment process. Peace Corps is interested in effectively functioning persons and not in anonymous numbers or test profiles. For this reason, formal psychological testing will be held to a minimum and the evaluation of the trainee will be based primarily upon his total performance during training.

It is our hope that the trainee himself will enter into the spirit of assessment through self-exploration. The self-insightful trainee will surely note indications of expansion and development in his skills, motivation and maturity as training progresses. He will also note things about himself with which he is not completely satisfied and will want to strengthen. Such a process of self-evaluation is one of the important ways in which Peace Corps training can contribute a great deal to your growth as an individual.

Other important sources of information will include observations and comments by members of the training staff, the impressions trainees form of one another and the observations the FAO's are able to make as the trainee encounters the wide variety of training experiences. In addition, the FAO's will occasionally interview each trainee. These interviews will serve not only as sources of assessment information, but will give the trainee feedback concerning his strengths and weaknesses, and, hopefully, suggestions about ways to improve weaknesses and to make the most of strong points. It is possible that some trainees, as a result of these discussions, will want to re-think their motivation for joining the Peace Corps, or their commitment or suitability for Peace Corps work. In such cases, we will want to work with you to help you capitalize upon this experience.

The FAO's will also be available to discuss any points of concern to you, whether these points are of a broader personal nature or specifically related to training or work. All such interviews will be held in confidence, but may be included as part of the trainee's file of assessment information. The assessment process may make some feel

that they are "living in a fishbowl" or that "anything I say may be held against me." To a certain degree this is true. But please bear in mind that in order to be as fair and as accurate as possible, assessment must be as comprehensive as possible. As trainees, please feel free to ask questions or raise "gripes" about assessment procedures with the FAO's. Your questions will be answered as frankly as possible and your suggestions will be valued as possible guidelines for development and change in the assessment program.

The major responsibility for collecting and interpreting assessment information lies with the FAO's. It is their job to ensure that the information is accurate and that the trainees are given a fair and accurate assessment. The FAO's will be held responsible for the accuracy of the information they collect and for the fairness of the assessment they give.

The FAO's will also be responsible for providing feedback to the trainees. This feedback should be given in a fair and accurate manner and should be based on the information collected. The FAO's should also be open to suggestions from the trainees and should be willing to make changes to the assessment program as needed.

The FAO's should also be aware of the fact that the assessment program is a continuous process. It is not a one-time event. The FAO's should be open to suggestions from the trainees and should be willing to make changes to the assessment program as needed. The FAO's should also be aware of the fact that the assessment program is a continuous process. It is not a one-time event.

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## The Staff

### Administrative

Mr. Frederick R. Klein

Mr. Kenneth J. Emanuels

Mrs. Rosalie Thompson

Miss Sandra Thomas

Dr. James Agna

Project Director

Administrative Assistant

Administrative Secretary

Secretary

Medical Consultant

### Instructorial

Dr. Irwin M. Abrams

Dr. James Agna

Dr. Mary Agna

Mr. Jack Beasant

Mrs. Norma Beasant

Mr. Wilfredo Casanova

Miss Marta Castillo

Mr. George Cooper

Mr. Victor Cruz

Miss Blanca Davila

Mrs. Ann Emanuels

Miss Hermene W. Evans

Miss Karen Gardner

Mr. Everett Hickman

Co-ordinator-Instructor,  
Comparative Area Studies

Co-ordinator-Instructor,  
Health Education

Instructor,  
Health Education

Assistant Co-ordinator,  
Community Development

Secretary to Language Staff

Instructor - Spanish

Instructor - Spanish

Co-ordinator,  
Community Development

Instructor - Spanish

Instructor - Spanish

Instructor,  
Community Development

Assistant Instructor,  
Community Development

Instructor - Spanish

Co-ordinator,  
Physical Education

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|                           |  |
|---------------------------|--|
| Dr. David Hill            | Co-ordinator-Instructor,<br>Comparative Area Studies |
| Mr. Samuel Johnson        | Instructor - Spanish                                 |
| Mr. Frederick R. Klein    | Co-ordinator,<br>Integrated Studies                  |
| Dr. Ivan Lakos            | Instructor,<br>Comparative Area Studies              |
| Mr. James Lollis          | Logistics Assistant to<br>Instructional Staff        |
| Miss Anne Mercier         | Instructor,<br>Community Development                 |
| Miss Marcia Fleischer     | Instructor,<br>Physical Education                    |
| Miss America Salazar      | Instructor - Spanish                                 |
| Miss Debora Schak         | Instructor,<br>Community Development                 |
| Mrs. Berta Struewing      | Instructor - Spanish                                 |
| Mr. O. Velez              | Instructor - Spanish                                 |
| Mr. Thomas Walker         | Assistant Co-ordinator,<br>Comparative Area Studies  |
| Miss Ann Wendover         | Instructor - Spanish                                 |
| Mr. Richard A. Williams   | Assistant Coordinator and<br>Instructor - Spanish    |
| Mr. Richard Williams, Jr. | Language Laboratory<br>Technician                    |
| Dr. Jacques M. P. Wilson  | Co-ordinator - Spanish                               |

Lecturers and Consultants

|                     |  |
|---------------------|--|
| Dr. Dale W Adams    | Land Tenure Center,<br>University of Wisconsin             |
| Dr. Victor F. Ayoub | Associate Professor of<br>Anthropology,<br>Antioch College |
| Dr. Paul Conroy     | U. S. Information Agency                                   |

**Dr. Donald Fink**

**Colombian Desk Office,  
Interamerican Committee  
for the Alliance for  
Progress**

**Dr. Raymond L. Gorden**

**Associate Professor of  
Sociology,  
Antioch College**

**Dr. Ernest F. Haden**

**Professor of Romance Languages  
and Linguistics,  
University of Texas**

**Dr. Arthur J. Vidich**

**Professor of Sociology,  
New School for Social Research**

**Assessment**

**Dr. Paul Wright**

**Field Assessment Officer**

**Dr. Willis Driscoll**

**Field Assessment Officer**

**Mrs. Jessica Anderson**

**Secretary**

**Peace Corps Representatives**

**Dr. Jan Owen**

**Training Officer**

**Dr. T. Ernest Newland**

**Field Selection Officer**

**Miss Barbara Schlindwein**

**Division of Volunteer Support**

## About The Staff

### IRWIN MARTIN ABRAMS

Dr. Abrams, Chairman of the History Department at Antioch College, received the B.A. degree from Stanford University and the Ph.D. in History from Harvard University. He has been Director of Quaker Overseas Workcamps and Director of Training for the American Friends Service Committee. He has been on numerous exchange programs which have taken him to Germany, Switzerland, Hungary and Yugoslavia.

### JAMES W. AGNA, M.D.

Dr. Agna, specialist in Internal Medicine at Yellow Springs Clinic, received the B.A. degree from Miami University, Ohio, and the M.D. from the University of Cincinnati Medical School. He served his internship and residency at the Cincinnati General Hospital. In 1951-53 he was a member of the Point 4 Public Health Mission to Burma, and in 1958-59 was Medical Director for the Albert Schweitzer Hospital, Haiti.

### MARY A. AGNA, M.D.

Dr. Agna is Health Commissioner for Greene County. She received a B.S. in Bacteriology from the University of North Carolina and the M.D. from the University of Cincinnati Medical School. She served her internship at the Cincinnati General Hospital. Together with her husband, she worked with the Point 4 Public Health Mission and as personnel physician at the Albert Schweitzer Hospital. She is the mother of five children.

### JESSICA B. ANDERSON

Mrs. Anderson is majoring in Geography at Antioch College. She is trained as a secretary with skills in French and Spanish, and has lived and studied in France, Switzerland, Nigeria, Korea and Holland.

### JACK BEASANT

Mr. Beasant has just returned from two years of Peace Corps service in Cali, Colombia, where he worked in urban community development. During the past nine months he served as the Volunteer Leader in the Department of Valle. Mr. Beasant attended for two years each both the University of Illinois and the University of New Mexico, studying chemistry and mathematics. This fall he will enter the College of Education, the University of New Mexico, to work towards a degree in International Education.

**NORMA GUTIERREZ BEASANT**

Mrs. Beasant attended the bi-lingual secretarial school of the Centro Colombo Americano in Cali, Colombia, and afterwards was secretary to the director of the Peace Corps Cooperative Program in Colombia.

**WILFREDO OYABAN CASANOVA**

Mr. Casanova is a visiting Assistant Professor at Oberlin College. A native Chilean, he received the B.A. degree from the University of Chile and has been Professor of Castilian Language and Literature there. In 1964-65 he was visiting professor at Wabash College.

**MARTA S. CASTILLO**

Miss Castillo of Bogota, Colombia, has been trained as a secretary and translator. She is now studying for the B.A. degree at American University, Washington, D.C.

**GEORGE COOPER**

Mr. Cooper, an Associate Director of the Extramural Department at Antioch College, received the B.S. degree from Hampton Institute and M.A. in Personnel Administration from Columbia University Teachers' College, and an M.A. in Vocational Education from Ohio State University. He served as an Ensign in the U.S. Navy, and was Director of Training and Personnel Officer, U.S. Naval Training School. He has worked in Dayton, Ohio, urban renewal projects as housing inspector and associate planner.

**VICTOR CRUZ**

Mr. Cruz, a native Colombian, has studied at the Instituto Linguistico Colombo-Americano and the Universidad Pedagogica de Colombia. He received a certificate in teaching of English as a second language from the University of California at Los Angeles. He has taught English for four years in Colombian secondary schools and Spanish for one year at the Servicio Nacional de Aprendizaje, a Colombian training program for teachers and industrialists.

**BLANCA C. DAVILA**

Miss Davila of Bogota, Colombia, is trained as a Spanish-English secretary. In 1965, while visiting friends in Yellow Springs, she audited classes at Antioch College. She plans to enter Antioch College as a full-time student in the fall.

**WILLIS CARPENTER DRISCOLL**

Dr. Driscoll has a private practice of Clinical Psychology in Columbus, Ohio, and is also Chief Clinical Psychologist for the U. S. Army Hospital, Fort Hayes, Ohio. He received the B.S. and Ph.D. degrees from the University of Florida. He is a Major in the Medical Service Corps, U. S. Army Reserve.

**ANN EMANUELS**

Mrs. Emanuels, who received the B.A. degree in History from Stanford University, teaches elementary school in Berkeley, California. She has also studied in Mexico. Mrs. Emanuels was a Peace Corps Volunteer in Colombia with the Educational TV Project, working in teacher training.

**KEN EMANUELS**

Mr. Emanuels, presently studying for a law degree at the University of California (Berkeley), received the B.A. degree in International Relations from Stanford University. As a Peace Corps Volunteer in Colombia, he worked on an Educational TV Project and during his last year, served as a volunteer leader.

**HERMENE WILLIEN EVANS**

Miss Evans is a student at Mundelein College, Chicago, Illinois. She attended high school in Switzerland and has lived and studied in Canada and Colombia. Fluent in French, Spanish and German, she is currently majoring in Russian. During the summer of 1965, she was assistant to the farm manager at Grailville Community College.

**MARCIA FLEISCHER**

Miss Fleischer is currently a senior at Antioch College. She has just returned from nine months of study in Bogotá, Colombia, under the Great Lakes Colleges Association program, and has also studied in Mexico. She has visited Peace Corps Volunteers in rural areas of Brazil.

**KAREN GARDNER**

Miss Gardner received the B.A. degree in Spanish from Willamette University in 1963, and is presently doing graduate work in Latin American Studies at the University of New Mexico. She studied for a year in Mexico and was a Peace Corps Volunteer in rural health and community development (Colombia XI).

## EVERETT HICKMAN

Mr. Hickman received the B.S. degree in Physical Education from the University of Dayton. Under grants from the National Science Foundation, he has done graduate study at West Liberty State, De Pauw University, Central State University, Antioch College and Miami University. He has been a Physical Education teacher and coach at four high schools and is presently a teacher and head football, track, and assistant basketball coach at Cedarville High School, Cedarville, Ohio.

## A. DAVID HILL

Dr. Hill, Assistant Professor of Geography at Antioch College, received the B.A. and M.A. degree from the University of Colorado and the Ph.D. from the University of Chicago. After receiving the M.A. in 1959, he spent a year in Mexico under a grant from the National Academy of Sciences, National Research Council, studying economic and cultural change resulting from the rapid extension of transportation improvements in the Chiapas highlands. He has been subsequently engaged in research on inter-community systems in Colombia under a Great Lakes College Association (GLCA) grant.

## SAMUEL B. JOHNSON

Mr. Johnson, instructor of Spanish at the Stowe School, Stowe, Vermont, received the B.A. degree from Middlebury College. He has traveled and studied in Spain, and was a Peace Corps Volunteer leader in Popayan and Medellin, Colombia.

## FREDERICK R. KLEIN

Mr. Klein is an Associate Dean of the Faculty and Associate Professor of Business Administration at Antioch College. He received the B.B.A. degree from St. Bonaventure University, M.B.A. from Harvard Graduate School of Business, and is completing a doctoral program in economic history and geography with emphasis on underdeveloped countries at Columbia University.

## IVAN ANDRAS LAKOS

Dr. Lakos, Assistant Professor of Economics at Antioch College, received the B.A. degree from the University of Wisconsin, and the M.A. and Ph.D. from Harvard University. He has also taught at Weaton College and at Norton, Mass. His doctoral research involved two trips to Brazil under grants from the Harvard Center for International Affairs. Dr. Lakos has also done research in Colombia under a grant from the GLCA.

ANNE E. MERCIER

Miss Mercier received the B.A. degree from the University of Detroit and the M.A. in Sociology from Fordham University. She has been a public school teacher in Detroit, staff member of a neighborhood community center and of the Grail Foreign Student Center, New York City. In May 1966 she returned after seven years in Uganda, East Africa, where she taught in a high school and for three years she worked in community development.

AMERICA SALAZAR

Miss Salazar, a native of Colombia, received the B.A. in Languages and Philology from the Universidad Pedagogica Nacional, Bogota, Colombia, and the M.A. degree in Linguistics from the University of California at Los Angeles. She taught Spanish and English in a Bogota public high school and has been a research assistant in the preparation of English teaching materials for Mexican students.

DEBORA SCHAK

Miss Schak, who received the B.S. degree in Agriculture from Ohio State University, has been associated with the Grail for almost twenty years. As a Grail staff member in Hong Kong, she managed a youth hostel for young women refugees and tutored in English and Mathematics. While working for the China News Agency, she traveled in Vietnam and the Philippines. Miss Schak is presently the farm manager at the Grail Center, Loveland, Ohio.

BERTA STRUEWING

Mrs. Struewing, a native of Colombia, was educated at the Escuela Sagrada Corazon de Jesus, Medellin, Colombia. She has worked in a department store in Medellin and also for the Nestle Company, Marysville.

SANDRA THOMAS

Miss Thomas received the B.A. degree in Government from Miami University in 1964. She has been the civil rights and welfare reporter for the Journal Herald in Dayton, Ohio and a staff writer in the Antioch College News Bureau.

ROSALIE THOMPSON

Mrs. Thompson was educated in Switzerland and England and has been on the Antioch College staff for six years, serving as secretary to the Registrar, and subsequently as secretary to the Associate Deans of Faculty.

OSCAR VELEZ

Mr. Velez is joining our staff after five other tours of duty as Peace Corps Language Instructor at Denver University, Nebraska University, and Camp Crozier, Puerto Rico. He is a native of Colombia having begun his advanced training at Universidad de Antioquia, Medellin, Colombia.

THOMAS W. WALKER

Mr. Walker, who received the B.A. degree from Brown University, is currently working towards the M.A. in Latin American Studies at the University of New Mexico, where he taught part-time at the Peace Corps Training Center. He was a Peace Corps Volunteer in Colombia for two years and was also a research assistant for the University of Alaska studying Indian housing projects.

ANN WENDOVER

Miss Wendover, who received the B.A. degree in Spanish and secondary education from Antioch College, has also studied in Mexico.

RICHARD A. WILLIAMS

Mr. Williams, Associate Professor of Spanish Language and Literature at Central State University, Wilberforce, Ohio, received the B.S. and M.A. degrees from Ohio State University. While working as Peace Corps Training Project Language Co-ordinator for Nigeria in 1964 and 1965, Mr. Williams wrote the first audio-lingual texts available for the Igbo, Hausa, Yoruba and Krio languages. He has traveled in France, Italy and Mexico, and is a candidate for the Ph.D. degree at Ohio State University.

RICHARD A. WILLIAMS, JR.

Mr. Williams is a freshman at Yale University majoring in Latin American studies. He operated a language laboratory for a Peace Corps project at Central State College in 1964 and assisted in a taping laboratory in a second project at Morehouse Spelman College in Atlanta, Georgia, last summer.

JACQUES M. P. WILSON

Dr. Wilson, Assistant Professor of Romance Languages of Our Lady of the Lake College, San Antonio, Texas, received the B.A. and M. Ed. degrees from the University of Miami, and the Ph. D. from the University of Texas. He has taught high school Spanish, French and Social Studies for approximately nine years. During fifteen years with the U.S. Air Force, Dr. Wilson traveled extensively in Latin America and the Far East. Mr. Wilson was a visiting Professor of Linguistics with the Fulbright Commission to Ecuador for one year.

PAUL H. WRIGHT

Dr. Wright, Assistant Professor of Psychology at the University of North Dakota, received the B.A., M.A., and Ph.D. degrees from the University of Kansas, where he also taught for seven years. Prior to that he taught at Washburn University, Topeka, Kansas. For three years, Dr. Wright was a research intern with the U.S. Public Health Service. He is a member of the American Psychological Association and the Midwestern Psychological Association.

About our Lecturers and Consultants

DALE W ADAMS

Dr. Adams is an agricultural economist who has carried out numerous field studies of various aspects of agrarian reform throughout Colombia in the past three years under the auspices of the University of Wisconsin's Land Tenure Center.

VICTOR F. AYOUB

Dr. Ayoub, Associate Professor of Anthropology at Antioch College, received the B.A. degree from Antioch, the M.A. from Columbia University, and the Ph.D. from Harvard University.

PAUL CONROY

Dr. Conroy is a member of the staff of the U.S. Information Agency in Washington, D.C. He has had wide experience in training foreign service officers, Peace Corps Volunteers and other Americans serving abroad.

**DONALD FINK**

Dr. Fink is Colombian Desk Officer of CIAP (Interamerican Committee for the Alliance for Progress), an arm of the Organization of American States. He is an economist engaged in the planning and evaluation of various Colombian development programs.

**RAYMOND L. GORDEN**

Dr. Gordon, Associate Professor of Sociology at Antioch College, received the M.A. and Ph.D. degrees from the University of Chicago. He has been administrator of the Great Lakes College Association Latin American Program since 1954.

**ERNEST F. HADEN**

Dr. Haden, Professor of Romance Languages and Linguistics at the University of Texas, received the Ph.D. degree from the University of Chicago, and is an authority in the field of descriptive and applied linguistics. He has authored many texts on the teaching of foreign languages. Dr. Haden has been a consultant for several foreign language teaching projects in Japan and Colombia and directed one of the first NDEA Institutes for high school Spanish teachers at the University of Texas.

**ARTHUR J. VIDICH**

Dr. Vidich is Chairman and Professor of Sociology, Graduate Faculty, at the New School for Social Research in New York City. He has had research and teaching experience in Puerto Rico, Venezuela and Colombia, and is currently interested in "social class and politics in Colombia."

## GENERAL INFORMATION

### Emergencies

Simple cases requiring first aid will be accommodated at the Outdoor Education Center. The Lodge, where first aid supplies are kept, will be open twenty-four hours a day. More serious emergency cases will be treated at the Yellow Springs Clinic, 716 Xenia Avenue, which has doctors on twenty-four hour call. Local hospitals are located in Springfield and Xenia. If emergencies arise while on field assignments, calls will be received at the Peace Corps Office (Phone: Area Code 513 767-2831). Between the hours of 5 p.m. and 8 a.m., incoming calls on the above number will be automatically transferred to the office at the Outdoor Education Center. Arrangements will be made to cover this phone at all times. You should notify your parents and others that emergencies at home should be reported to you at the above number.

### Offices

The main Peace Corps office will be located at 212 Elm Street until June 29, after which it will move to 152 Limestone Street at the corner of President Street. The Project Director will also maintain an office in the Lodge at the Outdoor Education Center. The language staff office will be adjacent to the language laboratory building at the Center.

### Announcements

Trainees will be responsible for checking the main bulletin board outside the Lodge daily for official announcements.

### Allowances

Trainees will receive \$1.50 per day for incidental expenses. A laundry allowance will be added to this weekly payment.

A travel allowance of \$16.00 will be paid for travel, shortly after arrival.

### Medical Care

James Agna, M.D. will be the Medical Consultant for this program. Antioch College will provide outpatient care through the Yellow Springs Clinic.

In the event of need for inpatient care, arrangements will be made by Dr. Agna and it will be provided by the Peace Corps.

### Guidance and Counsel

In addition to the Field Assessment staff, other resources will be available to assist in making this whole training program as meaningful to you as possible. Your Project Director will act as your academic adviser and will meet with each of you. You should feel free to discuss questions with any staff member with whom you develop a personal rapport.

Further, the general counseling staff of Antioch College, under the direction of J. Dudley Dawson, Dean of Students, will be available to discuss personal problems with you.

### Religious Services

A list of local churches and the hours of Sunday services are as follows:

Friends Meeting (Quaker)  
Rockford Chapel, President Street  
11:00 a.m.

Methodist  
Dayton and Winter Streets  
10:30 a.m.

Presbyterian  
Xenia Avenue and Glen Street  
10:45 a.m.

St. Paul Roman Catholic  
Phillips and Elm Streets  
7:00, 9:00, and 11:00 a.m.

Central Chapel, A.M.E.  
High and Davis Streets  
11:00 a.m.

First Baptist  
Xenia Avenue and Whiteman Street  
11:00 a.m.

There are numerous churches of other denominations and synagogues in nearby cities. Consult the Project Director or Dr. Alvin Denman, College Pastor, Rockford Chapel, for information

The Local Area

Yellow Springs is an expanding community of approximately 6500 population. We urge you to read the two brochures distributed to all trainees: You'll like Yellow Springs and Antioch College Outdoor Education Center. These give excellent descriptions of the Village and of Glen Helen, in which the Center is located.

In addition to many activities of Antioch College, the Little Art Theatre (247 Xenia Avenue) features first-run foreign and domestic films. During the summer, the Antioch Area Theatre (Corry Street) productions are presented in its open air amphitheatre. During free time, you will find that the community has recreational facilities and establishments serving food and drink.



FOR YOUR

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