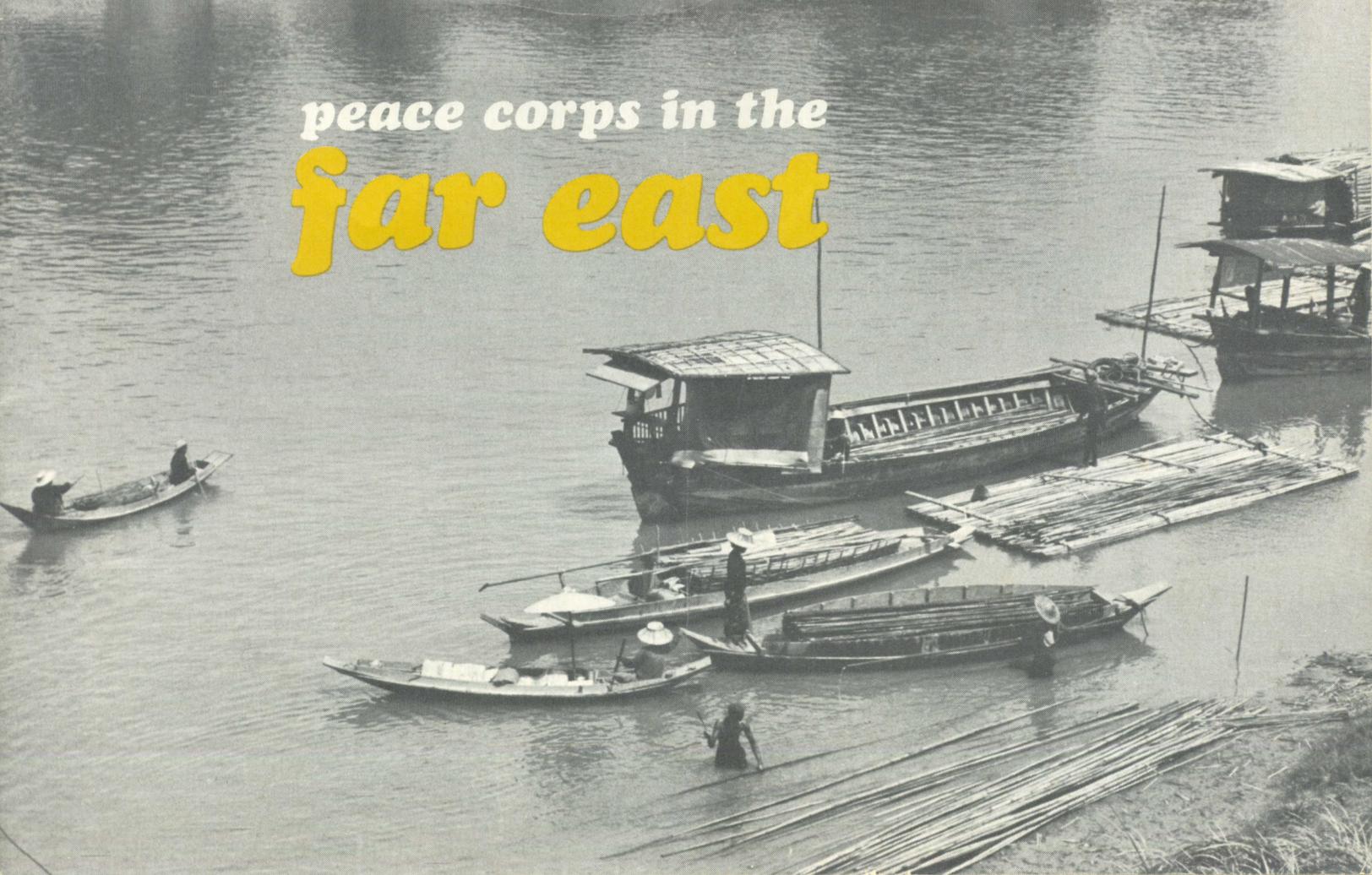
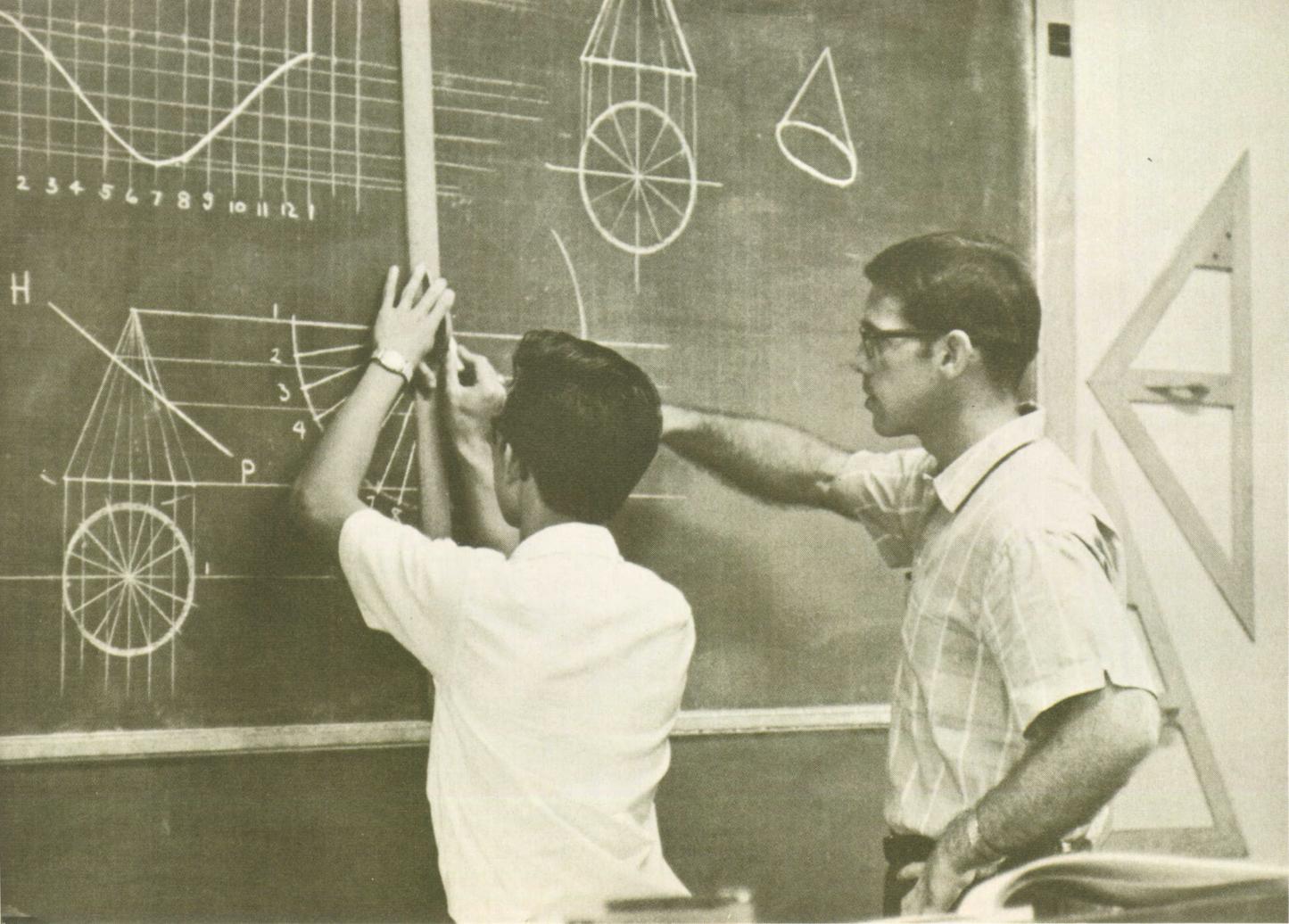


peace corps in the
far east





PEACE CORPS IN THE FAR EAST

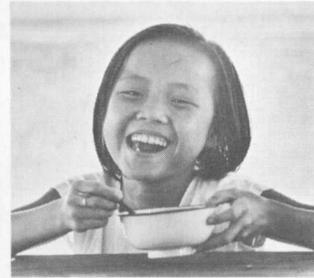
“This is probably the most beautiful place on earth,” Dave Roseborough said of his village in rural Malaysia. “If my eye were a camera I’d have some unbelievable photographs.

“But after you’ve been here a while you find something much more beautiful than rice paddies and groves of rubber trees. . . . It is a very basic joy with life that I wish I could take back and inject into America. That probably sounds funny coming from a chemical engineer from Tulsa, but a lot has happened out here. . . . I’m not worried about security anymore. . . . I think I’d like to make a career out of teaching.”

The Far East often changes the Peace Corps Volunteer. He is forced to redefine words like *success* and *happiness*. But overseas service is a two-way street:

In a mountain village most children were unable to go to school. Only a few students could fit inside the tiny school building. Government officials could not understand the monthly petitions that poured in from the village requesting a new school. Ministry of Education records indicated that the village already had a school.

The stalemate was broken by a Peace Corps Volunteer who translated the problem into more meaningful terms: statistics. He organized a door-to-door survey. The results showed that 65 percent of the children were not attending school because of



limited facilities. The statistics won the community a new school. It's large and bare, but it offers the basics needed for an individual's inclusion into the 20th century.

Peace Corps Volunteers are changing the Far East. Through door-to-door surveys, nursing, teaching and construction, words like *education* and *progress* have taken on new meanings for many Thais, Malaysians and Filipinos.

Everywhere in the Far East the 20th Century has suddenly and abruptly arrived, fired by international pressures growing out of World War II. Malaysia, the Philippines and Thailand are altering their social, economic and political systems. Their hopes for national progress and international participation rest on education.

But there are too few schools and teachers. These nations, however, are capable of providing increasing numbers of school facilities and they are doing so at a rapid rate. The real problem is the lack of teachers. This is where the Peace Corps comes in. Volunteers, most of them liberal arts graduates, are extending educational facilities to a whole generation of students in the Far East.

The physical presence of these Peace Corps Volunteers has enabled thousands of young people to attend school. But the Volunteers have done more than merely fill a void. Bringing





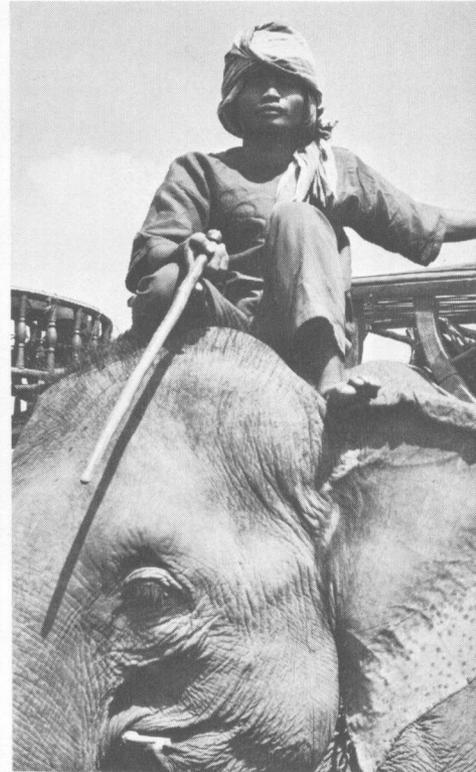
parts of the western world to the east so that Americans and their students may learn to appreciate each other's cultures and traditions is an important part of Peace Corps work. So is the Volunteer's emphasis on individual thought rather than rote memorization.

A CHALLENGING JOB

About 80 per cent of the 1,400 Peace Corps Volunteers in the Far East are engaged in education. The other 20 per cent are in rural community development and public health programs. In all their work, these Peace Corps Volunteers are encouraging human advancement and giving content to the world's promise for a better life.

MALAYSIA

Education: With the merger of Malaya, Singapore and the Borneo States of Brunei, Sabah and Sarawak in 1963, the resulting Federation of Malaysia has taken significant strides toward universal free education. In 1965, there were more than 550 Peace Corps Volunteers serving as elementary, secondary and university teachers as well as vocational instructors and librarians in areas where the educational shortages are most critical.





To help train the technologists so urgently needed in these developing nations, the Peace Corps has supplied a large percentage of all degree-holding teachers of math and science for secondary schools in the last three years. The current expansion of universal education through the ninth grade, with courses in vocational skills required of all students, has created a severe shortage of industrial arts teachers which Peace Corps Volunteers are helping to fill. In addition, Peace Corps Volunteers make up one-third of the teaching staff of the Malayan Teachers' College, serve as supervisors for an English teaching program in Sarawak and are establishing school libraries throughout the Federation.

Health: For the immediate future, Malaysia's public health goal is to provide one doctor for every 50,000 people at health centers throughout the country. At sub-centers for population groups of 10,000, nurses are providing maternal and child care. Thus far, over 60 Peace Corps nurses have opened and staffed a large number of sub-centers, enabling 200,000 people to have access to health care sooner than otherwise would have been possible. The Peace Corps has also been the main source of health personnel for Malaya's aboriginal health program. Peace Corps nurses, a doctor, an occupational therapist, and an X-ray technician staff a jungle hospital, traveling by boat and helicopter to patients in remote areas.





Rural Community Development: In Malaya and Sabah, farmers are given land by the government to induce the growth of rubber and oil palm for cash crops. To stimulate local leaders for this new land settlement program and to help farmers learn modern agricultural techniques, Volunteer community developers are working in a large number of rural areas. In Sabah and Sarawak, Volunteers are primarily involved in the development of public works and basic resources through road-building projects, soil and timber surveys and agricultural extension and education programs.

PHILIPPINES

Education: Working in full partnership with Filipino teachers, more than 500 Peace Corps Volunteers have been providing impetus for improving teaching techniques and school curricula in the Philippines. This team-teaching approach to education reflects the Philippines' need for higher quality teaching rather than greater numbers of teachers. The Peace Corps has recognized the importance of this goal by focusing its entire program in this Asian nation on education. Volunteers serve in elementary, and secondary schools and in teacher-training colleges. They are assigned in groups so their efforts may be concentrated in centers of educational influence. Originally there were 10 "clusters" of these Volunteers; today there are more than 50. The educational

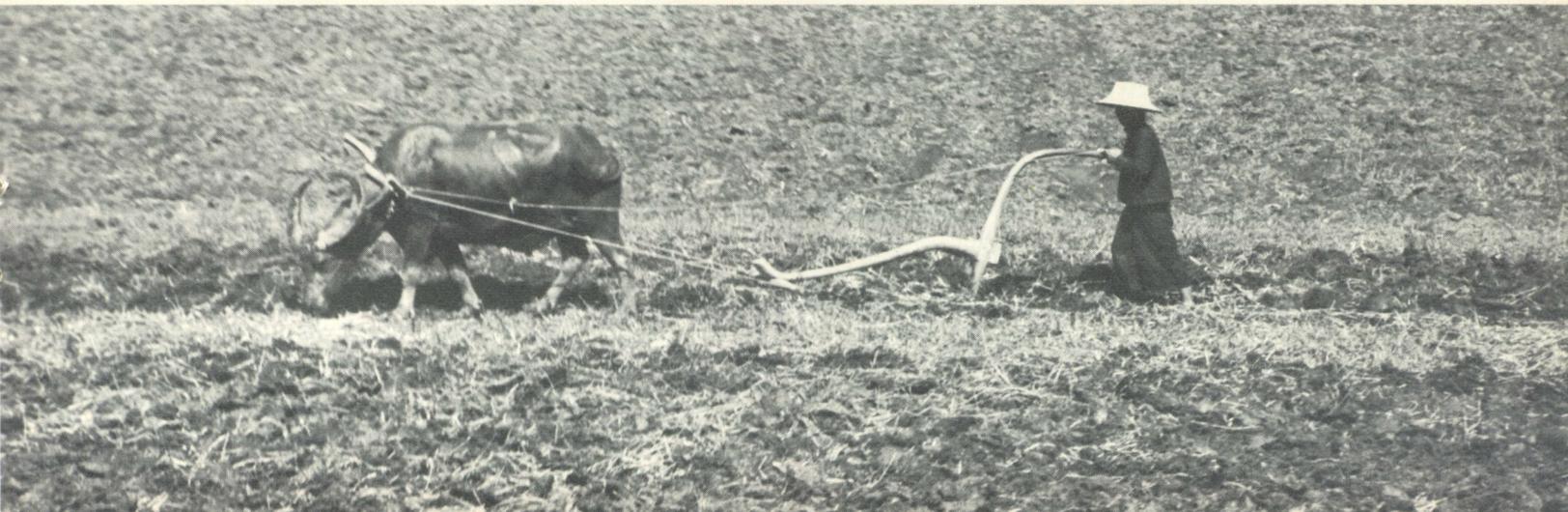


centers where Volunteers work often contain a pilot elementary school, *barrio* elementary schools, a teacher-training college, one or more pilot high schools and a demonstration center.

During their first year abroad, Volunteers usually serve in the educational center introducing new methodology, sharing teaching time with Filipino co-workers and evaluating student performance. During their second year, some Volunteers become full-time teachers, freeing Filipino co-teachers to pursue graduate studies, attend short-term in-service institutions or specially-designed training programs. Other Volunteers become demonstration teachers or subject matter specialists in the office of the Director of Education. In addition, Volunteers and Filipino teachers plan, staff and conduct curricula-writing seminars and a national institute in English, mathematics and science during school vacations. These sessions allow Filipino teachers an opportunity to study new subject matter, exchange ideas on methods and experiment with new techniques.

THAILAND

Education: In response to the growing importance of English as a second language in Thailand, more than 200 Peace Corps Volunteers are teaching the subject in universities, teacher training colleges, secondary schools and technical institutes. The





Volunteers' impact is further multiplied by the establishment of an in-service English language training course, also conducted by Peace Corps Volunteers, for Thai English teachers from schools in rural areas. Other Volunteers in this program will be assigned for four-month periods in rural schools to free Thai teachers to attend the training sessions.

Peace Corps Volunteers are also teaching physical education, vocational education, agriculture, political science, graduate mathematics, history, speech and hearing-defect detection, classification of specimens at Chulalongkorn University and public administration at Thammasart University.

Health: One of the most unusual and potentially beneficial programs in which Peace Corps Volunteers are involved is Thailand's malaria eradication project. As assistants to malaria eradication zone chiefs, Volunteers have been spending most of their time in the field, walking and riding through parts of Thailand where no foreigner has been before. Volunteers supervise spray operations and identify fever patients, taking blood samples and assisting in administration of mass drug treatment. Those with training in entomology work in regional laboratories and also participate in field investigations, conducting entomological studies and tests on vector and suspected vector species.

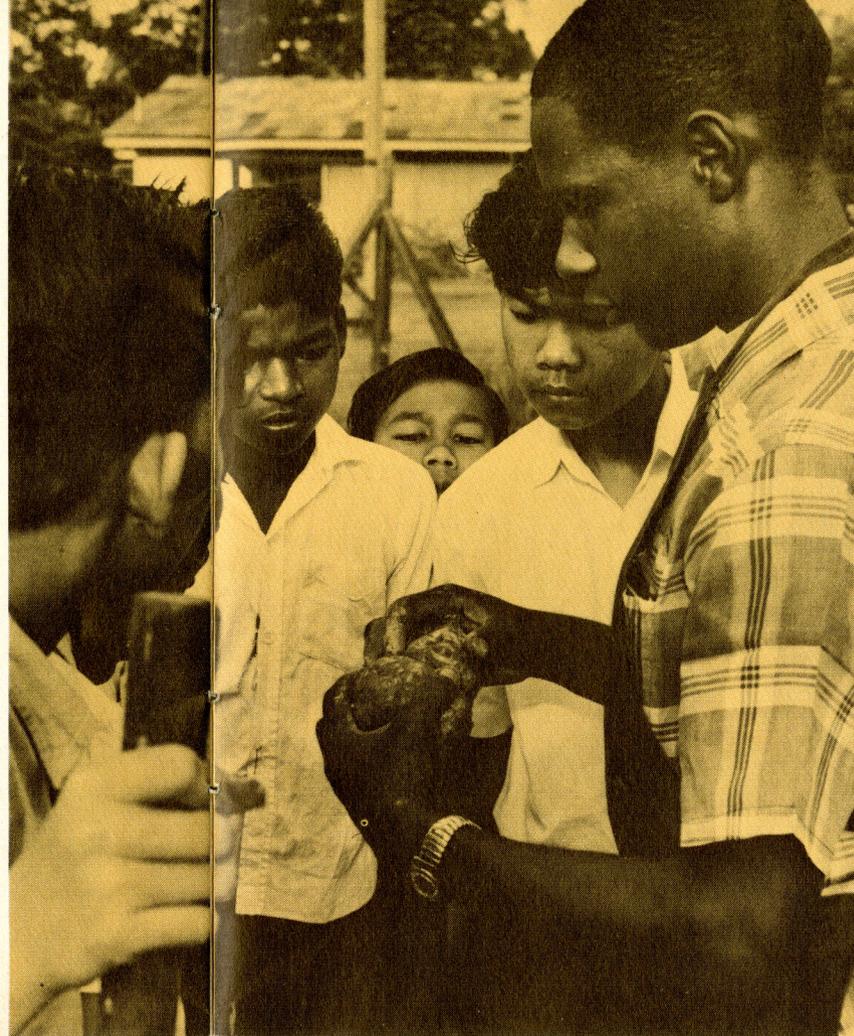
Peace Corps Volunteers are also helping to fill the chronic



shortage of laboratory technologists in Thailand's provincial hospitals by conducting training courses in basic procedures and supervising the practice of advanced techniques. The six-month course, held in larger hospitals in the provinces, is attended by Thai students from surrounding hospitals and clinics. It is estimated that a relatively small number of Volunteers can train five to six hundred Thais in basic laboratory work during their two years of Peace Corps service.

For the people in Thailand's rural areas, poor sanitation practices and polluted water supplies present severe handicaps to good health. Volunteers with non-technical backgrounds, as well as Volunteer engineers, and graduates in health education, have been working in villages in a new public health program designed to develop safe water systems and encourage better health education, infant and child care, nutrition and school health, construct wells and privies, design community water systems, and help develop regional pilot health projects through the establishment of village health committees.

Rural Community Development: Peace Corps Volunteers in Thailand are also serving in rural villages and resettled lands to stimulate a community approach to the solutions of common problems. Located principally in the southern and northeastern





portions of the country, where economic need is most severe, these Volunteers are encouraging practical solutions to problems of education, sanitation, health and recreation and are also participating in agricultural extension and rural construction work.

A GLIMPSE OF THE FAR EAST

The Federation of Malaysia, encompassing the states of Malaya, North Borneo and Sarawak, covers an area of 128,300 square miles. A constitutional monarchy within the Commonwealth of Nations, its head of state is elected by hereditary rulers of the Federation's member states. There is a bicameral legislature. With a population of nine million people, the indigenous tribes in Malaysia are Dusuns, Bruneis, Muruts, Land and Sea Dyaks, Malays and Melanaus, with substantial Chinese minorities. Smaller minorities include Indians, Pakistanis, Thais, Ceylonese, Europeans and aborigines. Malay is the national language of the Federation, but Chinese, Arabic, English and tribal languages are also used. The climate is hot and humid with heavy rainfall. Agriculture is still the mainstay of the economy, and rubber is the area's most important export item.

In the Philippines, rugged mountains rise above the thick jungles and green plains of the more than 7,100 islands that con-





stitute this republic located 500 miles southeast of Asia. The Filipinos, descended from Malaysian and Indonesian racial stocks, constitute 99 per cent of the total 28,000,000 population. The most important minority groups are Chinese, Indians, Negritos and Europeans (including Americans). There are three official languages: English, which is spoken by 37 per cent of the population; Spanish, now spoken by very few; and Tagalog, the national language adopted in 1946 and understood by about 37 per cent of the people. The teaching of Tagalog is mandatory in public and private primary schools. In addition, approximately 70 native dialects are spoken, and nine of these are considered major tongues. With a generally warm maritime climate, although temperature and rainfall ranges differ considerably throughout the islands, agriculture is the primary occupation of the republic. Her major exports are oil seeds, nuts and kernel, sugar and sugar preparations, wood, lumber and cork. Today, the Filipino government is republican in form and democratic in principle, with a popularly elected President and bicameral Congress.

Situated in southeast Asia, Thailand, the land of rivers, is bordered by Burma, Laos, Cambodia and Malaya. A constitutional monarchy, it is the only country in the area that has never been ruled by a European nation. Thailand's land area is a little smaller than Utah and Arizona combined, but her population exceeds 28,000,000. The country is largely inhabited





by Thai people, who are racially related to the Chinese and were one of the major peoples to migrate from south China in 13th century A.D. Important minorities include the Chinese, Indians, Malays, Cambodians and Kuis. The Thai language, with geographical variations, is spoken throughout the country, although English is gaining increasing official and commercial usage. The climate is tropical with three distinct seasons: hot from March through May; rainy from June to October; and cool from November to March. Agriculture continues to dominate Thailand's economy, with the primary product being rice. Major exports in addition to rice are rubber, tin and wood.

A CONTRIBUTION TO HISTORY

Oliver Wendell Holmes said that "*as life is action and passion, it is required of a man that he share the passion and action of his time.*" Our time contains strong passions which demand both rebellious and revolutionary action. There is a worldwide rebellion against illiteracy, hunger and illness. But Peace Corps Volunteers are doing more than helping people rebel *against* oppressions. They are part of a revolution *for* the individual's right to think and *for* his opportunity to exercise that right in his society . . . in his time. Health and education enable people to think. Community development can help them translate their ideas into action. The Peace Corps seeks to harness and transform destructive rebellion into constructive revolution.

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