UWM AND THE PEACE CORPS: PARTNERSHIP IN INNOVATION

Carol Edler Baumann*

When the first Peace Corps training project at The University of Wisconsin–Milwaukee commenced in January of 1963, it ushered in a new dimension to the international studies of the University which even now has not reached its full expanse. In two years, The University of Wisconsin has served as the locale for fourteen projects and for the training of over 600 Volunteers for Latin America, Asia, and Africa. During this time UWM has become one of four permanent year-round Peace Corps Training Centers in the country; it has granted not only fellowships, assistantships, and tuition scholarships to returning Volunteers, but also up to twelve undergraduate credits in relevant disciplines; finally, it has incorporated into the international relations field a special sequence of courses closely geared to Peace Corps service. This, indeed, could well be only the first step toward a comprehensive and continuing relationship which might yet develop to embrace Peace Corps studies and service as an even more integral part of both the undergraduate and the graduate curriculum.

THE BEGINNING

Following discussions in Washington, D. C., between Provost J. Martin Klotsche of The University of Wisconsin–Milwaukee and Peace Corps officials, a Special Committee on International Programs met at UWM on February 28, 1963, to discuss the possibility of a Peace Corps training project in Milwaukee. The committee agreed that UWM involvement in such a project could be an appropriate and beneficial undertaking for the University, that Latin America presented itself as a geographical area in which the University was best prepared to develop such a program, and that the project would be strengthened if, added to UWM resources, the resources of the total University and other educational institutions

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1 UWM alone has hosted a total of thirteen Peace Corps projects with over 550 Volunteers.

2 Professors Frank M. Himmelmann, Henry W. Hoge, and Donald R. Shea.
in the Milwaukee area could also be utilized. This kind of cooperative approach has been followed throughout all of the Peace Corps training programs at the University.

On April 18th, Mr. Lawrence Dennis, Associate Director for Peace Corps Volunteers, visited Milwaukee and met with a number of Milwaukee area university and college representatives at The University of Wisconsin–Milwaukee. At the meeting, Dr. Fred Harvey Harrington, then Vice-President, expressed the interest of The University of Wisconsin as a whole in cooperating with various Wisconsin institutions in developing programs for Peace Corps training. Although centered on the Milwaukee campus, all University of Wisconsin Peace Corps training has since borne this marked characteristic of total University support by faculty and administration alike. The following month, Mr. Joseph F. Kauffman, Director of Peace Corps Training, sent an invitation to Dr. Donald R. Shea of The University of Wisconsin–Milwaukee to attend a Peace Corps Training Conference in Washington. In early June, Dr. Shea attended the Washington meeting on behalf of the University, and conversations there led to a subsequent statement by Mr. Dennis that it appeared likely that a program for UWM would develop sometime later that year. To clarify and formalize this somewhat indefinite commitment was the major remaining task before actual negotiations on a training contract could begin. That UWM was ready to move ahead quickly in this direction was made clear to both the Director of Training and the Associate Director for Peace Corps Volunteers.

Before mid-July, UWM officials had received a preliminary statement on a specific Peace Corps project for the development of savings and loan operations in Peru. Although the details were yet to come and a contract would still have to be negotiated, the University administration was ready to get the project nailed down. Latin America was regarded as the overseas area in which the University had the greatest academic competency, and the technical studies prescribed (savings and loan) would provide the University with the opportunity to draw on community resources in such essential areas as banking, business, and labor. By October, contract negotiations were under way, and the development of a successful project seemed assured by the endorsement of the administration and by the enthusiasm of the key faculty people involved both in Milwaukee and in Madison. The Peru Savings and Loan Project began as the first UWM Peace Corps Training Program on January 10, 1963. The next section will examine in more detail what that and subsequent programs entailed and how they led to the creation of year-round Peace Corps Training Center on the UWM campus.
TRAINING PROGRAMS AND THE PEACE CORPS CENTER

Including the initial Peru Savings and Loan Project (January 10—March 23, 1963), The University of Wisconsin—Milwaukee undertook and completed thirteen Peace Corps training programs through December of 1964. These included projects for seven different countries on three continents with a total of over 550 trainees. The Volunteers were trained in such disparate skills as Community Development, Math/Science Teaching, 4-H, Credit Union Development, Rural Cooperatives, School Lunch Programs, Auto Mechanics, Nursing Education, and English as a Foreign Language—and the list is not complete. Of those trainees entering the first eight projects, approximately 78.5% successfully completed their training program and graduated as full-fledged Volunteers.

One of the outstanding characteristics of the training programs is their diversity—in the areas of knowledge and technical skills included, in the sources and talents of administrative and training staff utilized, and in the background of the trainees themselves. In addition to the technical studies referred to above, the trainees study in depth the country and region to which they are assigned and so familiarize themselves with the language and customs of its people as to almost “feel at home” when they finally arrive at their Peace Corps destination. According to the Peace Corps Training Division, the aim of Area Studies is to provide the trainees with both knowledge of and respect for the culture, traditions, and sensitivities of the nationals with whom they will live and work. The training program also includes an American Studies, World Affairs, and Communism component designed to nurture an understanding of the United States and its heritage as well as some conception of the foundations and problems of international relations today.

Diversity is also reflected in the backgrounds and disciplines of the training staff and faculty. In all of the UWM projects to date full use has been made of the “total” University resources so often referred to in the early negotiations. In the first seven projects, for example, The University of Wisconsin in Madison was represented fifty-two times—second only to UWM in the number of faculty members included. In the same seven projects a total of forty-seven different institutions were represented, almost half of them two or more times. Among these were colleges and universities from all over the country as well as from foreign states. The faculty representation from the University (Madison and Milwaukee) included thirty-two disciplines and departments. This broad, interdisciplinary approach, though dictated by the project format and

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*a See Appendix A for a complete list of all UWM projects (to date), with relevant technical studies, dates, number of trainees, and dropouts.

* UWM was represented 166 times in the first seven projects.
facilitated by a fairly specific goal, was in itself an innovation for faculties more accustomed to the departmental rather than the interdepartmental viewpoint.

Finally, the trainees themselves have contributed a cosmopolitan air to a campus less characterized in its international learnings by the composition of its student body than by its academic interests and expanding international curriculum. Again using the first seven projects for computation purposes, the following figures emerge: The trainees came from thirty-eight different states, the District of Columbia, Puerto Rico, Burma, and Germany. Sixty-nine per cent had finished sixteen grades of schooling and had received their B.A. degrees. Another 4.8 per cent had received M.A. degrees, and there were three (1.4 per cent) LL.B. degrees. As a group, the trainees had obtained degrees from ninety-six different schools. The age variation extended from 18 to 65, but over 54 per cent were 22 to 24, and another 23 per cent fell between the ages of 20 and 26. Diversity has thus characterized the trainees more in geographical representation than in educational background or in age.

As for the training programs per se, the general format and the rudimentary elements of each are similar. The number of trainees and the number of weeks may vary, although on a national basis most projects now take approximately ten to twelve weeks and tend to average seventy-five trainees per project. The program breakdown in subjects covered and time allocated has also become fairly standardized. In the more recent twelve-week programs at UWM, the total of 720 training hours (60-hour weeks of 10 hours per day) is divided in general as follows:*

<table>
<thead>
<tr>
<th>Category</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Language</td>
<td>310</td>
</tr>
<tr>
<td>Technical Studies</td>
<td>143</td>
</tr>
<tr>
<td>Area Studies</td>
<td>100</td>
</tr>
<tr>
<td>American Studies, World Affairs, and Communism</td>
<td>55</td>
</tr>
<tr>
<td>Physical Training and Recreation</td>
<td>70</td>
</tr>
<tr>
<td>Health</td>
<td>30</td>
</tr>
<tr>
<td>Peace Corps Orientation</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>720</strong></td>
</tr>
</tbody>
</table>

The predominant position afforded to language, technical studies and area studies simply reflects the primary emphasis placed upon the tasks to be done and the linguistic facility so necessary to accomplish them. An understanding of the history and culture, politi-

*New York (26), California (24), Illinois (18), Pennsylvania (14), and Wisconsin (12), as listed, had the highest number of trainees.


*Outside of a slightly greater emphasis on language, technical, and area studies, the UWM program compares closely with the general pattern for Peace Corps programs throughout the county. See Ibid., pp. 2-3.
cal and economic systems, and the needs and aspirations of the people living in the area is also considered essential to the job at hand. Hence, area studies are correspondingly emphasized.

In Milwaukee, there have been three major developments in the content of the training programs during the initial two-year period. First, in the area of technical studies, there was a noticeable switch during and after the eighth project from a primarily lecture approach toward technical studies to an emphasis on practical, “in-the-field” training. Field practitioners involved in similar or closely related work, whether it was nursing, public health, or community development, were heavily utilized in the technical training segment of the program. Moreover, the trainees themselves were taken on relevant field trips where they not only gained practical experience in the work ahead of them, but also had the opportunity to apply the knowledge they had accumulated in the more formal phases of their training. According to Center personnel, this also afforded them both relief and release from the pressures of intensified training by allowing them to “get their hands dirty.”

In addition to this new emphasis on field training, the more recent projects at UWM have included a sizable segment of “communications theory” within the technical studies field. Since the Brazil RCA project (spring, 1964), communications theory has constituted approximately fifteen hours of the total technical studies time allocation. Recognizing the language problem as of key significance in a cross-cultural situation, the communications section was obviously designed to supplement language training by alerting the trainees to the ambiguous nature of full and clear communications. The UWM program is not unique in including this, but it does emphasize the fact that total communication is more than language; that it not only requires facility with the language itself but also must take cognizance of such factors as source credibility, nonverbal communication, the impact of communication on group change, and the possibilities and limitations of the mass media in communications.

A second development, related more to organization and administration than to content, and yet affecting the later, was the gradual combination of the American Studies, World Affairs, and Communism sections of the training program. In the first four projects all three were treated as separate segments with little, if any, relationship between them. They were co-ordinated by different professors and were scheduled separately, again, with little relation to one another. By the time of the fifth and sixth projects (Ecuador 6 and Brazil 6), however, World Affairs and Communism had been com-

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8 See Syllabi of all UWM Peace Corps Training Projects, The University of Wisconsin-Milwaukee.
bined as an integral unit. American Studies remained a separate entity, but both units (American Studies as one and World Affairs and Communism as the other) were coordinated by the same person. In the seventh project (India 5a) all three were combined as the ASWAC (American Studies, World Affairs, Communism) section of the training program, and this format has since been followed. In the combined approach, an attempt has been made to relate the various political, economic, and social aspects of American society and its institutions both to the world scene and to the ideological and practical accoutrements of international Communism. Although closer integration could probably still be effected, the three topics have emerged as a more cohesive and meaningful unit.

The third change in the UWM projects resulted from the maturation of the entire Peace Corps program. With the advent of returning Peace Corps Volunteers, the opportunity arose to utilize their experience and personal insights in the training of future Volunteers. In addition to their value as adjuncts of the Peace Corps Center, the returning Volunteers became invaluable participants in the orientation segments of the training program. Peace Corps Orientation is the only portion of a training program which is administered by Peace Corps, Washington, and carried out by Peace Corps personnel. Since the India 5a project (Sept.–Dec., 1963) in Milwaukee, returned PCVs have been utilized for at least six hours of the twelve-hour orientation sections. From their own personal experiences, they have been able to prepare the trainees for the actual living conditions they will face and the concrete situations with which they will have to deal. This has provided the trainees with a much more realistic picture of Peace Corps service and has thus given a more practical bent to their total training.

As salutary as all of these developments have been for specific segments of the projects, the total training program at UWM has probably benefited most from the creation of a permanent year-round Training Center. The first official proposal indicating the University’s interest in the establishment of such a center was made by President Harrington of The University of Wisconsin to Mr. Sargent Shriver, Director of the Peace Corps, when he indicated that the University was prepared to make a long-term commitment to train Peace Corps Volunteers on a year-round basis for any country and in any specialty for which it had available resources. The University was convinced, however, that the most efficient and effective way to undertake such training programs would be under a long-term contract arrangement so that it could build Peace Corps training into the regular teaching loads of key

*See below, p. 135.
faculty members. President Harrington therefore proposed\textsuperscript{10} that negotiations begin on a contract to set up such a Training Center on the Milwaukee campus. The resources of the entire University would be available to staff the training programs, and some specific projects might still be based in Madison.

Negotiations followed. The rationale for a year-round center was evident not only to the University, but to the Peace Corps as well. Of all the various criticisms of Peace Corps programs which had been made during its first two years of operation, the most persistent, especially among universities, was the lack of lead-time for specific projects and the consequent necessity for "crash programs." This problem, it was suggested, could be at least ameliorated by setting up programs on a continuing basis\textsuperscript{11} and thereby developing a permanent and experienced staff and faculty.

In assessing the year-round program in New Mexico in 1963, Rogers B. Finch, Chief of the Peace Corps Division of University Relations, wrote that such a program makes it possible for the university to commit appropriate facilities and staff to a project in advance and to make more efficient use of scarce foreign area and language specialists. He also indicated the Peace Corps self-interest in this when he pointed to the fact that a year-round program ensures a steady flow of trained Volunteers.\textsuperscript{12}

Following a series of meetings and correspondence on the matter, a year contract was signed between The University of Wisconsin—Milwaukee and the Peace Corps for the period of August, 1963, to August, 1964. This in itself established UWM as a Peace Corps Training Center although both staff and facilities were at a bare minimum.\textsuperscript{13} The primary objectives before the Center were thus twofold: first, the search for additional personnel and expanded facilities and, second, the utilization of a permanent staff and administrative organization to better facilitate the preparation and implementation of future projects. By the end of the year an apartment building on the Kenwood campus had been purchased for housing trainees, and by the following summer an expanded staff was in full-scale and continuous operation.\textsuperscript{14}

The Center's organization has been functionally determined by its principal tasks: Training, Selection, and Returned Volunteer Counseling and Support, all serviced by a central administrative

\textsuperscript{10} March 20, 1963.


\textsuperscript{13} The staff then consisted of Dr. Shea as Director, one administrative assistant, and a secretary.

\textsuperscript{14} In terms of both budget and staff, the Peace Corps Center has become one of the larger operations on the UWM campus.
structure. Dr. Shea continued as Director but added an administrative assistant for overall Center activities. For training purposes, a separate project director plus his own secretary is now assigned to each project. Thus, even if two projects are running simultaneously, each automatically has its own director and secretarial support. Moreover, a permanent training director was appointed in January, 1964, to provide continuity from one training project to another, at least for the Latin American area. The creation of this latter position along with the Center itself has added that built-in "infrastructure" so essential to the efficient organization and running of new and different projects, otherwise largely serviced by turn-over personnel.

In the area of selection, the UWM Center currently has on its staff a full-time Field Assessment Officer for all projects, an assistant FAO, the assistance of the Director of Psychological and Counseling Services, and a half-time secretary, in addition to the psychologists assigned to each project. Although selection procedures are centrally directed from Peace Corps, Washington, and the Washington Selection Officer makes the final selections, the decisions themselves correlate closely with the midterm and final evaluations of the Selection Board. The three regularly attending members of the board for any program are the Project Director, the Field Assessment Officer and the Selection Officer, although others periodically attend.15

Selection, however, is based not only on the midterm and final evaluations by the Selection Board, but also on the day-to-day assessments by those most intimately connected with the trainees during their training period. Training itself is utilized as part of the selection process, and prospective Volunteers are "selected out" at any phase either before or during the training period. Before training, selection operates on both a "selection in" and a "selection out" procedure; that is, selection in takes place when the prospective Volunteers fill out the application forms, take the required examinations, and refuse or accept assignments offered. Selection out, on the other hand, takes place through the investigation of applicants, the evaluation of applications made and tests taken, and the ultimate rejection of original applicants accepted.

In a special report on the Peace Corps, published in 1963, the American Council on Education estimated that in order to send one qualified volunteer overseas, the Peace Corps has needed as many as eight applicants. Considering eligibility only, the report continued, "... approximately one out of four applicants are accepted for training. But not all of those invited accept, and the

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15 For example, the psychologists on the project, a P. C. Program Development Officer, Field Representative, or Deputy Field Representative, if in the area.
proportion of refusals, while decreasing, has been as high as 50 per cent. Once an assignment has been offered and accepted, however, selection does not end. If anything, it then begins in earnest. Training, itself, supposedly gives the final insight into an applicant's suitability for Peace Corps service, and about 20% of the trainees entering a training program are ultimately "selected out" for one reason or another during the training period. This procedure has resulted in the relatively high quality and low attrition rate of Peace Corps Volunteers on the job. The University of Wisconsin–Milwaukee has generally accepted the rigors of a strenuous training program as a necessary prelude to successful service overseas.

Returning to the administration of the Center itself, for its day-to-day operations, there is a full-time administrative assistant, one full-time project assistant, and two part-time personnel. A small number of returned PCVs are also employed for assistance in training, orientation, and recruitment. In July, 1964, a fourth Center function was expanded through the appointment of a Director of Psychological and Counseling Services. In addition to assistance in evaluation for selection purposes, coordination of Peace Corps recruitment, and development of Center-Community Relations, the Director assumed responsibility for the counseling of all returning PCVs who requested it as well as for the coordination of Volunteer support at UWM through assistantships, scholarships, and other stipends. This function developed as a result of the growth of the Center, the increasing number of returning Volunteers, and the utilization of UWM as the one Peace Corps Training Center with responsibility for counseling activities on a national basis.

The establishment of the year-round Center at UWM has made its impact in several areas, but nowhere as emphatically as in the way it has allowed that degree of advance planning which has facilitated the recruiting of the most appropriate and qualified faculty and personnel for the projects to be done. Most planning is now based on the assumption that at least one project will be carried out per semester and that the programming will be geared as closely as possible to the university calendar. Other additional projects will periodically be taken on, however, as well as summer programs.

In addition, UWM as a whole has experienced many of the same reactions as other institutions involved in Peace Corps training. The concrete advantages and disadvantages of such training have been elaborated upon in numerous articles\textsuperscript{17} and are not unique to UWM. For example, "Institutions which have conducted Peace

\textsuperscript{18} American Council on Education, \emph{op. cit.}, p. 10.

\textsuperscript{17} See especially Roy P. Fairfield, "The Peace Corps and the University," in \emph{op. cit.}
Corps training projects have found the experience to be not only highly demanding of staff and facilities, but also exciting and rewarding. The opportunity to teach international relations, area studies, country studies, language, American studies, health, technical studies, and Communist tactics and techniques to a group of highly motivated trainees who will shortly be putting to use what they have learned has proved to be a new and exciting educational experience for faculty members who have participated in these programs.\(^1\)

Of even greater relevance, however, to a training center where new projects are constantly underway and where more and more faculty become involved in them in one way or another is the remark that “The Peace Corps training program requires an interdisciplinary effort far exceeding that called for by even the wildest ‘general educationists,’” for it brings together on a single team so many varied and different specialists from numerous disciplines and parts of the campus. These faculty members have “... gained new respect for the rich resources of expertise in their school—riches that are too frequently overlooked in the day-to-day concentration upon particular areas of specialization. Undoubtedly, some have found this ‘cross-fertilization’ somewhat sinful; most have found it exciting and productive.”\(^2\)

In Milwaukee, moreover, the very creation of an on-going operation has had a psychological effect on the thinking of UWM faculty and the community at large. Whereas earlier projects were conducted on crash basis with faculty participation based on a combination of incentives, including experimentation, idealism, and monetary remuneration, the program has now become firmly established and thereby somehow “respectable.” There is also a growing recognition of the possibilities of a Peace Corps—University partnership which would encompass not only an incorporation of Peace Corps training techniques and topics into the regular curriculum, but also the joint development of the training projects themselves and of new research proposals.\(^3\)

**Training as Education**

In addition to the generally admitted advantages and disadvantages of Peace Corps training from the university viewpoint, perhaps the greatest significance of the Peace Corps programs at The

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\(^1\) Rogers B. Finch, “The Peace Corps and Higher Education—Two Years of Partnership,” in _op. cit._, p. 4.


\(^3\) The Peace Corps itself expressed its confidence in the quality of training at the UWM Center and in its long-range potential by a renewal of the initial commitment with a million dollar contract in April, 1964.
University of Wisconsin–Milwaukee will be their long-term effect on the courses and curriculum of that institution. Only a modest first step was taken in September, 1964, when a general revision of the interdisciplinary Major in International Relations included as one option of specialization the study of underdeveloped areas as of special relevance for Peace Corps aspirants. Events in June and July of that year foreshadowed an even closer relationship between the Peace Corps and UWM with far-reaching implications for course content, the curriculum, and the standard four-year time sequences.21

Of related, but more immediate concern, however, was the question of how Peace Corps training compared and contrasted with regular college classes and whether, in fact, training could validly be considered as education at all. There were some who obviously did not think so. Emphasizing the problems of unequal motivation, background, and potential, one writer argued, “Even when a university creates a diversified program to take these several variations into account, it is so intensified as to preclude maximum absorption of the lectures and the reading. Surely learning requires some seasoning time.”22 Because the question related not only to educational theory, but also to the practical problem of accreditation for returning Peace Corps Volunteers, it deserved further consideration.

In autumn, 1963, a brief study was made by the author in the general area of Peace Corps Training in World Affairs23—a comparative analysis of World Affairs studies in two Peace Corps Training Projects (Panama/Colombia—Spring, 1963, and India: Andhra Pradesh—Summer, 1963) and in two UWM International Relations semester courses (Political Science 375—Fall, 1962, and Spring, 1963). The study was designed to determine the relative equivalents between Peace Corps training in World Affairs and University courses in International Relations in terms of total hours taught, subjects included and readings assigned, and attainments (by examination) reached. It was hoped that the analysis would provide an objective, though limited, basis both for an evaluation of Peace Corps academic training (i.e., area studies, language, and perhaps technical studies, in addition to ASWAC) according to University standards and for the possible future accreditation of returning Peace Corps Volunteers with UWM credits.

21 At the time of writing, these plans were yet in the formative stages, but there were clear indications of novel developments in this direction. See below, pp. 145–148.
Although the World Affairs sections of the Peace Corps projects differed from their International Relations course counterparts in time allotment, subject range and focus, and instructional technique, certain “constants” were provided to facilitate comparison:

1. The conceptual framework and pedagogical approach (from general to particular, from theoretical abstractions to practical problems) were the same.

2. The text assigned for the India: Andhra Pradesh Peace Corps project was also used as one of the International Relations course textbooks.

3. The instructor who taught the International Relations courses also coordinated the Peace Corps sections and lectured for some of them.

4. The examinations for both were basically the same (essay and identification) and were graded according to identical standards.

After an examination of the comparative “contact time” in the Peace Corps World Affairs studies and in the International Relations semester courses, the following conclusion was reached:

“The hours allocated to World Affairs in Peace Corps training comprise approximately 70% of the time included in an average university 3 credit semester course. In a straight transfer from time to credits, therefore, (assuming a comparable level of instruction and substance) a Peace Corps World Affairs Section, by itself, would be equal to at least 2 credits.”\(^b\)

A similar analysis was then made of the course contents as evidenced in lecture topics and text assignments. The following conclusions emerged:

“The content of the World Affairs Section varied from the semester courses in International Relations in both range and depth. More topics were included in the International Relations courses but certain subjects were examined more fully in the Peace Corps projects. In terms of the total substance of the two, the Peace Corps training was more highly concentrated in the sense that a greater quantity of material was covered by lecture and by reading in a shorter period of time. Translating this into credits, the World Affairs Sections would again equal at least 2 credits, or more accurately, approximately 2.5 credits.”\(^c\)

Finally, some detailed attention was given to the course examination results as one indication of “learning.” Obviously, longer range retention of the subject matter could not be tested; however, retention over an extended period of time is not usually tested in the

\(^a\) Ibid., p. 6.
\(^b\) Ibid., p. 6.
\(^c\) Ibid., p. 6.
United States even in the case of the undergraduate college student. It is only at the Master's degree or Ph.D. level that comprehensive examinations embracing course work offered over a period of years are given. Hence, the contention that "... learning requires some seasoning time" may or may not be the case, objectively speaking, but it is no more relevant to Peace Corps training than to regular academic courses in terms of long-range retention.

With regard to examination results on the immediate subject matter, however, some controlled testing pointed to roughly parallel attainments in the Peace Corps sections and in the regular International Relations classes. The examinations for Peace Corps and those for the University were basically the same in format and in type of questions, though they necessarily differed in content. In both cases they were composed by the same person and graded according to precisely the same standards.

A tabulation of examination grades and relevant percentages follows.\footnote{Ibid., pp. 4–5.}

### World Affairs Section, Panama/Colombia

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<tr>
<th>Grades</th>
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<th>Percentage of Total</th>
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<tr>
<td>A</td>
<td>4</td>
<td>8.3%</td>
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<tr>
<td>B</td>
<td>13</td>
<td>27.1%</td>
</tr>
<tr>
<td>C</td>
<td>22</td>
<td>45.8%</td>
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<tr>
<td>D</td>
<td>8</td>
<td>16.7%</td>
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<tr>
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### World Affairs Section, India: Andhra Pradesh

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<td>7.9%</td>
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<td>B</td>
<td>10</td>
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<td>39.5%</td>
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<td>D</td>
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### International Relations, I Semester, 1962–63

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### International Relations, II Semester, 1962–63

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<tr>
<td>B</td>
<td>7</td>
<td>29.2%</td>
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<tr>
<td>C</td>
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<td>45.8%</td>
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<tr>
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<td>12.5%</td>
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<tr>
<td>F</td>
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<td>0.0%</td>
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The greatest variations in grades between the Peace Corps trainees in World Affairs and the International Relations students arose in the A and F categories; the percentage of A’s in Peace Corps training was smaller than that in the International Relations courses, and the percentage of F’s was greater. In assessing the significance of this deviation, however, it is essential to recognize that whereas a majority of these particular Peace Corps trainees had had little or no college or university experience, the International Relations students were all of junior or senior standing at The University of Wisconsin–Milwaukee. The Junior-Senior grade curve is generally skewed toward the higher grades, while the Freshman-Sophomore curve is more consistently bell-shaped. The former would thus reflect the actual grades of the International Relations students and the latter more closely approximate the grades of the Peace Corps trainees who, as a group, were more comparable, academically speaking, to Freshmen-Sophomores than to Juniors-Seniors. The differentiation in grades, then, could be more accurately attributed to differences in academic background than to relative academic attainments.

When the above was then applied to the purposes of the analysis (an evaluation of Peace Corps training according to University standards and for the possible accreditation of returning PCVs
with UWM credits), the following assessments on attainment were made:

"According to the results of the examinations given, the trainees themselves adequately absorbed and retained the subject matter presented to them despite the pressures of concentrated training techniques. Although they achieved fewer high grades than the International Relations students, the latter were of junior or senior standing and most of them had been exposed to related material. In class discussions, moreover, the trainees displayed a higher learning motivation than their student counterparts as well as a keener interest in fully understanding both the substance and the significance of the topics examined."\(^{27}\)

From these assessments of time, content, and attainment the conclusion developed that the academic level of the training was parallel to that of university classes in comparable subjects in terms of both contents provided and attainments reached. Thus, for purposes of university accreditation for Peace Corps training, it appeared both academically sound and logically consistent with the service-minded traditions of the University, to recommend: "1. For a separate World Affairs Section of from 25–30 hours, 2 undergraduate credits could be given. 2. For World Affairs combined with Communism in a section allocated 40–45 hours, 3 undergraduate credits could be given. 3. For the newly combined American Studies, World Affairs and Communism Section of from 60–80 hours, 4 or 5 credits would not be excessive."\(^{28}\) An even more modest accreditation was ultimately requested of the pertinent colleges at UWM and granted by their faculties.\(^{29}\)

If an argument can thus be made for accreditation in the relatively small ASWAC portion of the training program, it can equally be made for the language segment which is the largest single component of a training project. At UWM it comprises about 26 to 27 hours per week or 43% to 45% of the total training time. This is in addition to meal-time discussions with "informants"\(^{30}\) and free-time conversations among the trainees themselves. At least one-third of the language training time is spent in the language laboratory where intensive utilization is made of repetitive instructional methods through taped drills and other exercises. Native informants are also used for individual drilling. Although no new techniques as such are utilized in the UWM language training program, the well-established methods of oral drill are applied more intensively; in fact, there are few examples of language training throughout the country where oral techniques are utilized as much as in Peace Corps projects.

\(^{27}\) Ibid., p. 7.
\(^{28}\) Ibid., p. 7.
\(^{29}\) Ibid., p. 7.
\(^{30}\) See below, pp. 142–143.
\(^{\#}\) Natives of the country or area for which the trainees are being trained.
In terms of comparative language attainments, however, no comparable tests can actually be made because of the different emphases in training for Peace Corps and in teaching regular college classes. In the usual college introductory language course, for example, there are five hours per week—four consist of traditional grammar and vocabulary and one consists of oral drill. In Peace Corps training the emphasis is purely on oral facility and the largest proportion of the training is geared to the purpose of developing a basic oral communication in a foreign language. Hence, in the Spanish and Portuguese programs at UWM, the trainees are so well trained in the oral components of the language that they achieve as good as or better grades than the teaching majors in the department in the MCA Oral Proficiency Test. These factors have led the language departments most concerned to recommend the granting of at least eight credits for Peace Corps language training.

Accreditation for returning Peace Corps Volunteers did not present a major problem for UWM. The request itself was a modest one: twelve undergraduate elective credits to be given for successful completion of both training and overseas service; eight of these would be regarded as language equivalents and four in recognition of training in Area Studies and ASWAC. Those faculty members involved in the Peace Corps training programs were generally convinced of the merits of such action, and others were either favorably inclined or apathetic. Few were opposed. In fact, it was recognized that accreditation would affect only a small percentage of the Volunteers, many of whom already had degrees previous to their training experience and others who simply were not interested in pursuing further college studies.

On April 7, 1964, the faculty of the College of Letters and Science of the University of Wisconsin–Milwaukee authorized “... granting a maximum of twelve undergraduate elective credits for Peace Corps training and service. Eight of these credits would normally be given in recognition of language training and four credits for training in area studies, international relations, communism, and American institutions.” (Similar motions had already been passed as endorsements of the idea by the Committee of Advisors for the Major in International Relations, by the Departments of Political Science and History, and by others.) Following upon this action by the College of Letters and Science, the School of Education and

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51 These oral tests are designed for language teachers, and their norms are based on grades achieved by teachers attending the summer teaching institute of the NDEA.
52 Some opposition was based on the argument that such accreditation for Peace Corps training and service would act as “the thin edge of the wedge” in similar requests for other less deserving and less academically respectable types of training and/or service.
53 Minutes of the meeting of the College of Letters and Science, UWM, April 7, 1964.
the Division of Commerce of UWM adopted similar motions. Thus, by mid-May of 1964, The University of Wisconsin–Milwaukee in all its major divisions had accredited Peace Corps training and service with twelve elective undergraduate credits. Graduate accreditation was to be determined on an individual basis by the departments concerned.\textsuperscript{34}

The UWM involvement with the returning Volunteers extended beyond the granting of college credits for training, however. Their overseas experience and the unique contributions they could make to campus life was also recognized by the provision of several tuition scholarships and a number of graduate teaching assistantships and fellowships. For the academic year 1964–65 the fellowships and assistantships which were available included: fifteen full undergraduate and graduate tuition scholarships, two teaching assistantships in the Peace Corps Training Center, teaching assistantships in the College of Letters and Science, internships in the School of Social Work, one fellowship in the Department of Urban Affairs, ten research and teaching assistantships in the School of Education, and one research assistantship in the Institute of World Affairs.\textsuperscript{35}

As of mid-July, 1964, approximately fifty applications and numerous inquiries concerning graduate work had been made to The University of Wisconsin–Milwaukee by returning Peace Corps Volunteers. In the School of Education alone, twenty-nine applications were made, of which twenty-seven were eligible for admittance. Of these, eight teaching assistantships, eight full-tuition scholarships, and three waivers of out-of-state tuition were awarded; two awards were declined. Three teaching assistantships were awarded in Social Work and one in Urban Affairs. The departments of Political Science, Psychology, and Botany each awarded one waiver of tuition, and the Institute of World Affairs appointed a returned Peace Corps Volunteer as an undergraduate project assistant. The Peace Corps Center also appointed one full-time and one part-time PCV as undergraduate assistants.

THE EXPANDING PARTNERSHIP

As indicated in the preceding sections, The University of Wisconsin–Milwaukee has developed a close and expanding relationship with the Peace Corps in their two years of association. In training, UWM has become a year-round training center with projects con-

\textsuperscript{34} Both the School of Education and the School of Social Work at UWM will consider Peace Corps training and service in appropriate specialities as the equivalent of required field service for graduate credits.

\textsuperscript{35} Dr. Fred Harvey Harrington, "Opportunities for Returning Peace Corps Volunteers at The University of Wisconsin," January 31, 1964.
ducted on a continuing and regularized basis. This has facilitated advanced planning and coordination for the projects themselves and has provided sufficient lead time for obtaining the best qualified lecturers, coordinators, and other specialists. In its policies toward returning Peace Corps Volunteers, the University has shown both an interest in their academic aspirations and a recognition of their unique experience by granting accreditation for completed Peace Corps training and service as well as by providing various assistantships and tuition scholarships for the continuation of academic studies.

This initial relationship from the viewpoint of UWM has been based largely on a concept of public service and less on the concrete advantages of self-interest. The long-range benefits to universities of Peace Corps training both in terms of faculty expansion and diversification and in terms of university-wide awareness of and involvement in international studies and programming are generally admitted, but less easily defined in concrete ways. Of growing concern, however, has been the interest at UWM and elsewhere to develop the Peace Corps partnership concept in the areas of curriculum content and sequence, instructional techniques, and research activities. These developments would be in addition to the continuation of specific training projects and service for returning PCVs.

This widening of the horizons has been based partly on the recognition that on a national scale the Peace Corps has now become an accepted element of American foreign policy and a major instrument of American service abroad. It has yet to become fully integrated into the full flow of the American academic mainstream, however, as an interim career for which the universities must assume some responsibility. That responsibility is threefold: first, to prepare eligible and interested students for a period of Peace Corps service abroad; secondly, to utilize Peace Corps training and experience itself as part of a sequence of courses which will both provide an academic degree and prepare the interested student for a longer-range career of international public or private service; and, thirdly, to help to reintegrate the returning Volunteer into American society and to provide him with an opportunity to continue and extend his education should he so choose.

The first and third of these tasks have been generally recognized and partially assumed by American colleges and universities. As previously indicated, The University of Wisconsin-Milwaukee alone has mounted thirteen projects in which over 550 Volunteers have been trained. These separate Peace Corps projects have been conceived of, however, as supplemental to and not part of the regular

academic curriculum of the University. Moreover, until the summer of 1964 there seemed to be little concerted attempt to intertwine Peace Corps training any more integrally into the curriculum except for the options provided in the International Relations Major.37

There had, of course, been various discussions and suggestions on how to improve Peace Corps training in general, and many of them, both directly and tangentially, impinged upon the question of how Peace Corps training could, if at all, be more intimately joined with regular academic course sequences. In early April, 1964, The University of Wisconsin and the Peace Corps co-sponsored with The Johnson Foundation a "think session" to critically evaluate the philosophy, content, and effectiveness of past training programs. This conference, held at Wingspread outside of Racine, Wisconsin, included members of the academic community from numerous universities, Peace Corps personnel, and representatives of other allied areas who, because of their experience or interest, might be able to contribute to it.

The Wingspread "think session" in terms of both participants and subject matter was clearly geared to training problems, especially as they related to University-Peace Corps relations and new approaches to their development. Out of the conference came several suggestions—many based on the recognition that training is probably the key to the ultimate success or failure of the Peace Corps and that such training must not only be based on University service but also provide some concrete benefits to the University in the areas of research and instruction. A subsequent conference in Oklahoma pointed up many of the same views.

Although at Wingspread many of the conference participants were agreed on the desirability of establishing some academic sequence of courses designed to prepare students for future Peace Corps service, there was little consensus as to its format or content. Some favored a two-year Junior-Senior program; others, a more comprehensive and total approach encompassing not only training, but also recruiting, volunteer support, overseas faculty and administrative participation, and joint research proposals. UWM leaned strongly toward the latter view.

Since April, along with The University of Hawaii, The University of Wisconsin–Milwaukee has been in the process of negotiating just such a "total" partnership. A meeting between Director Shriner of the Peace Corps, President Harrington of The University of Wisconsin, and President Hamilton of The University of Hawaii

37 See above, p. 137.
in July, 1964, culminated in an informal agreement which attempted to relate the Peace Corps effort more effectively to the entire University function, including instruction and research as well as service. Although the details of the agreement have not yet been worked out, it anticipates new educational sequences for international service, new curricular degree work at both the B.A. and the M.A. level, and joint research programs.

In their joint news release, the Peace Corps Director and the two university presidents agreed that "... the full range of university resources should be applied to educate young men and women for the peace corps and for participation in other international activities." Despite the lack of specific details, it was clear that the arrangement would contemplate new undergraduate and graduate curricula geared not only to Peace Corps training, but to general international service. Such a course of study would be of value to any student considering international service—whether with the United States Government, international organizations, business concerns, labor unions, religious bodies, or other organizations with foreign interests. Such a service-oriented concept would of necessity move the University toward practical or vocational education to a degree not previously contemplated in any of its foreign or domestic programs.

In addition to curricula development, the partnership would involve summer study-service internships in domestic social problems and applied research by University faculty both in Peace Corps related subjects and in the general problem areas of international service. Negotiations were also undertaken to develop a program of Peace Corps visiting professorships which would be designed to utilize the overseas experience of top Peace Corps administrators for University teaching and research programs. For the Peace Corps, the advantages were obviously tied to the steady stream of well-trained Volunteers which might be expected to flow from an on-going program built in to the regular curriculum of an expanding university. For UWM, the advantages were likewise clear: the opportunity, through the Peace Corps experiment, to develop an entirely novel curriculum geared to international service and, through such an on-going curriculum and the research opportunities tied to it, to involve the faculty ever more intimately in the international programs of the University. Financial support for the program was expected to come from the Peace Corps, the universities concerned, and private foundations.

## Appendix A

### Peace Corps Projects at UWM

*(January, 1963–December, 1964)*

<table>
<thead>
<tr>
<th>Project</th>
<th>Technical</th>
<th>Dates</th>
<th>No. of Weeks</th>
<th>No. of Trainees</th>
<th>Selected Out</th>
</tr>
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<tbody>
<tr>
<td>Peru</td>
<td>Savings and Loan</td>
<td>Jan. 10–Mar. 23, 1963</td>
<td>10</td>
<td>27</td>
<td>1</td>
</tr>
<tr>
<td>Colombia</td>
<td>Rural Cooperatives</td>
<td>Mar. 29–June 6, 1963</td>
<td>10</td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>Panama</td>
<td>Rural Cooperatives</td>
<td>Mar. 29–June 6, 1963</td>
<td>10</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>India 4</td>
<td>Agricultural Extension</td>
<td>June 14–Aug. 30, 1963</td>
<td>11</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>Ecuador 6</td>
<td>Mathematics/Science Teaching</td>
<td>Aug. 31–Nov. 23, 1963</td>
<td>12</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>Brazil 6</td>
<td>Home Economics Education</td>
<td>Aug. 31–Nov. 7, 1963</td>
<td>10</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>Brazil 5a</td>
<td>Nursing Education</td>
<td>Sept. 27–Dec. 20, 1963</td>
<td>12</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Peru 12</td>
<td>Credit Union Development</td>
<td>Aug. 31–Nov. 7, 1963</td>
<td>10</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>Brazil RCA</td>
<td>Auto Mechanics</td>
<td>Sept. 27–Dec. 20, 1963</td>
<td>12</td>
<td>17</td>
<td>3</td>
</tr>
<tr>
<td>Brazil 12</td>
<td>School Lunch Programs</td>
<td>Jan. 3–Mar. 19, 1964</td>
<td>11</td>
<td>53</td>
<td>13</td>
</tr>
<tr>
<td>Brazil</td>
<td>Community Development</td>
<td>Mar. 20–June 11, 1964</td>
<td>12</td>
<td>53</td>
<td>16</td>
</tr>
<tr>
<td>India 8</td>
<td>Community Development</td>
<td>June 17–Sept. 9, 1964</td>
<td>12</td>
<td>79</td>
<td>24</td>
</tr>
<tr>
<td>Kenya</td>
<td>Mathematics/Science Teaching</td>
<td>June 19–Sept. 9, 1964</td>
<td>12</td>
<td>70</td>
<td>12</td>
</tr>
<tr>
<td>Brazil</td>
<td>Public Health</td>
<td>Sept. 25–Dec. 17, 1964</td>
<td>12</td>
<td>39</td>
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<tr>
<td>Brazil</td>
<td>Teaching English</td>
<td>Aug. 28–Nov. 13, 1964</td>
<td>11</td>
<td>27</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>University Teaching</td>
<td>Aug. 28–Dec. 22, 1964</td>
<td>16</td>
<td>26</td>
<td>7</td>
</tr>
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</table>
The possibilities of new course content and sequences especially geared to Peace Corps training and service have only recently advanced to the threshold of serious consideration. The same may be said of University participation in the planning stages as well as in the training sequences of Peace Corps projects. Finally, the opportunities for joint Peace Corps-University research projects appear most fruitful and deserving of further and more detailed exploration. It is specifically in these areas of project planning, curriculum development, and cooperative research that the UWM-Peace Corps relationship may ultimately become a true partnership in innovation.