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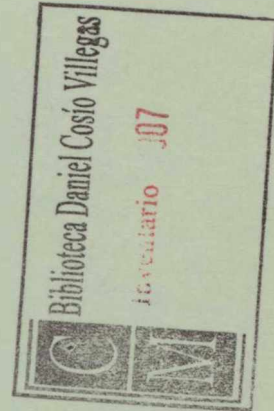
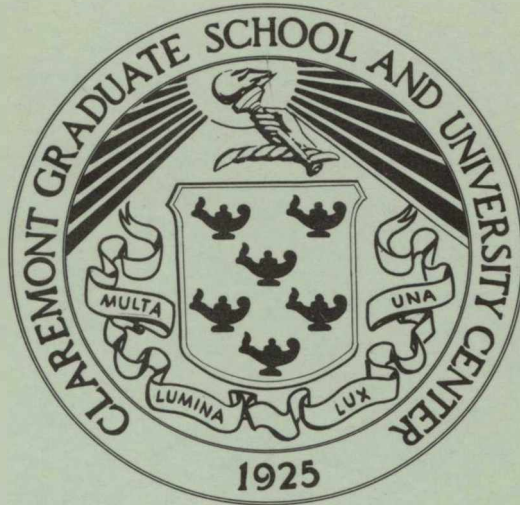
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PEACE CORPS COMMUNITY DEVELOPMENT TRAINING PROGRAM \ COLOMBIA

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June 19 - September 10, 1966

CLAREMONT GRADUATE SCHOOL & UNIVERSITY CENTER
Claremont, California

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SYLLABUS

COLOMBIA PEACE CORPS TRAINING PROGRAM

June 19 to September 10, 1966

Claremont Graduate School and University Center
Claremont, California

Throughout the hemisphere entrenched privilege resists the demands of justice. In every American land the dispossessed and the hungry, the landless and the untaught, seek a better life for their children. In every American land, in yours and in mine not less than others, a revolution is coming -- a revolution which will be peaceful if we are wise enough, compassionate if we care enough, successful if we are fortunate enough -- but a revolution will come whether we will it or not. We can affect its character; we cannot alter its inevitability.

Senator Robert F. Kennedy
on tour in Latin America,
November/December, 1965

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P R E F A C E

The purpose of this syllabus is to give a realistic portrayal of the work involved in training for a Peace Corps Project in Colombia and to explain how the training program will prepare the trainees for the work they will do in the field.

Contained in the syllabus is a statement of the philosophy behind the training program; a brief introduction to Colombia; a description of the Colombia Project; an orientation to the facilities available to trainees at The Claremont Colleges complex; a program schedule; and other pertinent information.

It must be remembered that the program, as it is described here, is tentative. Undoubtedly adjustments and changes in the program will be made and we hope that the trainees will advise and assist with the modifications as they become necessary.

THE PREAMBLE

The preamble of the Constitution of the United States is the first part of the document. It sets forth the purposes and objectives of the government, and the principles upon which it is founded. It is the foundation upon which the entire structure of the government is built.

I
INTRODUCTION

The first part of the Constitution is the Preamble, which sets forth the purposes and objectives of the government. It is the foundation upon which the entire structure of the government is built. The Preamble is the first part of the Constitution, and it is the most important part of the document. It sets forth the purposes and objectives of the government, and the principles upon which it is founded.

A

THE PROGRAM

The philosophy of the training at Claremont has emerged from cooperation between Community Development trainers, professors of Latin American Studies, discussions with returned Peace Corps Volunteers, recommendations from Volunteers in Latin America, and with the assistance of Peace Corps, Washington.

Emphasis is placed on inter-cultural knowledge and appreciation. For one to work effectively in a foreign country, and to gain the greatest benefit from an experience there, one must be able to recognize, analyze, utilize and overcome cultural differences. Physical hardship is relatively easy to overcome -- it is more difficult to adjust to, and accomplish work in, an alien environment. To participate meaningfully as a Peace Corps Volunteer you must be able to recognize your own values and purposes as well as understand Colombian attitudes and customs.

It is for this reason that the training program directs attention to an examination of the United States' images, customs, history, economics, politics and community development. Along with an insight into your own culture, you will be expected to utilize the theory and methods of community development field trips to California communities, in communities of central Mexico, and ultimately as a Peace Corps Volunteer in Colombia.

From the first orientation meeting until you return from overseas service, you will be a United States citizen on display. People will be looking at you, examining your actions, questioning your motives and

discussing your effectiveness. This will begin the first day of training, and it will not end until your period of service is over.

At Claremont your training will be an intensive experience calculated to give you the most information possible in order to make you an effective worker in Colombia. The training will occupy almost all of your time and will test your ability to learn as well as your ability to withstand pressures and strains. The program is planned to give you the maximum opportunity to become accustomed to the role of representative of your country.

Your privacy and much of your freedom to act without considering the results of your decisions will disappear. You must become sensitive to the impact you have on those around you. Your eventual work in Colombia will bring you into contact with people who will judge the United States by your actions and your views. You must learn to reflect constantly on the results of your conduct.

Begin now to consider consciously those around you. Learn now to become tolerant and flexible.

In Colombia the Peace Corps is working with government agencies involved with community development and social service work. It is interested in helping these agencies to coordinate community development practices.

The purpose of this project is to assist the Colombian Ministry of Government, Division of Community Action, in its effort to promote higher standards of living for the Colombian people through local community action and organization. Volunteers will work in both rural areas and city slums. They will be assigned with trained

Colombian co-workers to community development teams. The Division of Community Action will provide technical guidance at the supervisory level and will direct co-worker association.

The Peace Corps Community Action program has greatly strengthened the government of Colombia's Division of Community Action. The Division was created as a national operating entity of the Colombian Government in 1960. The arrival of the first Peace Corps contingent in 1961 provided the initial manpower for the program. Since then the Division has grown into a well-structured, well-financed agency responsible for the overall planning and development of the nation's community action programs.

It is the legal function of the Division of Acción Comunal to direct all community development activities in Colombia. Its responsibilities are coordination, promotion, training, technical development and general evaluation of national community action programs.

At the national level Acción Comunal coordinates its activities with the Administration Department of Planning and Technical Services, thus functioning as an integral part of the government of Colombia's overall development planning. It also coordinates programs and projects with the Ministries of Education, Agriculture and Health. It has programs with Caminos Vecinales (Rural Roads System), which has been its principal collaborator in the development of Juntas (local Boards) by designating funds for community projects. At the Departmental level the Division has agreements with all departments to assist in the development of departmental offices of Acción Comunal.

One of the most important activities of the Division is to teach the principles of community development throughout Colombian communities.

It also publishes community development materials, makes training films available to interested groups, and sponsors a weekly 15 minute television program.

Operating within the framework of the Ministry of Government, the Division has access to funds allocated from two sources: an administrative budget and an investment (development) budget.

The administrative budget in the amount of 1,700,000 pesos (\$144,444) is for the purpose of meeting administrative costs and payrolls. The second source of funds, in the amount of 59 million pesos (\$3,207,777), is the National Budget for Investments. Of these funds 5,227,100 pesos (\$290,394) have been specifically designated for the organization and promotion of community action juntas, and 5,000,000 pesos (\$277,777) have been allocated for OAPEC school construction. (Oficina Administrativa para Programas Educativos Conjuntos - Administrative Office for Joint Educational Programs).

The remaining funds (approximately 49 million pesos (\$2,722,222) will be channeled through Caminos Vecinales for eventual disbursement to unspecified juntas for various community action, education, health and agriculture projects.

The Peace Corps officers in Bogota maintain close contact with members of the AID mission regarding the use of small project funds and AID surplus property in community development programs.

CARE has a country-wide organization, with small but effective staffs in major cities of Colombia. It has been responsible for the distribution of millions of dollars worth of Title III surplus agricultural products. This activity has been a natural avenue for its approach to community action projects. CARE has assisted many small

communities in organizing self-help projects, and has made useful contributions of needed tools and light equipment. The distribution of CARE equipment is directly to the community and not through the individual Peace Corps Volunteer, however.

The United Nations Technical Assistance Board (UNTAB) provides the Division of Community Action with technical assistance. Four UNTAB specialists in the field of community action are in Colombia to collaborate with the Division.

The government of the Netherlands supports a Dutch Volunteers program in Colombia. Twenty-five technician volunteers are working with the Division of Community Action in the Departments of Meta and Nariño. Both the Dutch program and the UNTAB assistance to Acción Comunal are technically oriented, so that in supplying generalist workers Peace Corps is filling a serious vacuum in Acción Comunal's middle level manpower requirements.

The Community Action Volunteer is a multipurpose worker. Ideally, he must try to do those things which are beneficial to the community in which he is working. He must not only know how to do these things, but he must be able to teach others how to do them. He must be able to stimulate and service their needs, should be able to engender a spirit of willingness, a hope for the future, a concern for the welfare of his fellow-men. He must gain the confidence of the community.

Specifically, he may be engaged in tasks such as helping to organize a local council, to build or repair a school, build a bridge, construct and maintain an access road, build an aqueduct, dig a well, organize a fund-raising bazaar, start a latrine program, organize a mother's sports club, construct an athletic field, create an educational movie

program, form a 4-H club, give cooking lessons, raise rabbits, or teach sewing. He must attempt to channel those developmental activities through a junta which can affiliate both locally and regionally with Accion Comunal.

The Community Development Volunteer must use his skills and ingenuity as he sees fit and work hours, days, or weeks on a particular project which he and the community consider necessary. He may spend a morning working on a community project with men and women in the village or in an urban barrio. If he is involved in a health project, he may use the entire day travelling from door-to-door, checking on the progress of latrine construction and sanitation in the home, giving instruction on child care and nutrition, suggesting inexpensive methods of home improvement, or advising on the planting of home gardens. After school is out in the afternoon, he may organize a recreational program for children. In the evening he might meet with an adult education class and teach English or literacy or sewing. The Volunteer will be guided by the town's assessment of itself, the local agency's plans, his own talents and secondary skills, and his imagination and drive.

B

Colombia

Colombia's history has been tragically turbulent, a fact caused partly by an extremely difficult topography, the culture, the economic and social systems, and dominant, colorful personalities. Within Colombia's 439,520 square miles (larger than Texas and California combined), the geography varies almost beyond belief. The rugged Andean peaks fall off to lovely valleys and tropical lowlands. Four major river systems affect Colombia: The Cauca and Magdalena which flow 1,000 miles to the Caribbean, and in the eastern Colombia region tributaries flow into the immense Amazon and Orinoco systems. Two-thirds of the nation's territory lies in this vast area and only two per cent of the population live there. Most of the more than 15 million people live in the Andean highlands, where the climate is better if the land is not.

Geography has played a major role in Colombian politics and economics by encouraging regionalism. The Cauca Valley, including the cities of Cali and Medellín, is a world apart and often in competition with Bogotá, the national capital. Between Cartagena and Barranquilla on the Caribbean, and traditional Popayan in the Andes, there is little in common. Regionalism remains an important force because of the difficulties of communication. Airplanes cannot take the place of railroads and highways, the construction of which is frustrated by mountains that even faith has not moved. And, in spite of a tradition of fine air service which dates from 1920, the Colombians are still

largely confined politically, economically and culturally to their own region.

If geography has been one of the primary forces in the growth of Colombian institutions, the culture the Spaniard brought with him and imposed on the Indian has been another. In no other area of Latin America is the class system more clearly defined and rigid, and the Church more powerful, and the Castillian better spoken, and matters of principle taken more seriously. The Colombians are traditional. Therefore the forces of industrialization, urbanization, and the increasing use of technology are having a very great impact on Colombian society.

The turbulence and violence which has marked Colombian politics is a response to the severe tensions in 19th and 20th century national life. Where liberals and conservatives once struggled for economic advantage and political spoils, and over the relationship between Church and State, now the classes appear to be preparing for a struggle over the distribution of wealth and the privileges derived from its ownership. Whether we like it or not, the politics of class is a fact. While violence seems to dominate, Colombian politics has also experienced long periods of stability--either during the leadership of a dictator, or during the administrations of legally elected presidents. Some of the names which symbolize the political saga are Simón Bolívar, Francisco de Paul Santander, Rafael Nuñez, Alfonso López, Eduardo Santos, Jorge Eliecer Gaitan, Laureano Gómez, Gustavo Rojas Pinilla, and Alberto Lleras Camargo.

The period between 1948 and 1958 was characterized by brutal violence initiated by a civil war between liberals and conservatives.

Since 1958, Colombia has been quite stable--by Latin American standards. Now the presidency alternates between the conservative and liberal parties, in a National Front compromise solution. But the political future of Colombia remains uncertain.

Economically, Colombia has been plagued by a reliance on the export of coffee which accounts for roughly 90% of the nation's exports. Fluctuations (generally a decline) in its price make economic planning extremely difficult, and deficits in the budget or in the balance of payments are compensated for by inflation. As inflation harms most those who are on fixed salaries or wages, the poor and large parts of the middle groups continue to suffer. Although Colombia is far too dependent on one crop, there has been significant industrial development in the major urban areas of Cali, Medellín, Bogotá and Barranquilla. This development is reflected in the fact that the value of agricultural production is now only 35% of the total value of internal production. Yet it would be foolish to become optimistic over the Colombian economy. Inflation, limited markets, unskilled and illiterate workers, poor transportation, and political instability are just some of the obstacles to economic development.

It takes no wisdom to conclude that Colombia's problems are not only complex but tragic. To do something about the economic, political and social questions and still work within the standards and values of the culture will be difficult. Yet it is imperative that we (Colombians and Peace Corps Volunteers) try to overcome the difficulties.

THE INSTITUTION

The University of Chicago is a private, non-profit, research-oriented institution of higher learning. It is a member of the Association of American Universities and is ranked among the top ten universities in the United States. The university is a leader in the fields of science, medicine, and the liberal arts. It is a member of the Ivy League and is one of the most prestigious universities in the world. The university is a member of the Association of American Universities and is ranked among the top ten universities in the United States. The university is a leader in the fields of science, medicine, and the liberal arts. It is a member of the Ivy League and is one of the most prestigious universities in the world.

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THE INSTITUTION

The Claremont Colleges are unique in American education. Six affiliated colleges are located contiguous to each other in Claremont. Each college is legally autonomous, has its own distinctive educational purpose, and has its own board of trustees and faculty--each college is, in fact, an independent institution. The various colleges do share some facilities, such as the Honnold Library, the health service, and the auditorium; they cooperate where possible on academic program; and, within certain limitations, students may take courses in colleges other than the one in which they are enrolled.

Pomona College is the oldest and largest. Founded in 1887, it now enrolls 1200 students, men and women, who enjoy a full curriculum in the humanities and the social and natural sciences.

In 1925 the Claremont Graduate School was established. Its function was to direct graduate studies in Claremont and to serve as a central coordinating agent. The inauguration of the graduate school marked the beginning of the Claremont Plan, which now includes the six colleges. The faculty is composed of its own appointees and many of the faculty from the other Claremont Colleges.

When Scripps College opened its doors in 1926, Claremont added its third college, this one exclusively for girls interested in the humanities. Now 400 women are enrolled, and participated in its unique "core course" in the humanities.

Next was Claremont Men's College, founded in 1947, with a liberal

arts program emphasizing government and economics. There are approximately 600 students now enrolled.

Within nine years of the founding of CMC, the community added a coeducational undergraduate college specializing in engineering and the natural sciences, and including required basic courses in the social sciences and humanities. Harvey Mudd College, named in memory of the President of the Board of Fellows of the Claremont Graduate School, boasts a highly selective student body of approximately 300--mostly men. You will be staying in the dormitories of HMC, and most of our activities will make use of its facilities.

In 1963 Pitzer College was founded. This latest addition to The Claremont Colleges emphasizes the social and behavioral sciences, and will eventually enroll 600 women.

This is the history to date of the colleges at Claremont, which may include a total of eleven colleges by the year 2000. The arrangement has provided the student in Claremont not only fine physical facilities and a varied offering of courses, but also the opportunity for small classes and individual attention from the faculty. In addition, he enjoys the Honnold Library collection of almost 500,000 volumes, and those books in the smaller collections at the individual colleges.

PHYSICAL FACILITIES

The Peace Corps/Colombia offices are located in Kingston Hall and Joseph B. Platt Campus Center. The office will be open from 9 a.m. to 5 p.m. Monday through Friday. Any problems or questions related to any aspect of the training program should be brought to the attention of this office.

Housing

The trainees will be housed in East Hall. This dormitory will be used for housing both men and women. Peace Corps trainees, like all students and members of special groups living in the dormitory, are expected to conform to the college residence regulations.

Dining

Meals will be taken in Joseph Platt Center.

Laundry Services

The dormitory is equipped with laundry facilities. Dry-cleaning establishments are located in downtown Claremont. Allowance for laundry and dry-cleaning is provided by the Peace Corps.

Classrooms

Classes will be held in Thomas-Garrett Hall.

Clinical and Medical Care

Outpatient medical care will be provided by Henry Gallagher, M.D., whose office is at 689 W. Foothill Blvd., about a mile and a half west of HMC, and just north of the Betsy Ross restaurant. If an emergency occurs and Dr. Gallagher cannot be reached, emergency care is available at the Emergency Room of Pomona Valley Community Hospital, 1798 N. Garey Avenue, Pomona.

Peace Corps authorization is required for any hospital care or extensive medical treatment. Check with the Project Director before arranging this if possible.

RECREATIONAL FACILITIES

Physical education facilities, owned and used jointly by Claremont Men's College and HMC, will be available for use by trainees and staff. They include a gymnasium, two swimming pools, a field house, a football field, an outdoor track, tennis courts, a baseball field, and practice fields. In addition some recreational facilities owned by Pomona College will be used by the training program.

MEDICAL PREPARATION

Physical Examination

All trainees are required to undergo a complete physical examination after being selected for training. In most instances these examinations will have been completed before the trainee reports to the training site, but if not, it should be made known to the training staff at once so that an appointment may be made to complete the examination as quickly as possible. In all cases, the final decision as to the medical qualifications of a trainee will be made by the Medical Division of Peace Corps/Washington.

Immunizations

All trainees will undergo the prescribed immunization series prior to departure. Again the final decision as to what particular immunizations are to be included in this series rests with the Medical Division of Peace Corps/Washington. If you have clear, accurate records of any recent immunizations, they should be obtained so that unnecessary repetition may be avoided.

Dental Examination and Treatment

At the beginning of the second week of training all trainees will be given a dental examination to determine what dental work will be necessary prior to overseas departure. Treatment of normal conditions (such as filling of cavities) will be carried on during the course of training and will be paid for by the Peace Corps up to \$35.00. Any

special work, such as bridges or dentures, will have to be done at the trainee's expense. Again it will be the final decision of the Medical Division of Peace Corps/Washington as to whether particular work will be required before the trainee is considered medically qualified for service overseas.

Optical Examination and Treatment

All trainees who wear glasses should take two pairs with them when they go overseas. Wearers of contact lenses should have two pairs of regular glasses. If your eyes have not been checked within the last two years, an examination will be arranged for you at Peace Corps expense. If you do not need refraction but do need a second pair of glasses, these too will be provided at Peace Corps expense. If you now have two pairs of glasses and have been refracted within the last two years, nothing further is needed. The Peace Corps will not pay for prescription sun glasses.

A

PROJECT OUTLINE

June 19, 1966	Project begins in Claremont
August 14, 1966	End of campus phase of training
August 14, 1966	Trainees and staff travel to Mexico
August 15, 1966	Field training in Mexico begins
September 10, 1966	Field training in Mexico ends Selection Board meets in San Antonio
September 10, 1966	Trainees travel from Mexico to San Antonio; to site of home leave
September 20, 1966	Volunteers leave for Colombia
September, 1968	Volunteers return to United States

B

STAFF

Administrative

John D. Donoghue, Ph.D.

Project Director

James R. Levy, Ph.D.

Associate Project Director

Thomas A. Collins

Administrative Officer

Lee Glenn

Administrative Assistant

Myron G. Chapman, M.D.

Medical Officer

Spanish Language

Joseph V. Ricapito

Coordinator

Maria Teresa Ansuola

Instructor

Reynaldo Arciniegas

Instructor

Nidia Boratti

Instructor

Filipe Cornejo

Instructor

David Fishlow

Instructor

Jean Garavente

Instructor

Esperanza Gurza

Instructor

Perry Higman

Instructor

Ana Cecilia Hillary

Instructor

Jorge Mottet

Instructor

Jaime Reyes

Instructor

USLAWACS

Frank Holland

Coordinator

James R. Levy

Instructor

Community Development

Peter Bertocci	Coordinator
Patrick Dubbs	Instructor
Joseph Hardy	Instructor
Thomas Hillary	Instructor
Alice Littlefield	Instructor
Ernest Orona	Instructor
Robert Rosenbush	Instructor
David Thompson	Instructor
Barbara Van Dyke	Instructor

Technical Studies

Jerry Judy	Coordinator
Margaret Orona	Instructor

Mental and Physical Health

Alice Littlefield	Coordinator
Myron G. Chapman, M.D.	Instructor
Robert W. Edwards, M.D.	Instructor

Physical Education

Anne Bages	Coordinator
Joyce Norman	Instructor

Assessment and Selection

Thomas R. Brigante

Field Selection Officer

Keith Druley

Assistant Field Selection Officer

Jean Kugler

Assistant Field Selection Officer

Karem Monsour

Assistant Field Selection Officer

Curriculum

The curriculum is a plan of instruction that guides the teacher in the selection of content, methods, and materials. It is a blueprint for the learning experience that the student will have in the classroom. The curriculum is developed by the school district and is based on the state standards and the needs of the students in the district.

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SPANISH LANGUAGE

Objectives

The objectives of the Spanish language program are: 1) to prepare the Peace Corps trainees to comprehend spoken and written Spanish so that linguistically they will understand what is happening in their new environment; 2) to prepare them to communicate with their Colombian companions.

The Peace Corps trainees' instruction in Spanish will be sufficient to permit them to develop fluency upon arriving in Colombia, and there to build on their basic knowledge.

Content and Organization

The total time devoted to Language Training (twenty-seven hours per week) will be distributed as follows:

Classroom:	Daily, Monday through Friday, with two hours on Saturday	22 hours
Lunch:	Daily, Monday through Friday	5 hours

The trainees will be grouped according to their capacity for language learning. (Each group will be composed of approximately 6 to 7 students.) Both the Peace Corps trainees and the Instructors will be actively participating during each hour assigned to Spanish. Memorization of the many speech patterns will be accomplished by constant oral repetition, in groups and individually. The groups will be led from listening --to understanding--to speaking and to reading the Spanish language.

Advanced groups will be required to pass through a brief "refresher" review of the fundamentals of Spanish. They will proceed to conversation

based on an extensive and varied vocabulary and idiomatic material of common usage. As much specific material as possible which will relate to the needs of the trainees in Colombia will be integrated into the language program at all levels.

Spanish will be spoken during the lunch hours. Instructors will be assigned to lead the conversation. To facilitate the students' understanding of the spoken language, instructors will be rotated from group to group every second week during the training program.

Evaluation

The evaluation material which will be given to the selection board will cover different types of tests, plus personal recommendations of the Language Instructors. There will be a series of short five-to-ten minute tests at unspecified intervals. There will also be announced weekly tests of one to two hours duration. These will comprehensively cover written as well as oral material. The final exam will be the State Department Foreign Service Language Test.

INTEGRATED STUDIES

The purpose of Integrated Studies is to introduce the holistic orientation of the Training Program and to review and relate periodically the substantive material presented in the USLAWACS and Community Development sections. Consideration will be given to the way in which nationally organized institutions (e.g. political, economic, religious, etc.) function at the state and municipal level in Colombia. Emphasis will be on how the patterning of these institutions at the local level effect the daily life of people and the way in which action is taken to solve local problems.

Another aspect of Integrated Studies is the coordination of Community Development Field Training and Research with problems of contemporary American Society and programs designed to meet these. The trainees will have the opportunity to observe and conduct research on programs such as Project Head Start, for pre-school children, and Neighborhood Youth Corps, for potential high school dropouts.

The final two weeks of the campus training will be devoted to special seminars on recent social, political and economic changes in Latin America plus a review of the information presented and experiences of the trainees in class sessions and field trips.

Content

Integrated Studies will include a general introduction and the following topics in lectures and small group discussions:

- a. The Peace Corps in Modern American Society is the part of the program concerned with describing the Peace Corps in the context of modern

American society. The focus will be a historical analysis of the factors that gave rise to the Peace Corps and discussions will center on the Peace Corps' relationship to other organizational features of contemporary America.

- b. The Peace Corps in Latin America will be an introduction to the work of Peace Corps Volunteers in Latin America including information on the kinds of programs, instances of success and failures, discussions of these programs and an evaluation of the impact of the Peace Corps on people and institutions.
- c. Values and Beliefs in American Society will identify and describe the dominant values and beliefs of contemporary American society including achievement, success, individualism, activity, utility, progress, materialism, equality and efficiency. Three general questions will be discussed:
- (1) What light does an understanding of American beliefs and values shed on the nature of America's social problems?
 - (2) What aspects of American culture facilitate our understanding of the Peace Corps?
 - (3) What aspects of American culture inhibit the acceptance of the Peace Corps and its growth as a new organization?
- d. Values and Beliefs in Latin American Society will identify and describe the dominant beliefs and values of modern Latin American culture and contrast these with those characteristic of North America. The implications of the differences for successful operation of Peace Corps Volunteers in Colombia will be the focus of the discussions.

Each Friday there will be a two-hour review and discussion of the

material presented in the other components of the program. The focus of the discussions will be on understanding the relevance of the information to the task of accomplishing the goals of community development in a village or neighborhood setting in Colombia. Examples of topics to be discussed are:

- (1) What is the relationship of the Colombian national economy to the functioning of village economic systems? How does this relate to the job of planning a development program?
- (2) How do local government subsystems tie in with the national political system? How do the relationships between them effect other dimensions of community life (e.g. social organization)?

During the last two weeks the trainees will be presented with problems, questions and case studies designed to force them to reflect on and pull together the information they have received and the experiences they have had during the first six weeks of the programs. They will be presented with the concept of the Peace Corps Volunteer as a member of the third culture.

UNITED STATES, LATIN AMERICAN, WORLD AFFAIRS
AND COMMUNISM STUDIES (USLAWACS)

USLAWACS is designed to be a series of studies complimentary to all aspects of the entire training program. It will equip the trainee with an understanding and appreciation of the cultures and peoples of the Americas, will facilitate the comprehension of the factors necessary to the growth and development of nations, and will introduce issues and problems which will be more specifically analyzed in Community Development and Integrated Studies sections. The hours devoted to global and hemispheric concerns are to make the trainee knowledgeable of the contemporary world, and of his role as a member of the Peace Corps

The primary emphasis of the Latin American studies will be placed upon descriptions of Latin American institutions: their heritage, development, and present situation. Colombia and Colombians -- their way of life, their beliefs, their problems and hopes -- will be the core and heart of these sessions. The stable and persistent factors of Colombian life will be discussed side by side with the new and changing face of the nation. Political, economic, social, and religious concerns will be examined, not only for purposes of information, but in order to give the trainee an appreciation and understanding of the style of living he is about to encounter.

With the stimulus rendered by well-known guest lecturers and through planned discussion groups, it is hoped that the trainees will become aware of the possibilities inherent in the politico-socio-economic

forces of development. They will be given the opportunity to question the information and to scrutinize carefully their approaching role as community development workers in Latin America.

The United States studies program is designed to provide the trainee with basic information regarding institutional features of American society. The program will also describe and discuss the social stratification, race relations, and population characteristics of the United States, as well as predominant social problems, especially poverty and the civil rights movement.

A primary purpose of the program is, of course, to render the trainee more knowledgeable in the organization and dialogue of United States society. Yet, the real consequence of the United States studies is not whether the trainee learns a certain number of specific facts about America, but rather that he is intellectually informed, interested and involved in the social condition in which he lives, indeed, the social condition in which all mankind lives.

It is an anthropological commonplace that cross-cultural experiences make one more fully aware of his own society. By presenting the trainees with information and questions concerning the social issues of the day, and by discussing and searching with them the understanding of these issues, we will maximize the fruitfulness of their experiences as Peace Corps Volunteers. It should be obvious that the trainees, by becoming more aware of the rich and varied features of their own society, will be more useful to the host country. It is equally clear that they will become more useful citizens and volunteers in service to America.

An examination will be administered in which the trainees will be

asked to relate the USLAWAC studies to their future position as community development workers in Colombia.

Introduction of the study ...

Background of the study ...

Methodology ...

Results ...

Conclusions ...

Recommendations ...

References ...

1. Topics for United States Studies

America's sense of mission: The Peace Corps in historical perspective.

Initial statement on American society: Pluralist and Mass view.

American Values and Beliefs.

Population of the United States. A general description of population in the United States, showing how an understanding of demographic data is useful in understanding other features of the society.

United States Economic System. Structure and operation of the American economic system. Also a discussion of some of the more popular theories concerning the causes and 'cures' of the unemployment problem.

Poverty in the United States. A description which will attempt to show how poverty is related to unemployment, education, age, sex, race, urban renewal and other personal and institutional features of the society.

United States Political System. Structure and operation of the political system of the United States. Also included is a discussion of the alleged strengths and weaknesses of the system.

Race Relations in United States Society. Begins with an historical sketch of relations in the United States with particular emphasis on the current civil rights movement. Examination of school desegregation in the South, unemployment, housing (especially in the North), de facto school segregation, etc.

Religion in United States Society. A description of religion in the United States with particular emphasis on the characteristics of religious pluralism. Also focus on the relatively distinct features

of religion in America.

Social Stratification in the United States. General description of class, status and power in the United States. Also includes a discussion concerning belief that the United States is a classless society.

2. Topics for Latin American, World Affairs and Communism Studies

General Introduction to Latin America and Colombia. General physical characteristics of Latin America: topography, climate, countries, population, economy, and brief historical outline.

Specific characteristics of Colombia: comparison of Colombia with other American countries, population make-up of urban and rural areas, economy, and brief historical outline.

Economic Revolution in Latin America and Colombia. Broad issues of socio-economic development in Latin America: meaning of development, alternatives and stresses involved, industrialization and foreign capital.

Socio-economic conditions in Colombia: review of structural factors, past patterns of development, future prospects.

Culture of Poverty in Latin America and Colombia. Differences between impoverishment and the culture of poverty. The historical contexts. Attitudes, values and institutions of the dominant classes and minority classes. Look into urban and rural poor.

Political Development of Latin America and Colombia. Political culture: heritage, issues and evolution of Latin American and Colombian politics. Political processes: party system, interest groups, military, labor, church. United States-Colombian relations. Governmental structure: national, regional local. An analysis of recent Colombian elections.

Race and Ethnic Relations in Latin America and Colombia. The status of

the Negro, position of the Indian, and European minority groups.

Position of Indians in Colombia -- history and present predicament.

Religion in Latin America and Colombia. Historical evolution of Catholicism in Latin America. Its impact and position Colombia and in the everyday lives of Colombians. Population explosion in Latin America.

Social Stratification in Latin America and Colombia. General description of class, status and power in Latin America. Theory of the middle sector. Position of youth.

Communism. Theory and practice: economic, political and social principles. Communistic critique of the capitalist world: theory, policy, tactics and strategy. Communism in Latin America: dichotomy between the Communist and Western interpretation and perception of the image of development. Communist parties in Latin America and Colombia; role of the intellectual; role of youth.

COMMUNITY DEVELOPMENT

Purpose

The purpose of Community Development studies is four-fold:

1. To expose the trainees to the theory of Community Development;
2. To prepare them to do the research necessary for planning an integrated program;
3. To teach them how to initiate and carry out a balanced development program;
4. To make them aware of daily and long term problems they will confront in trying to implement their plans.

Organization

The objectives of the Community Development program will be fulfilled by means of lectures, small group sessions and supervised field work in California and Mexican communities.

Lectures will be used to present the theoretical models, case studies and methodological problems. The content of these lectures will be amplified, discussed and related to specific problem situations in Small Group Sessions. Each group discussion will be led by a person trained in Community Development who has had practical experience in a Latin American setting. As an additional component each trainee will have the opportunity to make observations and hold interviews as part of his Field Training. The field training will enable the trainee to see the practical problems of collecting and organizing information and make clear the utility of the theoretical models presented in class.

Content

The content of the lectures, the focus of group discussions and the field work will be organized around a series of interrelated problems and case studies. The information presented will be based on the experience of the members of the Community Development staff, most of whom have worked in Latin America, and the experiences of other Volunteers and Community Development practitioners. Case studies utilizing information about the Colombian organizations the Volunteers will work with and the types of settings in which they will be placed will be used to structure the presentation of theoretical and practical problems whenever possible.

Evaluation

The following will be expected of each trainee:

1. An understanding of the basic theoretical concepts and how they are used in analyzing a community.
2. Demonstration of the ability to do research and analyze information collected in field trips.

Evaluation of the trainees will be made according to written tests, case study analysis, quality of field reports and performance in small group sessions.

1. LECTURES AND DISCUSSION GROUPS

- a. Traditional Images of Community Development; an overview of past and present ways of conceptualizing community, development, and community development.
- b. The Holistic Approach to Community Development; a view of the community as a system composed of a number of major sub-systems (economic, religious, etc.) The nature of the human, man-made and natural components of these sub-systems and the flows of material, energy, people and information (MEPI flows) form the basis for the holistic framework. The dynamic aspect of the theory relates to the processes of making decisions and resolving conflicts with respect to the allocation of available resources.
- c. Communication Model of Human Behavior; involved in this concept is the idea that all behavior, of individuals and groups, can be conceptualized in terms of Images, Plans, Actions and Evaluation (IPAE model).
- d. Application of the Models; to illustrate the various theoretical points, a hypothetical Colombian community will be developed and the practical application of the theory to problem situations will be a continual point of reference. Case studies will focus on the functioning of each of the major sub-systems in the model community.
- e. Community Development Practice; this will be a step by step guide to the activities of Peace Corps Volunteers beginning from the time of arrival in the host country through the completion of a concrete program structure. Covered under this topic are such things as establishing a role, developing rapport, relations with the host agency and co-workers, identifying local leadership, reconnaissance

research, planning a program, network planning, involving the community, resource utilization, cooperating with government agencies, and coordination of activities in an action project.

1. They will have the opportunity to practice the knowledge...

actual field work in a number of ways.

- (1) ...
- (2) ...
- (3) ...
- (4) ...

2. FIELD METHODS AND RESEARCH TRAINING

- a. The trainees will be given instruction in methods of observation, interview techniques, ways of recording data, organization and interpretation of hard data.
- b. They will have the opportunity to practice the above and carry out actual field research in a variety of settings. Sample projects are:
 - (1) Recording of the systemic aspects of a supermarket.
 - (2) Doing a general study of California and Mexican communities.
 - (3) Focusing on a problem in that community; deciding on additional research that is required, and returning to the community to get the additional information.
 - (4) Holding key informant interviews with community leaders.

3. RELATIONSHIP WITH USLAWACS AND INTEGRATED STUDIES

During the USLAWACS lectures information about social, economic, political and religious systems as they function as national institutions in Colombia will be presented. Some Community Development lectures will analyze how these institutions function as sub-systems of a community region. In Integrated Studies the focus will be on the way the economic, political and religious sub-systems of a community "fit into" or articulate with national institutions. One objective is to make the trainees aware of the effect of national institutions on the local organization and how the relationship between them must be taken into account while researching, planning and carrying out Community Development programs.

A further objective is to combine the substantive material of CD and USLAWACS with materials from Technical Studies. In this manner, the trainees will be able to learn to analyze problems of community development in a total and holistic setting.

E

TECHNICAL STUDIES

The Technical Studies Program is designed to give the Volunteer an introduction to a few of the fundamental skills in the fields of agriculture, construction, home management, and literacy teaching methods. Any community development project which will be undertaken in Colombia will almost certainly involve a direct application of some of the techniques and skills associated with one or all of these areas. Improved means of obtaining food, shelter, and education are the basis upon which any satisfying life must be built.

The Object of the Technical Studies program is not to make the Volunteer an expert in any one area. Instead the emphasis will be upon recognizing problems which will most likely be encountered in development programs so that the Volunteer will be in a better position to judge the feasibility of proposed projects.

1. AGRICULTURE AND CONSTRUCTION

Purpose

This section of the Technical Studies Program is structured so as to help the trainees in their efforts to stimulate and aid the Colombian people in solving some of their agricultural and construction problems. Besides gaining a basic background in these two broad areas, they will receive some special training in a few of the major subject fields with which they will be primarily concerned. Emphasis will also be given to identification of some of the major problems likely to be encountered and the skills necessary to provide solutions to these problems, either personally or with other assistance.

Content

Instruction and training will be given covering the following areas:

- Farm Planning
- Gardening
- Horticulture
- Plant Pathology
- Fertilizer use
- Soil Conservation
- Brick-making
- Pig pen construction and compost making
- Construction of houses, schools, health centers, and farm buildings
- Construction of furniture, stoves and ovens
- Reforestation
- Erosion control
- Animal Husbandry
- Irrigation/Drainage
- Sewage Disposal
- Surveying
- Blueprint reading

Evaluation

There is no real good substitute for "on-the-job" evaluation of one's training skills. However, it is felt that by giving the trainees a chance to perform some of the manual skills, and by having them solve a number of theoretical field problems -- thus demonstrating their ability to assess a given situation and recommend a number of alternative solutions -- a fairly reasonable evaluation of their abilities can be determined. The idea of inventiveness is stressed, since one who works in the field quickly learns he must rely upon his own inventiveness to use available resources in order to solve most problems.

2. HOME MANAGEMENT

Purpose

This section of the Technical Studies Program is structured so as to help the women trainees learn the skills necessary to stimulate and aid the Colombian people in solving some of their problems in nutrition, child care, and home management.

Content

The trainees will become acquainted with Colombian family life and with some of the problems facing the Colombian wife and mother. Through lectures, discussions, case studies and field work, the trainee will study maternal and infant health, and the growth and development of the normal child. She will learn to spot the signs of illness and disease and to know the resources available in Colombia for health care.

The nutritional problems prevalent in Colombia will be discussed. Emphasis will be placed on how minimum levels of nutrition may be met by the Colombian family. Each trainee will try her hand at planting and caring for a vegetable garden, making jams and jellies, and cooking Colombian foods.

The trainee will learn to operate a treadle sewing machine, make patterns, and sew and mend simple garments. She will also learn to give demonstrations of useful items of home improvement.

Evaluation

Evaluation will be based on the trainee's ability to understand and perform the skills listed above and to demonstrate that she can teach these skills to others.

3. METHODS OF TEACHING LITERACY

Objective

The objective of literacy training is to give the future Volunteer a valuable tool for his Community Development work. This easily learned skill is especially useful to the Volunteer during the early months of his overseas assignment. Literacy courses help the newly arrived Volunteer establish a role in the community and give him a feeling of confidence in his initial contacts with the host country nationals.

Content and Organization

The training will consist of ten hours of Laubach method and theory and four hours of supervised practice. Classes will be kept to a maximum of fifteen and emphasis put on student participation.

Evaluation

The trainees will be tested on the Laubach theory and judged by the skill shown in their supervised practices.

MENTAL AND PHYSICAL HEALTH

This phase of the Training Program is designed to equip the Volunteer with a basic knowledge of his own physical and mental well-being, and with skills which will be helpful in aiding the Colombian people in solving their health problems.

Purposes:

The purposes of this program are:

1. To emphasize the responsibility of the Volunteer in maintaining his own mental and physical health;
2. To reinforce sound patterns of health behavior in keeping with the conditions of life in Colombia;
3. To impart an awareness of symptoms requiring immediate attention, and a knowledge of preventative measures as a protective means of guarding health;
4. To understand first aid so as to enable the Volunteer to meet emergency situations that may arise;
5. To provide the Volunteer with mental health guidelines for a fruitful adjustment to a new environment;
6. To provide the Volunteer with information and skills for use in community health action as one aspect of community development.

Content:

The total program centers around preparing the trainee to protect and maintain his own health, and to insure his effectiveness as one who can impart and share his knowledge with the Colombian community.

Through lectures and discussions presented by qualified personnel, the trainee will become aware of the diseases prevalent in Colombia, their prevention, symptoms, and treatment. Guides to the maintenance of personal health will be emphasized through group discussions and consideration of the experiences of Volunteers in Colombia. Some training in first aid will also be provided.

Problems of mental health will be under the guidance of the staff psychologist. Lecture and group discussions concerning the possible problems of adjusting to a new environment and culture will be emphasized, giving the trainee opportunities to understand how these problems relate to his endeavors as a Peace Corps Volunteer.

The trainees will be familiarized with information and tools which can be used in understanding health problems in the Colombian community, and in initiating and carrying out projects aimed at improving health. Emphasis will be placed on the following aspects:

1. Learning the conditions in the community which affect health;
2. Discovering local images and plans regarding health and disease;
3. Learning what health programs and services are provided by Colombian governmental agencies, the images and plans of these agencies, and the ways in which their programs and resources might be utilized to improve community health.

Lectures, case studies, and group discussions will be used to achieve these ends.

Evaluation:

Trainees will be evaluated on their knowledge and understanding of the materials presented, as well as the imaginativeness and problem-solving skills demonstrated in handling case study materials.

PHYSICAL EDUCATION

Purpose

The purposes of the Physical Education program are three fold:

1. To provide the trainee with a realistic image of his physical fitness;
2. To improve the present level of fitness; and
3. To teach the basic skills in the sports, games, and dances participated in by the Colombian people.

In addition, the trainees will be given experiences in organizing and leading games and activities.

Course Outline:

1. Conditioning
 - Calisthenics
 - Running
2. Swimming
3. Soccer
4. Softball
5. Volleyball
6. Special Activities
 - a. Horseback riding
 - b. Folk dances
 - c. Low organized games
 - d. Outings

Evaluation

Evaluation will be determined in two basic areas:

1. The degree in which the trainee improves upon his level of fitness
2. The trainee's proficiency and use of sports skills.

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Evaluation

Evaluation will be determined in two basic areas:

1. The degree in which the trainee improves upon his level of fitness
2. The trainee's proficiency and use of sports skills.

THIRD COUNTRY TRAINING

Purpose

The final three weeks of the program, designated "Third Country Training," will take place in Mexico. The Third Country Training is one of the most important aspects of the overall training program. Its general purposes are:

1. To continue the training begun at Claremont under more realistic cultural and physical conditions;
2. To enable the trainees to increase their competence in the Spanish language through its use under field conditions;
3. To enhance the trainees' ability and self-confidence as prospective Peace Corps Volunteers in Colombia.

Content

During this phase of the program, the trainees, in small groups, will be placed for four weeks in Mexican communities. Each trainee will be expected to apply in his or her community the concepts and techniques of community development research and action planning learned during training at Claremont. This is to be a kind of "dress rehearsal" of Volunteer activity as it will be carried out under real conditions in Colombia.

The trainees will be visited periodically in their communities by staff members, who will attempt to aid and guide them in the learning process. During these visits, trainees will have the opportunity to discuss with staff members their daily experiences as well as problems

in getting rapport and information, and ways to overcome these problems. Throughout their stay, trainees will be expected to take systematic notes on the information they gain concerning their respective communities, and to keep personal diaries in which they record their experiences, reactions, and ideas.

Evaluation

At the end of their community visits, the trainees will re-group at a designated center where they will make both individual and group reports to staff members about their experience. They will be expected to turn in their field notes and diaries for examination by staff members. These meetings will enable the staff to evaluate the trainees' individual and group performances and to select points requiring further emphasis before proceeding to Colombia.

I

PEACE CORPS ORIENTATION

During the training program, members of the Peace Corps/Washington staff will be present for several sessions aimed at acquainting trainees with the full scope of the Peace Corps' mission and the role which they will play within it. Peace Corps Volunteers are members of at least two systems: the Peace Corps and the local system within Colombia. The success of the Volunteer depends upon adequate adjustment within both systems.

In addition, special attention is given to the relevance of the Peace Corps to the total development of Colombia and general information about actual work assignments. More general information is provided on the totality of Peace Corps' overseas operations.

An important aspect of the orientation relates to how trainees are evaluated for final selection. Information is also supplied on the support Peace Corps Volunteers will receive in Colombia and some ideas on the future of returned Volunteers.

V

ASSESSMENT AND SELECTION

ASSESSMENT

The Selection Division of the Peace Corps is committed to a policy of making certain that all those trainees who qualify are sent overseas. The function of the Selection Division is not to separate trainees, but to evaluate them fully for both technical and personal suitability.

Assessment sees its role as having three dimensions:

1. To protect the health and welfare of the Volunteer overseas, by assuring that he has all of the necessary physical, mental, emotional, and technical qualifications to succeed in his job and to adjust satisfactorily to the environmental, climatic, cultural, psychological, linguistic and other stresses that he may face; and,
2. To protect the interests of the Peace Corps and the United States Government and of the trainees, by insuring that only persons who can successfully represent this country in its association with foreign nationals in host countries are given the opportunity to do so; and
3. To aid in collecting any and all kinds of data that may in any way shed some light on what sorts of field placements would be most congenial and fulfilling in terms of job satisfaction for each volunteer.

Assessment, in its efforts to accomplish the above, utilizes diverse procedures and techniques. All information about the trainee considered pertinent to assessment is collected, integrated, and

interpreted with the view of achieving the above goals.

The Field Assessment Officer (Dr. Thomas R. Brigante) serves as a clearing house to the Field Selection Officer (an official of the Peace Corps/Washington) for relevant information gathered for each trainee. This information includes data from psychological tests, from personal interviews, and from faculty grades and evaluations. The Assessment Officer and his co-workers, Dr. Keith Druley, Mrs. Jean Kugler, and Dr. Karem Monsour, will exert every effort to get to know each trainee, so that any decision made affecting selection and placement will have been based only on complete and unbiased data.

A minimum of two interviews with each trainee will be conducted. An introductory interview will be held as soon as possible after training begins to enable the Assessment Team to become acquainted with each trainee, and to check on any problems or questions which he may have. A second interview will be held sometime later on during the training program. At this time the trainee's reactions to the training and his general progress will be discussed. This will also be an opportunity to consider any possible objections that may have been raised relative to overseas service.

The trainees are urged not to take a negative attitude toward assessment. It is not our purpose to "weed you out" or eliminate a certain quota to get the group down to a specified number. It is possible that many, if not all of the trainees, will feel considerable uneasiness and anxiety about the assessment process in general, and the assessment officers specifically. This is understandable, but it would be well to keep in mind the fundamental purpose of assessment. This

is to select all qualified trainees for overseas service and to assure that all possible is done to facilitate effective and efficient overseas performance.

B

SELECTION

One of the few predictions that can be safely made about one's experience as a Peace Corps Volunteer is that it will never be entirely predictable. It involves a number of challenges, emotional as well as physical, that may be entirely new and unique in the life of any one Volunteer.

There is no way to solve in advance the unexpected challenges, but it is possible to be prepared for these challenges. We do know something about the kind of situation the Volunteer is likely to encounter, and we do know something about human behavior and human feelings in situations that are new and strange and challenging. It is interesting to note that the average Volunteer is well prepared to withstand physical hardship and to undergo physical discomfort when necessary. He has anticipated the discomforts and when he comes up against them he adapts with relative ease. What he may not have anticipated, however, are some of the emotional discomforts that may arise within himself. These emotional responses vary from person to person, but their existence or reality cannot be denied. Upset feeling, morale problems, and increased tension are typical reactions to difficulty and are signs of an individual's grappling with a complex assignment.

During the period of training, a psychiatrist will meet with some trainees to focus on their reactions. The experiences in training, as well as past experiences of the trainees, will be utilized as basic topics in the discussions. The goal of these sessions is to anticipate future experiences in Colombia and thereby help prepare the trainees to

deal constructively with their own emotional reactions.

These sessions are based on the recognition that one's functioning in an unfamiliar situation is greatly enhanced when one can spot a familiar element and sort out a recognizable reaction. Psychologists have demonstrated that a healthy person does better in a difficult situation if he has prepared for it ahead of time, imagining how he will feel and attempting to adjust to his probable feelings of tension and frustration. This is comparable to an athlete training for a race by exercising his muscles in advance.

The project psychiatrist will be available during the course of training to serve as a consultant to the trainees and the project. During that time he will carry on the Mental Health discussions. He will also be available to the staff to deal with any problems that come up during training involving the proper placement of the trainees in a specific assignment as a Peace Corps Volunteer. When requested, he may review cases where the trainee or the staff have questioned whether Peace Corps service is the best possible choice of an activity for the trainee at this particular time in his life.

VI
STAFF BIOGRAPHIES

STAFF BIOGRAPHIES

ANZUOLA, MARIA TERESA

M.A. candidate, Fordham university. Native of Buenos Aires.

ARCINIEGAS, REYNALDO

Instructor at Whitman College. Native of Bogota.

BAGES, ANNE

Received her B.S. in Physical Education from the University of Illinois; M.S. in Physical Education from UCLA. She has taught at Granite City (Illinois) High School, at UCLA, and has been at Pomona College since 1959. Other employment includes camp counseling (Jackson, Michigan), recreational therapist (Galesburg, Illinois, State Research Hospital), and summer school instructor (UCLA).

BERTOCCI, PETER J.

Received his B.A. from Bates College in History; M.A. in Political Science from Johns Hopkins University. He coordinated the Third Country Training phase of the 1964 and 1965 Peace Corps/Chile projects at Michigan State University, did volunteer community development work in rural Mexico and with the American Friends Service Committee in Germany. He has traveled extensively in Europe and India. He is a Ph.D. candidate in the Department of Anthropology at Michigan State.

BORATTI, NIDIA

Received her B.A. from Scripps College. Native of Argentina.

BRIGANTE, THOMAS R.

Received his B.A. from the University of Buffalo; S.M., Harvard University; M.A. and Ph.D., Boston University. He has taught at Northeastern University, the University of Massachusetts, and Boston State College; has served as a research psychologist and a research associate. In 1962 he became Director of The Claremont Colleges Psychological Clinic and Counseling Center.

CHAPMAN, MYRON G.

Received his M.D. from the University of Chicago School of Medicine; this was followed by a residency in internal medicine and a fellowship in cardiology at the Veteran's Administration Center in Los Angeles. He is the Director of the Student Health Service of The Claremont Colleges.

COLLINS, THOMAS A.

Received his B.A. in Communications and M.A. in Adult Education from Michigan State University. Served as a staff writer for WKAR radio, and continuity and promotion director for WKNX-TV. He is presently employed as Conference Consultant with Continuing Education Service at Michigan State University. He was Administrative Officer for the 1964 and 1965 Peace Corps/Chile Projects at Michigan State.

CORNEJO, FELIPE

Ph.D. candidate, Claremont Graduate School. Native of Argentina. He is an instructor at Chaffee College.

HIGMAN, PERRY

B.A. Pomona College. Presently a Graduate Teaching Assistant, State University of Iowa. He spent 8 months in Argentina as a foreign exchange student.

HILLARY, ANA CECILIA

Received the degrees of Professor of Social Sciences and Professor of Chemistry from the Universidad Pedagógica in Bogotá, Colombia. She has worked as a secondary school instructor and has trained Colombians in the use of the Laubach Method of teaching literacy.

DRULEY, KEITH

B.A. UCLA; B.D. Divinity School of the Pacific; M.A. and Ph.D. UCLA. Certified Psychologist, State of California. From 1951 to 1964 he did pastoral counseling at various southern California Episcopal churches. In 1964-65 he was an instructor in medical psychology at the Neuro-Psychiatric Institute at UCLA. Since 1965 he has been a staff psychologist at The Claremont Colleges Psychological Clinic and Counseling Center.

DUBBS, PATRICK J.

After receiving a B.A. in Economics from the University of Notre Dame, Pat Dubbs served for three years in voluntary service with Catholic missions among the Western Alaskan Eskimos where he first became involved in community development work. He is currently a Ph.D. candidate in anthropology at Michigan State University. He has worked for the Institute of Community Development at MSU, assisting in training programs carried on by the Institute for the Agency for International Development and the Institute of International Education.

EDWARDS, ROBERT W.

Received his M.D. from the University of Kansas School of Medicine; this was followed by a residency in internal medicine and a fellowship in rheumatology at the Veteran's Administration Center in Los Angeles. He served in the Navy during World War II and the Korean War. He is the Associate Director of the Student Health Service at The Claremont Colleges.

FISHLOW, DAVID

Pomona College student and former Peace Corps Volunteer in Panama.

GARAVENTE, JEAN

B.A. UCLA; M.A. candidate, California State College at Los Angeles. She is a teacher in the LA City School System.

GURZA, ESPERANZA

B.A., University of Puget Sound; M.A., University of Oregon. Instructor in Romance Languages at Pitzer College.

HARDY, JOSEPH E.

Received a B.A. in History and Latin American Studies from San Diego State College, whereupon he spent two years as a Peace Corps Volunteer in Colombia. While there he did work in community development; he spent nine months of his service as a Volunteer Leader. Upon returning from Colombia he has worked for six months as a Recruiting Officer for Peace Corps/Washington.

HIGMAN, PERRY

B.A. Pomona College. Presently a Graduate Teaching Assistant, State University of Iowa. He spent 8 months in Argentina as a foreign exchange student.

HILLARY, ANA CECILIA

Received the degrees of Professor of Social Sciences and Professor of Chemistry from the Universidad Pedagógica in Bogotá, Colombia. She has worked as a secondary school instructor and has trained Colombians in the use of the Laubach Method of teaching literacy.

HILLARY, THOMAS M.

Received his B.A. in history from Aquinas College. As a Peace Corps Volunteer in Colombia he served as departmental coordinator for the Laubach Literacy Program. He was an Instructor in Community Development for the 1965 Peace Corps/Chile Project at Michigan State University and also taught literacy in that training program. He is currently working for an M.A. in Rehabilitation Vocational Counseling at MSU.

HOLLAND, FRANCIS R.

Frank graduate from Boston College with a B.A. in Sociology and Philosophy. He has recently received an M.A. in Sociology from Michigan State University, and in the course of his studies has been involved in cross-cultural research in industrial sociology, as well as community development research in Michigan. He worked on the 1965 Peace Corps/Chile Training Program at MSU.

JUDY, JERRY

Received his B.S. in Animal Husbandry from the University of West Virginia. He also studied Sociology at the University of Nigeria. Received a National Science Foundation grant for research in insect control; he was coordinator of the Program for African Students at West Virginia University. He has lived for an extended period of time in India and has traveled in West Africa and South America. He was Coordinator for Technical Studies during the 1965 Peace Corps/Chile Project at Michigan State University. He recently received an M.A. in Sociology from Michigan State.

KUGLER, JEAN

B.A. Pomona College, M.S. LA State, in Psychology. Ph.D. candidate, Claremont Graduate School. She is a staff psychologist at The Claremont Colleges Psychological Clinic and Counseling Center.

LEVY, JAMES

B.A. and M.A. Columbia University; Ph.D. University of Pennsylvania. He has traveled widely in Latin America and spent a year in Buenos Aires doing research. He is presently Assistant Professor of Latin American History at Pomona College.

LITTLEFIELD, ALICE

Received a B.A. in Social Science from Michigan State University and an M.S. in Sociology from Iowa State University. She is at present a Ph.D. candidate in Anthropology at Michigan; in the course of her studies she has done research in Mexican and Michigan communities.

MONSOUR, KAREM

Received a B.S. and M.D. from the University of Nebraska, and an M.S. from the University of Minnesota. He is a psychiatrist in private practice in Pasadena, and in addition is Assistant Professor of Psychiatry at the University of Southern California Medical School.

MOTTET, JORGE

A Ph.D. candidate at the Claremont Graduate School and a teacher in the Upland School District. He is a native of Argentina.

NORMAN, JOYCE

Received her B.A. and M.S. in Physical Education from UCLA. She has taught at El Segundo High School, California Western University, and is presently at Pitzer College. She has also taught math and science at the San Diego County Juvenile Hall Summer School. She has extensive camping experience in Campfire Girls and YMCA programs in horseback riding, swimming, and counselor-in-training direction.

ORONA, ERNEST J.

Prior to joining the Peace Corps, Ernie attended the University of New Mexico, majoring in Latin American Affairs. He was a Peace Corps Volunteer in Colombia, working in community development with Accion Communal. During his tour in Colombia, he became involved in organizing the Laubach Literacy Program for the entire country. Since returning to the United States he has served in two Peace Corps Training Programs. He has been most recently employed as Director of the Mid-Rio Grande Community Action Program, with headquarters in Belen, New Mexico.

ORONA, MARGARET

Has a B.A. in Home Economics from Marycrest College in Davenport, Iowa. She has taught both Home Economics and Spanish in American public schools. She worked as a Peace Corps Volunteer in Colombia in community development and also helped to establish the first Department of Home Economics at a Colombian university, the University of Caldas in Manizales, Colombia.

REYES, JAIME

An exchange student from Barranquilla, Colombia, Jaime is a B.A. candidate at Pomona College.

RICAPITO, JOSEPH V.

Received his B.A. from Brooklyn College, M.A. from the State University of Iowa, and Ph.D. from UCLA. He is Assistant Professor of Spanish and Italian at Pomona College.

ROSENBUSH, ROBERT

Bob is an ex-PCV with experience in Chile, where he worked in community development, specializing in cooperatives. He was a Volunteer Leader for eight months during his term of service. He has a B.A. in Economics from Amherst College and is currently studying for an M.A. in Latin American Studies at the American University, Washington, D.C.

VAN DYKE, BARBARA

Received her B.A. in Spanish with a minor in Sociology from Michigan State University. She served as a Peace Corps Volunteer in Chile, where she worked with Centros de Madres teaching home economics skills. She has done community development research in Michigan.

APPENDIXES:
MAPS AND DAILY SCHEDULES

M A P I N D E X

(Corrected to 1 October 1965)

CLAREMONT
GRADUATE SCHOOL
& UNIVERSITY
CENTER

- 1 Science Bldg. (HMC)
- 2 Graduate Residence Halls
- 3 Baxter Science Lab.
- 4 Harper Hall (Admin.)
- 5,6 (Future) Academic Buildings
- 7 Dean's House
- 8 President's House
- 9 Harvey Mudd Quadrangle

CLAREMONT MEN'S
COLLEGE

- 1 President's House
- 2 Pitzer Hall (Admin.)
- 3 Pitzer Hall North
- 4 Pitzer Hall South
- 5 McKenna Coffee Shop
- 6 McKenna Auditorium
- 7 The Student Store
- 8 Wohlford Hall
- 9 Boswell Hall
- 10 Appleby Hall
- 11 Green Hall
- 12 Story House
- 13 Collins Hall
- 14 Claremont Hall
- 15 Beckett Hall
- 16 Berger Hall
- 17 Marks Hall
- 18 Benson Hall
- 19 Parents' Field
- 20 North Field
- 21 Voit Pool and Field House
- 22 Gymnasium
- 23 South Field

HARVEY MUDD
COLLEGE

- 1 Thomas-Garrett Hall
- 2 Platt Campus Center
- 3 Kingston Hall (Admin.)
- 4 Swimming Pool
- 5,6,7 Dormitories
- 8 President's House

PITZER
COLLEGE

- 1 Scott Hall (Admin.)
- 2 Academic Building
- 3,5 (Future) Academic Buildings
- 4 Fletcher Hall
- 6 Sanborn Hall
- 7 Holden Hall
- 8 (Future) Residence Hall

POMONA
COLLEGE

- 1 Harwood Garden
- 2 Walker Hall
- 3 Smith Tower
- 4 Frary Hall
- 5 Clark Hall
- 6 Norton Hall
- 7 Athearn Field
- 8 Seaver Laboratory--
Biology, Geology
- 9 Seaver Laboratory--
Chemistry
- 10 Millikan Laboratory
- 11 Mason Hall
- 12 Crookshank Hall
- 13 Pearsons Hall
- 14 Holmes Hall
- 15 Edmunds Student Union
- 16 Smiley Hall
- 17 Memorial Pool and
Gymnasium
- 18 Alumni Field
- 19 Carnegie Building
- 20 Marston Quadrangle
- 21 Renwick Gymnasium
- 22 Replica House
- 23 Brackett Observatory;
Astronomy Laboratory
- 24 President's House
- 25 Claremont Inn
- 26 Montgomery Art Bldg.
- 27 Rembrandt Hall
- 28 Bridges Hall of Music
- 29 Sumner Hall (Admin.)
- 30 (Future) Oldenborg
Center for Modern
Languages and Inter-
national Relations
- 31 Wig Hall
- 32 Harwood Court
- 33 Harwood Dining Hall

- 34 Olney Dining Hall
- 35 Blaisdell Hall;
Mudd Hall
- 36 Gibson Dining Hall
- 37 Maison Francaise
- 38 Deutsches Haus
- 39 Greek Theater
- 40 Gladys Pendleton
Swimming Pool

SCRIPPS COLLEGE

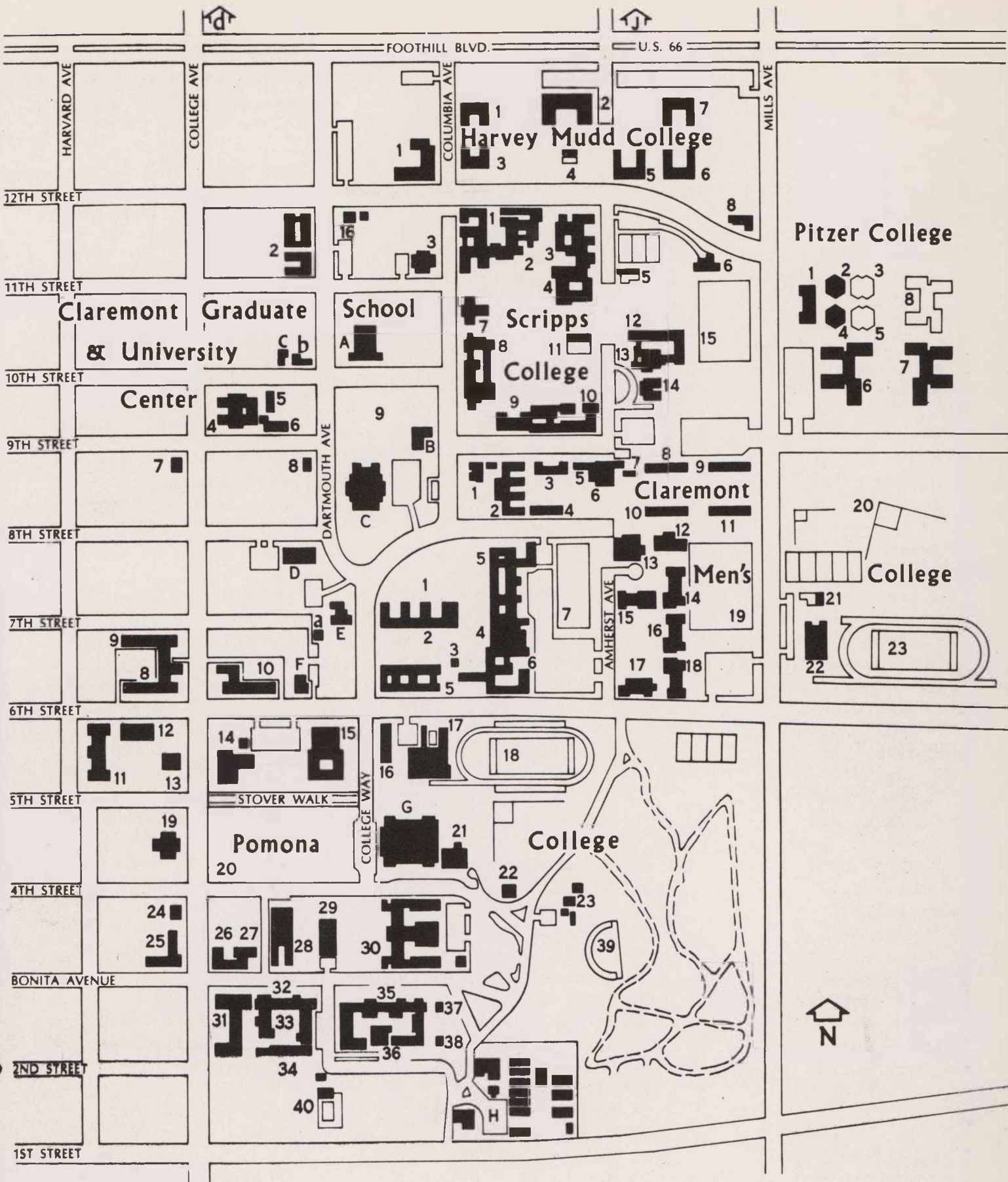
- 1 Grace Scripps Hall
- 2 Toll Hall
- 3 Browning Hall
- 4 Dorsey Hall
- 5 Swimming Pool
- 6 Service Building
- 7 Denison Library
- 8 Balch Hall (Admin.)
- 9 Lang Art Building
- 10 Music Building and
Dance Studio
- 11 Margaret Fowler
Garden
- 12 Kimberly Hall
- 13 Wilbur Hall
- 14 President's House
- 15 Alumnae Field
- 16 Eyre Nursery School

JOINT FACILITIES

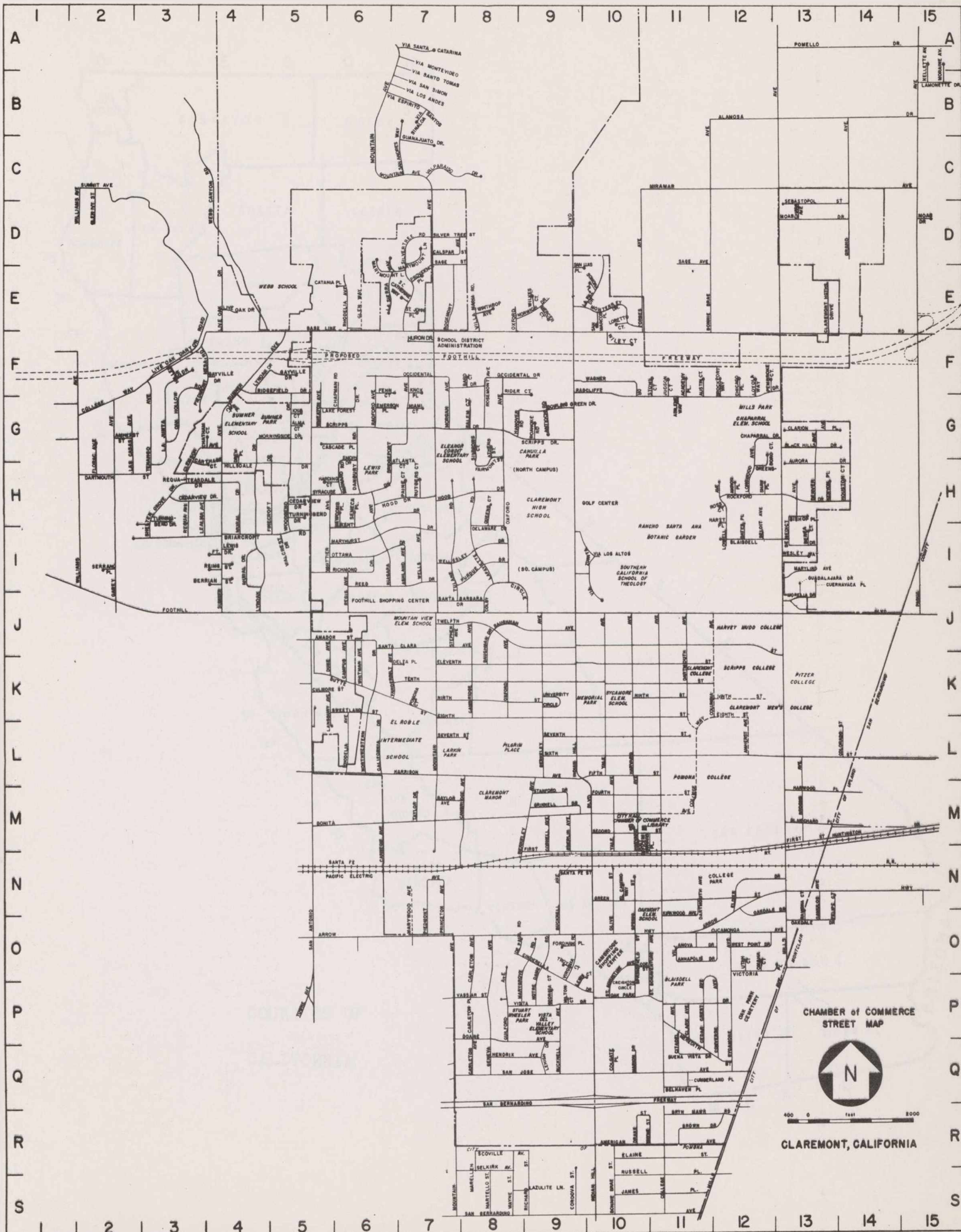
- A Garrison Theater
- B McAlister Religious
Center
- C Honnold Library
- D Pendleton Business
Building
- E Faculty House
- F Baxter Medical Bldg.
- G Bridges Auditorium
- H Maintenance Shops
and Campus Security
- J Memorial Infirmary

AFFILIATED INSTITUTIONS

- a Francis Bacon Library
- b College Student Per-
sonnel Institute
- c Blaisdell Institute
- d Rancho Santa Ana
Botanic Garden



THE CLAREMONT COLLEGES

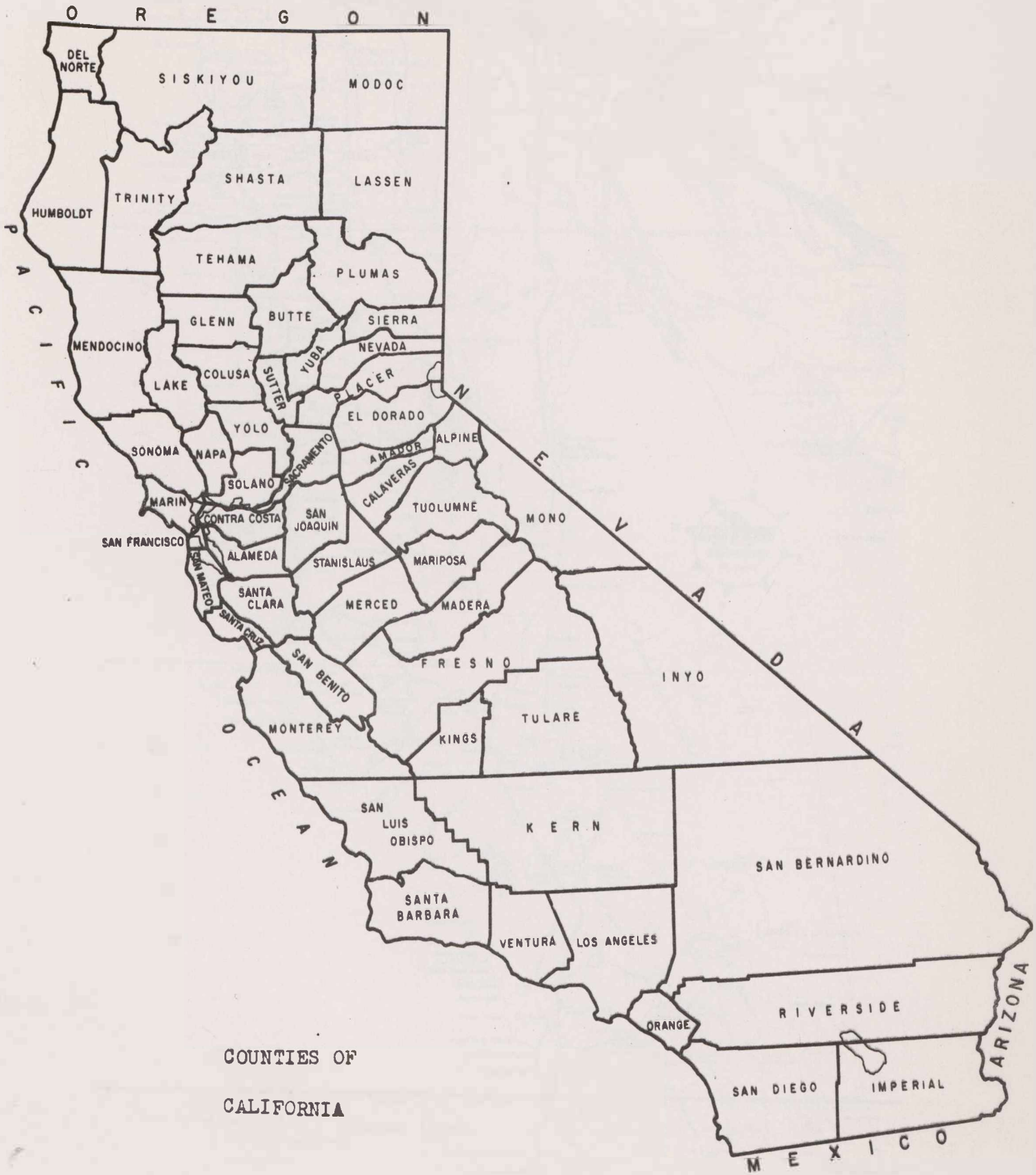


CHAMBER of COMMERCE
STREET MAP

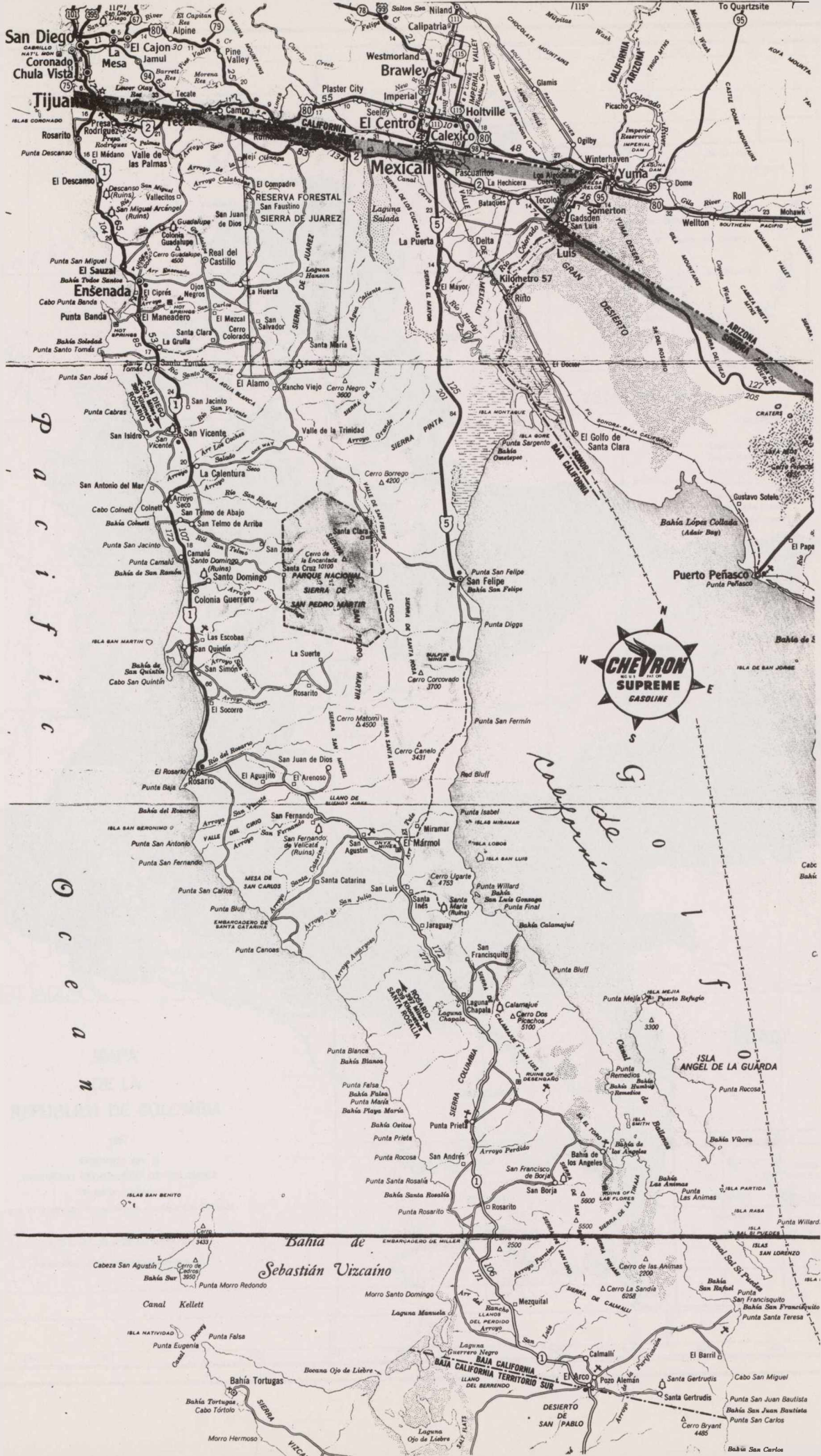


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CLAREMONT, CALIFORNIA



COUNTIES OF
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Bahía de Sebastián Vizcaino

ISLA ANGEL DE LA GUARDA

BAJA CALIFORNIA TERRITORIO SUR

DESERTO DE SAN PABLO

PHASE I SAMPLE WEEK (5 weeks total)

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY					
8:00	REGIS	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH					
9:00												
10:00		C.D.	INTEGRATED STUDIES	C.D.	INTEGRATED STUDIES	C.D.	INTEGRATED STUDIES					
11:00												
12:00	LUNCH AND		SPANISH	CONVERSATION	- - -	- - -	- - -					
1:00	TRATI	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	TECHNICAL STUDIES					
2:00												
3:00												
4:00		P.E.	INTEGRATED STUDIES	P.E.	INTEGRATED STUDIES	P.E.						
5:00												
6:00	BANQUET	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER					
7:00		P.C. ORIENTATION	STUDY PERIOD	HEALTH	STUDY PERIOD	OPEN	OPEN					
8:00												

Phase II Sample Week (3 weeks total)

HOURS	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8:00	HORSE- MANSHIP	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH
9:00							
10:00		INTEGRATED STUDIES	C.D.	INTEGRATED STUDIES	C.D.	INTEGRATED STUDIES	OPEN
11:00							
12:00	LUNCH	AND	SPANISH	CONVERSATION	- - -	- - -	- - -
1:00	OPEN	SPANISH	SPANISH	SPANISH	SPANISH	SPANISH	TECHNICAL STUDIES
2:00							
3:00							
4:00		P.E.	INTEGRATED STUDIES	P.E.	USLAWACS	P.E.	
5:00							
6:00	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER	SUPPER
7:00	OPEN	USLAWACS	OPEN	INTEGRATED STUDIES	OPEN	C.D.	OPEN
8:00							

Phase III - Third Country Training - Schedule

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A U G U S T	14	15	16	17	18	19	20
	Depart Claremont, Arrive Mexico City	Free day Mexico City Eve. Depart. by train for Morelia	Arrive Morelia; Get settled Orientation	Research in Morelia	Research in Morelia	Trainees depart for village sites	
	21	22	23	24	25	26	27
	Trainees carry out C.D. research in village sites; first round of staff visits.						Return to Morelia for group feedback; Free day
S E P T E M B E R	28	29	30	31	1	2	3
	Individual and group feedback with staff; regional gr.	Return to villages	Trainees in vilages again;	second round of staff visits			
	4	5	6	7	8	9	10
	Third round of staff visits		Return to Morelia	Individual and group feedback; regional groups		Return to Mexido City	Depart Mexico Arrive San Antonia