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# MISSION OVERSEAS

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# MISSION OVERSEAS

*A Handbook  
for U.S. Families in  
Developing Countries*

**By Harold D. Guither & W. N. Thompson**

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## Preface

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An estimated one and one-half million American civilians are living and working overseas—more than ever before in our history.

This book is designed to help orient those who go to live and work in developing countries, where incomes are low and where strange cultures and isolated environments require adaptability and special capabilities to work effectively.

Those who go to these countries hope to help improve living conditions and opportunities for the local people. However, many who have returned express a need for better orientation and preparation for this experience. The responses from nearly 600 university professors and their wives who lived and worked in 39 developing countries between 1951 and 1966 provide many of the ideas for this handbook. From the experiences and suggestions presented, we hope that those who go on future missions overseas find them more productive, enjoyable, and meaningful, and also less frustrating.

Although many of the experiences related come from university faculty members, the suggestions and recommendations presented should also be useful to representatives of government, foundations, business firms, churches, and charitable organizations. This handbook is primarily intended for Americans but citizens of other developed countries who go to work in the developing countries may also find it helpful.

Persons who go abroad must have a personal adaptability and flexibility to perform effectively in addition to being professionally qualified. They should be imbued with a spirit of determination and zeal to assist the masses of people living in poverty in many of the less developed countries.

Our primary purpose here is to help the family with its personal well-being while living and working overseas. We recognize that professional performance is of utmost importance and that family welfare will often affect a person's productivity and performance on the job.

This handbook will help some to decide whether they are personally suited for work abroad and whether living and working overseas would be professionally rewarding, appealing, and challenging. It

may help some avoid the mistake of leaving the security of home for uncertainty and adventure overseas.

In a single volume, it is impossible to provide great detail about each of the less developed countries. The appendixes were designed to provide a few key facts about most of the developing countries along with selected references where you may find more detailed information. In some instances, we have undoubtedly omitted some good references that did not come to our attention.

Since the developing countries are constantly changing, we run the risk that the situations described may not apply to some overseas posts. But the incidents described have happened to some families overseas so you can be aware of what could happen. If you know what could happen, things might actually turn out to be much more pleasant than anticipated. Such circumstances would be much more desirable than to arrive and not be prepared.

*Harold D. Guither*

*William N. Thompson*

## Acknowledgments

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The authors wish to express special appreciation to the following who helped make this book possible.

We owe a special debt to those 598 university faculty members and 315 wives who served overseas and filled out questionnaires. Their ideas suggested many of the needs which this book attempts to fulfill. Many of the suggestions and recommendations included are based on their responses and their quoted comments communicate many ideas more concisely than we could express them.

Dr. Ira L. Baldwin, Director of the CIC-AID Rural Development Research Project, reviewed a draft of the manuscript and provided leadership to the project. This book represents one segment of the work of the CIC-AID Rural Development Research Project supported in part by the Agency for International Development through a research contract with Purdue Research Foundation. The project was sponsored by the Committee on Institutional Cooperation with the following universities as active participants: University of Illinois, Indiana University, University of Minnesota, University of Missouri, North Carolina State University, Ohio State University, Purdue University, Utah State University, and the University of Wisconsin.

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# MAKING THE DECISION

In the last half of the twentieth century, the astronaut and the multibillion-dollar space program represent the most advanced pioneering efforts combining scientific achievement and human skills. With much less fanfare, but often with great difficulty and great risks, Americans are also opening new frontiers as they travel to the most distant points of the free world to represent their government, spread modern scientific knowledge, improve local communities, create new schools and universities, build bridges, roads, dams, and communications systems, and perform a host of tasks that require skills from a highly developed country.

## WHY THEY GO

The opportunities to live and work overseas are not open to just anyone who wants to travel and see other countries. Opportunity knocks for those who possess needed skills and experience: teachers, professors, research scientists, economists, agronomists, librarians, salesmen, business executives, secretaries, political scientists, diplomats, engineers, administrators, and many others.

Americans go overseas to live and work for several reasons. Some plan their careers and investigate foreign opportunities carefully. Others go overseas almost by accident.

For example, one day a young nurse in a university health center was giving an inoculation to a university administrator of overseas projects. She found out that the university had an overseas program in an African country and many staff members had gone to help establish a rural university. During their conversation she mentioned that her husband was a veterinary student and thought he would like

to go overseas sometime. Several months later this administrator called the nurse's husband and asked if he would like to work overseas when he finished his degree. The result was a two-year assignment overseas.

A group of university professors who returned from overseas listed the desire to travel, to share technical knowledge, and to obtain a new challenge and change of work as the three most important reasons for their decision to go.<sup>1</sup>

### *Desire to travel*

The desire to travel and work in a foreign country tops the list of reasons for accepting an overseas assignment. Only a few will insist that it has no bearing at all on their decision.

Despite rising salaries for middle-class professional people since World War II, rising living costs, progressive income tax rates, family responsibilities, and demands upon vacation time have not permitted as many to travel overseas as would like to. A foreign assignment offers the opportunity to travel and see foreign countries with most or all expenses paid. It is an opportunity that many families anticipate and seek out. Others accept the opportunity when they are approached.

### *Share knowledge*

Many people work and live overseas because they want to share their knowledge and help people in a less developed country. The U.S. technical assistance program, which began with the Marshall plan to rebuild war-torn Europe in 1948 and was followed by President Truman's Point 4 program in 1949, has been based on the broad principles of sharing our capital and technical "know-how" with other countries.

Since World War II, professionals have worked overseas under the auspices of U.S. government technical assistance, State Department educational exchange programs, private foundation programs, United Nations, churches, and other voluntary groups. All of these programs

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<sup>1</sup> William N. Thompson, Harold D. Guither, Earl H. Regnier, Kathleen M. Propp, "AID-University Rural Development Contracts and U.S. Universities" (University of Illinois, June, 1968), p. 12.

were broadly aimed at helping people improve their living conditions. American business firms have also sent capital and people with management skills that have contributed to economic development.

### *A new work challenge*

The opportunity for a new challenge and a change of work for awhile attracts some people to go overseas. Many people may find their jobs less challenging and exciting after a few years. Unless they make special efforts to find new ways to carry out their tasks, their daily activities may lead them into boredom.

Other ambitious professional people may continually seek new and better ways to do their jobs and then face a lack of enthusiasm among their colleagues or administrators for their ideas. Their job at home may no longer require their full efforts to be performed satisfactorily. For some people, a foreign assignment presents the chance to move out of a "rut" and to use their abilities in a new and challenging situation.

The desire for change should not suggest that those who go overseas are occupationally obsolete. In a few cases this might be true however. All professional people must keep up with new developments. No one can stop learning the day he receives his final degree. Whether his field is medicine, economics, education, engineering, agriculture, public or business administration, the progressive professional man continues his education on the job.

Some may look upon a foreign assignment as a means of continuing this professional learning. Whether they can succeed will be discussed in a later chapter.

### *Professional and occupational advancement*

International programs and activities are becoming an important part of many colleges and universities. Hundreds of American businesses now have branches or offices abroad. For some teachers, university professors, government workers and businessmen, the overseas assignment offers experience in a growing part of their professional field.

The president of one of America's largest universities commented, "The international dimension is here permanently and we have to do something about it if we're going to be a modern university. We have

pushed our professors to work on the international front as well as the domestic front."

Universities may also look at international experience as one of a prospective staff member's qualifications. This president also commented, "The general feeling now of a young man coming into a career at our university who does not have overseas experience is that he's going to have to try and get it. It's an indication that we now expect this new dimension of our professors. If he does not have his overseas experience of some significant sort, he will have to apologize, the same way that he must apologize if he doesn't have enough publications."

Many university staff members who returned from overseas felt international programs were becoming important and wanted to be a vital part of that work. Their colleagues sometimes thought they were trying to use their international work as a stepping stone to a higher administrative position however. Although a few have been appointed to administrative posts, overseas experience does not guarantee that this will happen.

Some have accepted overseas assignments because they were asked to go. At universities with overseas programs, presidents and deans have asked certain staff members to go overseas to fulfill the university's contract obligations. A professor who expects to make his career at that university may accept the assignment rather than endanger his future advancements. He may go with some reluctance but his loyalty to his college or university and professional goals may overshadow his personal preferences.

In government agencies or business firms, overseas experience may be a prerequisite for advancements and future opportunities. If a man refuses to go overseas he may seriously impair his career.

### *Financial gains*

In government, university, and business, a man is usually paid more for working overseas than for doing comparable work at home. If he receives accompanying benefits for housing, education, and transportation, the family living costs may be less.

One should not jump to the conclusion, however, that all families go overseas to make money. As reasons for going, returning university staff members ranked desire to travel, share knowledge, or to

change work higher than the prospects of higher salary and allowances.<sup>2</sup> Yet more than half of these returning university staff members said higher salaries were of some importance in their decision to go overseas. More than four out of five of their colleagues believed that financial considerations were important in their decision.

Although some people who have gone overseas have saved money, the risks and inconveniences involved in overseas work usually offset any financial gains. These difficulties are seldom appreciated by anyone except those who have lived in remote places with primitive living conditions. The lack of schools, medical and hospital services, the risks from illness and disease, the inconveniences in running a household, and the risks and dangers of an unstable government and impending war or revolution provide the justification for higher salaries and allowances paid to people who go abroad.

Among university staff members returned from overseas assignments, 72 percent felt that the additional salary, allowances, and other advantages were adequate to pay for the inconvenience, personal and property risks, and costs involved in the assignment. Another 12 percent disagreed. They felt the inconveniences and risks were not fully covered in the salaries they received. The remaining 16 percent were not sure or did not answer the question.<sup>3</sup>

### *Family benefits*

Travel experiences for the family provide an important motivation for some to work and live overseas. Nine out of ten returned university staff members believed that their families benefited from their travel experiences.

However, assignments of two years or more may provide certain hardships for families with school-age children. Many families surmount these problems but they require adjustments, changes in family living patterns, additional expenditures, and separation of family members at an earlier age. These problems will be discussed more in Chapter 9.

The opportunities for a family to travel together to see famous cities, museums, wonders of the ancient world, and people living in

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<sup>2</sup> *Ibid.*, p. 13.

<sup>3</sup> *Ibid.*, p. 184.

strange and exotic cultures tempt many families into overseas assignments. For most it proves to be the experience of a lifetime.

### TO GO OR NOT TO GO?

No formula will tell a man and his wife if their best interests lie in an overseas experience or staying on the job at home. There are the pros and cons of health, family situations, and professional risks that must be weighed in every situation. Some questions based on the observations and experiences of those who have worked overseas may be helpful in making a decision.

#### *How will it affect your professional growth and advancement?*

To go overseas for one year or longer can profoundly affect how well a person can keep abreast with new developments in his field. In any professional discipline, new developments are constantly taking place. Whether your field is medicine, agriculture, engineering, economics, science, or a multitude of other fields, you need some way to keep up-to-date.

The journals and new publications may not be available overseas. A person may have few colleagues with similar interests with which to share ideas or experiences. Professional meetings and conventions are too far away to attend or the cost is prohibitive.

Among returning university staff members, one out of four said he lost time in his professional growth in his field. Very few returned to do the same work in the same way that they did it before they left. Three out of four, however, felt they acquired new knowledge and skills that were useful to them since returning.<sup>4</sup> One faculty member summed up the feelings of many when he admitted, "I gained personally but lost professionally."

University administrators express frank concern about a staff member's professional growth during an overseas assignment. Some see only a detachment from work done at home with nothing to gain from living and working in a different environment. Others see the opportunity for the man to broaden his perspective and develop deeper understanding in his field of interest.

The physician working in a tropical outpost may see diseases and gain experience in diagnosis and treatment he could never see at

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<sup>4</sup>Ibid., p. 52.

home. The veterinarian may become an authority on tropical animal diseases that only rarely occur in this country. The economist or sociologist interested in development of new countries or societies has a full-scale laboratory in which to work and conduct his research.

The opportunities for new learning experiences are many and varied in almost every field. At the same time, the positions or responsibilities placed upon the professional person may limit his learning opportunities. He may have broader responsibilities and less specialization than he had at home. A research worker at home may become an administrator overseas. He may not have the opportunity to continue his field of work; however, his foreign assignment broadens his experience, improves his ability to analyze problems, and stimulates his interests in international affairs. He develops patience to work through difficult situations.

A person considering an overseas assignment should find out as much about the job requirements as possible. Will it demand all of his capabilities, or is he "over-trained" for the job? Some people feel that the work they did required all their capabilities; others felt the job could have been done by someone with less training in their field.

Will you have a chance to attend professional meetings and conventions? Home leaves to the U.S. or special travel permission to attend such meetings can greatly aid professional growth and maintenance of contacts with professional colleagues. Will you have a chance to attend international meetings outside the U.S.?

How much do you value the work you are now doing at home? Some returned persons from overseas report that work they had underway before leaving was interrupted and much valuable time and effort were lost as a result of their leaving. A professional person should not expect that his work will continue as if he had remained on the job. Other people may place different values on his work and few may have the ability to carry it on as he did. Neither should he always expect that his employer can let him go back to exactly the same assignment he had before he left. Those who fill in during his absence must have some assurance of a continuous job so the person who leaves must often be ready to function somewhat differently when he returns.

Will you have the chance to travel to nearby countries? Sometimes such travel can further work projects in the host country and also contribute to professional growth.

How do you feel about acceptance of your decision by professional colleagues, friends, and neighbors? When university faculty members who had not been overseas were asked what advice they would give a colleague considering a foreign assignment, their responses expressed a range of approval, uncertainty, and disapproval. One who approved commented, "Nothing tried, nothing gained. Personal growth is the accumulation of things tried and accomplished." Another advised, "Certainly take an overseas assignment if the activities in a foreign country are in line with his interests and professional development."

A colleague who was more uncertain confided, "If someone asked my advice about going overseas, I would immediately recognize that in some way he was unsettled; therefore, I would advise him that if he were willing to stand still or possibly regress a little professionally, then go."

One who disapproved of overseas assignments commented, "I'd advise him to be conservative in assessing the amount of good he can do. For the most part, professors who stay at home, except for short overseas assignments, and teach conscientiously, including foreign students, do more for the world in general." Another advised, "Don't take a foreign assignment if you want to maintain a dynamic and current research program. Take it if you are unhappy with the type of work you are now doing. Many programs are poorly conceived and serve only as a rigged vacation for the person involved."

Not every person who goes overseas will be successful in his professional efforts. A study of persons participating in the educational exchange under the Fulbright Act noted, "Not every professionally competent American scholar was able to make an effective contribution under the difficult circumstances."<sup>5</sup>

*Conclusion:* Go if the assignment will contribute to your professional growth. Plan your work as much as possible to contribute to your professional development. Stay if your work and opportunities at home outweigh your interest in technical assistance, change of work, or overseas travel.

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<sup>5</sup> Leonard Goodwin, *American Professors in Asia* (U.S. Department of State, Bureau of Educational and Cultural Affairs, 1964).

*Are you and your family in good health?*

To be accepted for overseas assignment, men and their families must usually pass a physical examination. If any problems are likely to require the person to be evacuated from the overseas post, the physician will usually advise the person not to go. However, many problems cannot be predicted.

About two out of five returned university wives reported some problems with illness during their overseas assignment. These problems varied from the usual digestive and stomach ailments to serious problems requiring hospitalization and surgery. Most university faculty members who served overseas, however, feel that despite the health and illness risks that must be faced overseas, they should not deter a person in good health from going.

The type of medical and hospital facilities available varies widely. These will be discussed more thoroughly in Chapter 14. It is difficult to generalize about medical and hospital facilities in the less developed countries. Conditions are changing, usually for the better. Your best move is to find out about the situation where you are going.

Families with preschool-age children will want to consider the types of medical services available and the types of services needed. If some satisfactory type of medical service is available, this period of the family cycle may be a good time to go overseas.

Expecting a baby during an overseas assignment? In most of the less developed countries, maternity care facilities will not match those available in the U.S. or other developed countries. If there is a choice, most expectant mothers should plan to have their babies before they go overseas or wait until they return. However, in most less developed countries maternity facilities are available in the larger cities.

The wife of a university professor who had her baby overseas reported that hospitals were "dirty by our standards but the delivery room seemed adequate and nurses and doctors friendly and kind."

**Conclusion:** See your doctor and follow his advice concerning your overseas assignment. Inoculations, modern drugs, and sanitary precautions enable families in good health to avoid serious problems. Plan how and where you would evacuate in case of emergency.

*Does your family really want to go?*

The major family questions to be resolved in making your decision are: (1) Will the family gain from the experience? (2) Do husband, wife, and children look upon the assignment as a challenging and adventurous experience? (3) Will family members be able to adjust to new living conditions and school arrangements?

Families with children of all ages have lived in less developed countries. About one-half the families overseas in one study had children under 18 years of age.<sup>6</sup> Children in elementary grades may attend a school established for American or English-speaking students, or they may require tutoring from their mother, using correspondence materials. High school-age children may take correspondence courses or go away to a boarding high school. More discussion on schools for children overseas appears in Chapter 9.

Both husband and wife should have a real desire to live overseas, considering family interests as well. A situation related by a reluctant wife illustrates why a couple should turn down or delay an assignment abroad until general agreement can be reached:

I would not have gone with our children at the ages they were, except for a three months' visit. I would have kept them at home in school and in their local activities. I knew at the time it was all wrong to take the children out of schools here and away from their local activities, except for short visits overseas perhaps.

But I cooperated for the sake of my husband as he was wild to go. I did this even though it was not good for the children. They told my husband that he had to have a cooperative wife to get the assignment so he had me all primed to give the "right" answers in the interview. Had they interviewed me first before they warned my husband that he needed a cooperative wife, I would have been frank and honest and revealed my true feelings. As it was, I answered their questions in the manner in which my husband wanted them answered; however, I would like that kind of an assignment again at any time that I do not have children in grammar school or high school.

*Conclusion:* Have a series of family conferences. Weigh the advantages and disadvantages of moving overseas and how it will affect each member of the family. Families with children in high school may face the greatest difficulties in going overseas and may appropriately

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<sup>6</sup> Thompson *et al.*, *op. cit.*, p. 12.

reject or delay an assignment at this time. Taking elementary-grade children or leaving college-age children behind is usually easier but some problems can also result. Considering all the possible family circumstances, you may never find a "right" time to go so you'll have to decide if you will benefit enough to make up for what the family might miss by staying at home.

*Are you personally suited for overseas work?*

Some people anticipating overseas assignments never consider if they have the needed personal qualities. This is one of the most difficult questions to answer in advance.

Cleveland, Mangone, and Adams sum up the type of person best suited for foreign assignments this way: "Special consideration for a foreign assignment should be given to those Americans who have demonstrated a spirit of adventure, an eye to far-off vistas, and capacity to weather without physical or psychic discomfort a series of experiences different from those of their family or home-town pattern."<sup>7</sup>

Those who have always lived in the culture and conveniences of twentieth-century America can seldom completely escape some form of culture shock when they first encounter living patterns different from their own. (For a more detailed description of culture shock, see Chapter 12.) One university professor returning from a less developed country observed, "Men and women using the same toilet was more than American technicians could take."

Personal temperament of the wife should be considered in making the decision. One wife who had lived overseas advised, "Nervous women with small children should stay home. Children get along fine, but a nervous mother goes crazy worrying about the germs!"

Living overseas will be different and all family members must be able to adjust. One returned wife concluded, "Women who want to live and do just exactly as they did at home should stay home."

*Conclusion:* Personal adjustments are necessary for those who go to work overseas. Culture shock can be overcome, however, if you are prepared for it. No adventure in life is without some risks and

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<sup>7</sup> Harlan Cleveland, Gerard J. Mangone, and John Clarke Adams, *The Overseas Americans* (New York, McGraw-Hill, 1960), p. 179.

uncertainties. But opportunities to see a different part of the world, gain a broader perspective, help a less developed country, and get professional insights into one's field in a different culture may come along only a few times in your life.

When returned university faculty members were asked if they would go back to work overseas, two out of three responded that they would go back to the same country and three out of four would go to a different country. Some of those who would not go had reached retirement age. Returned wives were more positive. When asked if they thought their overseas experience was "worth it," 98 percent said yes.

For those who decide to go, this book is dedicated to helping to make your experience as pleasant, rewarding, and exciting as possible, under frequently difficult circumstances.

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## PUTTING YOUR STATESIDE AFFAIRS IN MOTHBALLS

For most families who take an overseas assignment, time after that will be measured in two periods—before and after. Even if you return to live in the same house in the community you left, one, two, or four years earlier, you will constantly be reminded of the period overseas as a “gap” in your domestic life and activities.

How much time does it take a family to get ready to go overseas? It will take all the time that you have, in most cases. Among a group of university wives, about three out of four reported they had six months or less to get ready from the time they first considered the assignment until they left. Interestingly enough, eight out of ten thought they had sufficient time to get their family prepared for the assignment. If you have any choice, you should allow at least three months, and more if possible, to get ready. Even then you may feel as one wife who commented, “Our preparation was considerably simpler than average, yet the last four weeks before departure were hectic.”

### *Completing the job at home*

Completing on-the-job activities is usually complicated by the overriding thoughts and plans for getting ready to take on a new assignment overseas. But under most circumstances, winding up the old job and preparing for the new one must be done simultaneously. The main decisions to be made are discussed below.

*Timing your departure.* You may never find a “good time” to depart from one job and take on another. What appears to be the least

disruptive time to leave a job may not coincide with the needs of the overseas project. However, for teachers and professors the end of the school year or term of study is a natural breaking point. For the research workers, projects may always be underway so some arbitrary point must be selected.

*Helping someone take over.* The disruptive effects of your leaving will be less if you can orient the person who will take over. You can assist him to make the transition as smooth as possible. The interests of the person who takes over your job may determine whether some of your efforts will continue or whether some of your work will be lost or seriously disrupted.

*Determining how work at home relates to work overseas.* Those who can take an overseas assignment that is closely related to the work they did at home should be able to gain most in their professional growth while overseas. In some cases, teaching and research work overseas may contribute a new dimension to a person's knowledge and experience. In other situations, the overseas work is really unrelated to the job at home and the overseas assignment becomes an interim period in a man's career. If the overseas work is an outgrowth of previous work at home, then arrangements should be made for sending the necessary tools, equipment, books, and other materials needed to do the job.

*Planning how overseas assignment will contribute to future work.* Two years or more overseas changes most individuals. For most it broadens their interests and develops new skills and abilities. If they are to use their new interests and abilities upon return, some planning should be done as a person leaves his job and prepares to go overseas. The role and duties a person undertakes overseas will affect how well the assignment will contribute to his professional career.

*Exploring possibilities for professional contacts while overseas.* Professors who can arrange for graduate research assistants to accompany them on overseas projects can extend their overseas efforts and provide training and experience for the assistant. If the project will permit short-time consultants, the staff members on longer assignments get the benefit of professional contacts during their assignment and the consultants can contribute a fresh viewpoint to the overseas

project. Travel to nearby countries and to professional meetings also offers the opportunity for professional contact.

*Arrangements for family members who remain*

Families with older children may face the problem of planned separation for a year or more as a result of an overseas assignment. The choices are as follows.

*Children in high school.* (1) Take them along and let them go to a boarding high school overseas or study by correspondence. (2) Let them stay in the U.S. and go to a boarding high school, spending the summers overseas or with stateside relatives. (3) Find a friend or relative who will keep them so they can continue in the home-town school.

One family with a boy who was a senior in high school rented its house to a family who permitted him to stay with them and keep his room intact. An older son in college was permitted to come and stay if he wanted to. Such arrangements are unusual but it worked out well for this family.

*Children in college.* (1) Take them along and let them remain out of school or take correspondence courses. (2) Let them attend college in the U.S. and visit the family overseas during summer vacations. (3) Take them along and then have them return to attend college after six months or a year. (4) Attend college in the host country or outside the U.S.

One mother reported, "We did find that our two children who were in college fared rather poorly the first year we were away. I think they felt the lack of a home base."

One family rented an apartment for the two sons in college. A younger daughter lived with a family friend who had a daughter about the same age. This arrangement worked out satisfactorily but the costs "cut the salary increase from attractive to something less."

If children are to return from overseas and enter a college, return arrangements may be needed before departure.

*Aging parents.* Some families must make arrangements for aging parents during their absence. In some cases, the parents move to a nursing home. One wife reported, "My mother stayed in our home

for a short while but this was a mistake. Later she moved to Arizona to be near my sister."

*Family pets.* Pets may also require departure arrangements. Some children will regret having to give up their pets. The experiences of most families suggest that pets of some kind can be found in most countries of the world. Taking your domestic pets with you is not recommended. One mother recalls, "It was hard to part with our dog but we certainly made the right decision." "Loaning" the favorite pets to parents or friends is a more humane and satisfactory solution.

#### *Arranging care of house and furnishings*

If you are living in a rented house or apartment your choices are relatively simple: (1) Vacate and plan to make other housing arrangements when you return. (2) Move out and arrange to move back when you return. The second choice must, of course, be worked out with the property owner.

If you own your house your choices are more complex: (1) Leave your house vacant and have someone look after it while you are gone. (2) Rent it completely furnished. (3) Rent it partly furnished. (4) Rent it unfurnished. (5) Sell it.

Only a few families leave their home vacant if they are to be gone for more than a few months. The cost of taxes, upkeep, and the risks of leaving a house unattended rule out this choice for most homeowners.

Some families have rented their house along with the basic furniture and appliances. One family that did this said they would not rent it furnished again. Another family had a successful experience.

*Conclusion:* If your furnishings have nominal value and can easily be replaced, rent your house furnished. If you have furnishings with high material or "sentimental" value, put them in storage and rent unfurnished.

Renting the house without furniture is the more common practice among homeowner families. They try to lease to one family for the period that they expect to be gone. If a new tenant must be found during the overseas assignment, most families depend upon friends, their bank trust department, attorney, or real estate agent to select a new tenant, collect rent, and look after repairs and maintenance.

If you rent your house you should consult an attorney to prepare a

suitable lease and set up records of income and expenses. You can deduct depreciation and maintenance expenses when filing income tax returns on your rented property. The necessary figures for computing depreciation should be supplied to your attorney or tax consultant prior to departure.

If you sell your house, you will have no worries about who is living in your house or what is happening to it. But you will have to answer these questions: Will you have to pay a capital gains tax on the proceeds of your sale? How will you invest the money that you obtain after paying off the remaining mortgage? Where will you live when you return?

If you buy another house within one year or build a new one within 18 months, the Internal Revenue Service has ruled that you do not have to pay any capital gains tax from the sale of your old house. These time limits are subject to change so you should check on this question at the time you consider selling.

If your house is less than ten years old, you may not have to pay capital gains after you deduct real estate sales fees, improvements and landscaping costs, street and sewer assessments, and other closing costs.

Although you may have no capital gains tax, you must decide how to invest your equity. One family bought a larger lot since they knew that after two years they would need a desirable location on which to build a new home. If they bought a house somewhere else, they could sell the lot.

Other investment choices include: bank savings accounts or certificates, savings and loan association shares, government bonds, corporate stocks or bonds. Since the risk and rate of return varies on these choices from time to time you should discuss these choices with your banker or investment counselor.

*Handling furnishings.* For guidelines about what to take along and what to leave at home, see Chapter 5. In handling furniture that you don't take along, you have three main choices: (1) leave it in the house; (2) store it; or (3) sell it, give it away, or "loan" it to friends or relatives.

If you have a storage allowance, then you should use it, unless you rent your house furnished. Then you may store only your most valuable items. "The furniture storage allowance is never adequate to

store a household of furniture," one wife related. "This is a great worry and very frustrating, particularly if you have nice furniture that you don't want to rent or 'farm out.' The payment for overweight is a burden."

Families who face the problem of wanting to store more than the weight allowed have worked out the problem. Some reserve a room or part of a dry basement and store goods in their own home. They may have relatives with an extra room who will let them store some things. Others have sorted out the most treasured items and put them into bonded storage. They sell or give away items they can replace or will not need later.

*Dealing with moving and storage firms.* When you select a moving and storage company, find out which ones have the best record of experience and reliability. A commercially bonded storage company carries liability insurance that will protect you against loss. You should decide if this coverage is sufficient or if you need to obtain additional insurance coverage. During busy moving periods, you will need to set up your moving dates well ahead of time.

#### *Arranging personal business*

We seldom appreciate all the various services that are available to us. As you prepare for an absence of a year or more, many questions about handling personal business affairs arise. No two families will handle these matters in the same way, but there are usually workable solutions.

*Banking services.* Most Americans maintain a checking account in their home bank while they are overseas. If your salary comes from the U.S. employer, you can arrange to have your monthly salary check sent directly to your bank.

Many banks also perform other special services for families overseas. These include: receipt and deposit of rental, interest and dividend payments you may receive, payment of insurance premiums and other bills for which you authorize payment, transfer of funds to savings and provision for emergency loans to you or members of your family, should the need arise. Bank trust departments can assist with property management, buying and selling of stocks and bonds, and act as the agent for the owner on business matters.

These arrangements should be made before departure so that you can notify the proper persons that a certain person at that bank will handle your business while you are gone.

Overseas, some families may open a local currency account to handle certain expenses. Others on official government business will find the disbursing office at the American Embassy will exchange dollars for local currencies and cash checks drawn upon your U.S. bank. The arrangements used by other Americans at your overseas post will be your best guide on handling financial matters.

Many banks provide a major service to families who find they need to borrow money before they leave. Most families find that preparations for an overseas assignment require more money than they have immediately available. One university family in four encountered some problems in financing the expense involved in their departure. Some families received an interest-free loan or a salary or travel advance from their employer to help them meet these needs. Other families borrowed at the bank to tide them over for the first six months of their assignment.

"We secured a loan of about \$1,000 for food, toiletries, and some medicine and clothing," one wife reported; "we judged pretty well and didn't have anything in excess except instant coffee, which we bartered to other Americans for items we needed."

Another wife related, "Even though theoretically all expenses are paid, you find that you need many things for a move like this. We did not want to take our best china and silver so we bought plastic dishes and stainless steel tableware. My daughter and I needed a large wardrobe of summer clothes, cool underthings, shoes. We had to buy some new linens. There were expenses in connection with the house as we wanted to leave it in good shape for the occupant during our absence. My husband bought a new camera. We bought a tape recorder, also a transistor radio with several bands so we could get English-language broadcasts. We bought extra materials for fancy-work." This experience illustrates only a few of the things that some families buy (whether needed or not) that require more money than most have on hand.

One young couple just completing graduate study borrowed money from their parents to buy a new car. Other young couples just finishing school also faced financial problems because they had to

buy clothing and household appliances all at one time for the next two years.

Typical of most families, savings supplied the extra funds needed. As one wife emphasized, "We were fortunate to have funds from which to draw. It does require *considerable* cash." "We had money saved and our credit is good," another wife advised, "but do not minimize the cost. It is important."

How much extra money will be required depends upon the size of the family, the overseas post, and the amount of "stocking-up" that seems advisable. How much you borrow is entirely dependent upon what other reserves you might have. Extra costs fall into two categories: (1) what you must spend to get ready to go, and (2) what you spend en route and getting settled in the overseas post. Some overseas families report borrowing from \$1,000 to \$4,000. An automobile purchase affects the amount of cash needed more than any other single item.

The amount needed upon arrival will be discussed in Chapter 5.

*Legal services.* Many families have established some relationship with an attorney before they leave for overseas. Husbands and wives who do not have a will should each write one before they leave. This is only good business whether you are going overseas or not.

If you are renting, selling, or buying property, an attorney will assist in these arrangements before you leave and represent you if necessary while you are gone. Some families leave the key to their bank safety deposit box with their attorney to be used in case of emergency.

If you leave children who have not reached legal age, you should designate someone as their legal guardian. This may be a close relative or friend. Your attorney can advise on this choice. He can also suggest how your business interests should be handled while you are gone. Someone should be given power of attorney to transact your business affairs while you are gone.

*Insurance.* An overseas assignment involves various risks, often greater than a family would face if it remained at home. Insurance can help alleviate worry and financial losses in case of misfortune. Most families will want to investigate the following coverage to see if they are adequately protected:

1. *Life insurance.* This is especially important for the head of the household.

2. *Health and hospitalization.* Usually group policies provided to employees of the federal government, universities, large corporations, and other agencies will still be applicable overseas. But this point should be investigated.

3. *Fire and liability.* If you rent your house, you will want to maintain protection against fire, other damage, and lawsuits that may result from your ownership of the property. You may need a policy different from what you would buy if you occupied the house yourself.

4. *Personal property.* If you store furniture you should determine if it is adequately protected against loss. You can also insure the personal property you take with you. You may want to arrange coverage for household or personal effects you buy overseas. The shipping company that packs and ships your personal property by air and sea freight will help determine the insurance needed on these items.

5. *Auto insurance.* If you ship a car overseas, you will want to make sure it is protected against damage en route. After it arrives in the host country, plan to buy insurance from a local insurance agency.

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## TIMING YOUR DEPARTURE

Many families going overseas have little choice about the time of the year that they leave. Others can time their departure to make the trip more enjoyable and their arrival more pleasant.

### *Family interests*

For the family with no children or very young children, school considerations do not usually enter into timing an overseas departure. With older children, this may be the most important factor.

In other parts of the world, schools operate on schedules according to the season, but the seasons are not always the same as in our country. In the southern hemisphere, the seasons are reversed. Schools may open in the fall and close in the beginning of the summer, but the months won't be the same as in the U.S.

In India, some boarding schools in the mountains open in July or August, take a midwinter break, and resume after cold weather is over.

American community schools overseas usually try to follow a schedule similar to the U.S. to accommodate arriving and departing families.

Your best move is to find out the schedules for schools that you expect your children will attend. These schedules may determine when you should depart for your overseas assignment.

If at all possible, the family members going overseas should make the trip together. Staggered departures are sometimes necessary, but should be avoided if possible. The experiences of one wife illustrate this point: "My husband and I had never been parted. Because of the children's schooling, I certainly made the correct decision to follow

him later, but when he first left, I had a desperately lonely time. Also, I envied him his adventure. I was burdened with unaccustomed responsibilities. The weekends with the children seemed endless. My husband went through an opposite cycle. At first he was buoyant with the stimulus of adventure, but gradually he came to miss me more and more, until he counted the days with longing."

The decision of this wife to leave the children in school may be open to question. If the children are in the lower elementary grades, taking them from one school to another during the school year may not be a great setback for them. The children may suffer less than the parents who must endure months of separation.

### *Seasonal differences*

The timing and needs of the job to be done will usually determine when you should arrive at your overseas post. However, if you have any choice, try to arrive when the weather is good. One wife critically observed: "I think the officials setting times for families going to countries should learn more about weather and conditions. We were sent May 4. We left Europe in wool clothes and arrived in the host country with the temperature at 110 degrees. We had to set up our household in dust storms. It is difficult enough without adding to the problems."

In some overseas locations the time of arrival would make little difference. At others, arriving at a particular season might enable a family to get settled and accustomed to strange surroundings before the more difficult and unpleasant climate begins.

Seasonal considerations at home also affect your departure. At certain times of the year it may be easier to rent or sell your house. Other factors may be more important than weather in timing your departure.

### *Occupational needs*

The nature of the work to be done overseas may also have some bearing on the time of departure. Some jobs requiring outside field work may be affected by weather and climate in the host country. Vacation habits of host government officials, class schedules of overseas universities, and extended holiday periods may affect the most favorable time of year for arrival.

For example, persons going to Moslem countries should avoid arrival during the month of Ramadan—the month of fasting. During this period government offices operate fewer hours each day, businesses may work on different schedules, and people who take fasting seriously may not follow the same work schedules that they do during other months.

### *Travel costs*

Transportation costs vary according to the season of the year and may make it desirable to plan your travel accordingly.

These costs will vary with your destination as well as the time of the year. Winter rates are often lower than summer rates. The dates when rates change vary from year to year and place to place. Your travel agent can advise.

Although many times the sponsoring agent, employer, or donor is more concerned about a family arriving at a certain time than the costs to get there, a family that is paying all or part of its own traveling expenses may want to investigate. A few days' change in a departure date could mean some savings in the cost.

Rates to Latin America generally do not change according to the season. However, travelers bound for Africa, the Middle East, or Asia will find higher rates going east through Europe from mid-May through July. Westbound travelers through Europe to the U.S. will face higher rates from mid-July through September.

If you have friends or relatives who plan to visit you during your overseas tour of duty, they will also want to investigate special round-trip excursion fares as well as seasonal rates.

### *Travel schedules*

Your final destination may affect the day of the week on which you must plan your departure from home. While the major cities of the United States have several flights every day to other cities, this is not true in the less developed countries where fewer people are traveling by air.

A competent travel agent can counsel you and recommend a suitable schedule that will coincide with weekly or twice-weekly flights into some of the less frequently traveled destinations.

When you discuss schedules with your travel agent, also think

about rest stops en route. This is especially important for those families flying an east or west route. Much has been written about the "jet lag" but few people really understand or appreciate its effects until they have gone through it.

Many of the transatlantic flights to Europe leave New York or other East Coast points in late afternoon or early evening. In five hours you are in Europe. It's midnight in the eastern U.S. but it's daybreak in western Europe. The best thing to do is to get a hotel room and go to bed. The excitement of a new country and a chance to sightsee tempt many to eat breakfast and go see the town. For the best interests of all the family, it is better to go slowly and rest.

If you want to do sightseeing on your way, plan at least a two-day stop in any city along the way. If you want to do extensive tours, plan a longer stop. Some people prefer one stop and the opportunity to explore a city and the vicinity thoroughly. Others like to stop several places and get a quick impression. These decisions must be made considering family interests, time available, and the family budget. However, the costs of stopovers are relatively small. If you stay on a direct route to your final destination, your ticket costs no more. You have only the extra food, local transportation, sightseeing, and lodging costs.

When traveling into a foreign country for the first time and usually after that as well, you should make hotel reservations. Travel agencies will handle this for you, usually at no extra charge. They receive a small commission from the hotel.

Travel agents may have stayed in the hotels that they reserve for you, but more likely they consult directories with various ratings and price categories. If you have had friends who have stayed in hotels that they liked, your travel agency can usually make the reservation there for you. You can also write directly to the hotel. Send a self-addressed envelope and international reply coupons to get confirmation. Travel guides available in libraries and book stores also recommend hotels in various price groups.

Some travel agencies may select the more expensive hotels, and if you can afford them, that is fine. However, families that want to keep travel costs low should have no fears about making reservations in second or third-class hotels in major European cities. In other parts of the world, firsthand experience or guide books for these areas

should be followed. Some helpful travel books are listed in the appendix.

It is always a good plan to find out the rates before you register in a foreign hotel. One returned wife recalls, "Part of our financial problems were caused by the fact that we were booked into very expensive hotels. Our greatest shock was where they tried to charge us \$75 a night. It was lowered after we protested and threatened to leave."

Try to get travel arrangements completed several weeks in advance and pick up the tickets a week ahead, if possible. Things can get hectic in the last few days and there is no need to make things worse by poor planning. An experience of one family illustrates that emergencies will occur: "We did not actually get our tickets until the day before departure, which was a little disconcerting. We had to be here for the movers, but needed to get the tickets. Our college-age daughter had to have an emergency appendectomy four days before we left. Our hot water tank also quit."

### *Time to get ready*

Few families leave for overseas who could not use just a little more time to wind up their affairs and prepare for the assignment ahead. Chapter 2 covered the matters you should consider in closing up the business at home. Chapters 4 and 5 discuss the preparations for departure and what to take along. Although we have stated that a family should have at least three months to get ready, most will need or wish they had more time.

Timing of inoculations, securing of passports and visas, and handling all the official and personal business involved requires more time than the inexperienced family can imagine.

If you have any choice, you will do well to give yourself more time than you need rather than not enough.

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# MEDICAL EXAMINATIONS AND DEPARTURE PREPARATIONS

The old adage "An ounce of prevention is worth a pound of cure" was never better advice than for those preparing for an assignment in a developing country. Medical and health facilities there will probably be less readily available, or inferior to what you have at home.

Those anticipating an assignment in one of the developing countries should neither be too optimistic nor too pessimistic. Living can be safe, comfortable, and pleasant in other parts of the world. If proper attention is given to personal hygiene and certain elementary safeguards, there is little reason why your health should be in danger. It will be necessary, however, to follow certain health habits and simple rules of hygiene, and take extra sanitary precautions with food preparation, purification of water, and controlling certain insects.

Health, however, should be a very important consideration in your decision to take an overseas assignment. "If a person has had poor health, real or imagined, at home," one returned wife observed, "he will not be any better, real or imagined, when he is in a remote area with inadequate doctors or hospitals. The same will apply to those with personality problems, nerves, or the inability to adjust."

When you know where you will be living, try to get as much reliable, specific, and up-to-date information as possible about the climate, the medical facilities and drug supplies available, needed

inoculations, and other materials that you should take along for your health and safety. In some places, most medicines are available at more reasonable prices than you would pay at home. However, if you need specific prescriptions, you may want to take a supply with you and arrange for later shipment. If a prescription is written generically the foreign drugstore may have it while they may not have a specific trade-name drug.

### *Physical examinations*

One of the first steps in making the decision to go abroad should be a consultation with your family doctor about your fitness for an overseas assignment. Each member of the family should have a complete physical examination from two to three months before leaving. You will want to be sure that no family member has problems that would endanger his well-being while living in a developing country. Minor illnesses or physical defects may be unimportant in a temperate climate but could be a major problem in a tropical region. Each member of the family should also see a dentist and have all cleaning and necessary repair work done.

### *Immunizations*

The current immunizations required and recommended for each country are given in U.S. Public Health Service Publication 384. Since these may change, the publication is revised annually. Your local physician should be able to advise or find out what you will need for the country where you are going to live.

In all developing countries, you will need up-to-date injections for smallpox, polio, typhoid, tetanus, and diphtheria. In some countries you will need immunization for yellow fever, typhus, cholera, and plague; and in some places doctors also recommend injections of gamma globulin for prevention of hepatitis. If you have had influenza shots at home, you may also want to take these before you go overseas.

Your last month of preparation to go overseas will be more pleasant if you can complete your immunizations about one month before you go. Since you have quite a few to take, this means that you should begin working out a schedule with your doctor about *three months* before your expected departure.

When traveling, you should carry a written record with you of all immunizations and vaccinations with the dates and the amount given. You will be required to show it to immigration officials as you enter most foreign countries. To re-enter the United States, you must have had a smallpox vaccination within the previous three years.

Further information about immunizations and other helpful suggestions for those going to live in a tropical climate are found in *Health Hints for the Tropics*, a concise, useful 30-page circular prepared by the American Society of Tropical Medicine and Hygiene. Copies are available for 50 cents each from: Editor, Tropical Medicine and Hygiene News, National Institutes of Health, Bethesda, Maryland 20014.

### *What to take along*

Your physician should recommend drugs that will be useful for persons traveling and living in foreign countries. People who have lived in the country where you are going can also suggest items they have found useful.

Usually your doctor will prescribe pills to overcome stomach upset and digestive disturbances and some ointment for skin irritations common among travelers in developing countries. For some countries, he may suggest drugs to suppress malaria. These drugs may be available in the country where you are going. You will have to find out at the time you go, but taking some along is only good judgment. Whether you should take a supply to last your entire tour of duty will depend upon local conditions.

If you or your children are bothered by motion sickness on planes or ships, some pills that help prevent this problem can be obtained from most drugstores. Keep these with you as you travel. Modern jets usually ride smoothly but weather conditions can vary. Those traveling into remote foreign outposts may fly through bumpy and turbulent weather in propeller-driven planes.

If you have special health problems, such as diabetes, consult your doctor. By following their physician's advice and good common sense, diabetics can go overseas without harmful effects to their health. You will have to take the needed supplies of test tape, tablets, and insulin along, and locate supplies overseas if you will be gone for

a year or more. The health officer at the U.S. Embassy should be helpful in obtaining the drugs you need.

Although aspirin is available almost anywhere in the world, carrying a small supply with you is good protection. In addition to drugs, you should pack a first-aid kit with antiseptic, gauze, tape, bandages, and materials for treating burns. In some areas, a snake-bite kit is recommended.

Some other useful items to pack include liquid insect repellent in tins or plastic, an aerosol can of insect spray, fever thermometer, sunburn lotion, and sun glasses. The airline may advise against aerosol cans because they may burst in the reduced pressure of high altitudes. The amounts of these items you take will depend upon their availability where you are going. Drinking water should be boiled but take chlorine or iodine tablets to use when boiling is not possible.

"A long conference with our family doctor before we left resulted in an emergency medicine stock with complete instructions," one wife reported. "Our university gave us a medicine kit to take which was wonderful," one wife recalled. "It gave you a sense of security since each was labeled for the trouble, such as sore throat, eye infection, and stomach problems. We could get immediate relief with this and it covered the common problems."

Check prescriptions for eye glasses and, if needed, obtain new lenses. Your eye doctor should give you a copy of your prescription in case you need to have a duplicate lens made. If you depend upon eye glasses all the time, an extra pair is good insurance. Prescription sun glasses are very convenient in tropical countries.

Some families who have lived in isolated foreign posts have recommended taking a home medical guide. The American Society of Tropical Medicine suggests: R. T. Atkins, and J. M. Atkins, *The World Traveler's Medical Guide*, New York, Simon and Schuster, 1958. Your physician may suggest others.

*Conclusion:* Personal health and sanitation can never be taken for granted in the developing countries. You must constantly think about preventive hygiene and sanitary measures. The guidelines presented in this chapter must be broad to cover the many conditions that may exist in various countries.

To carry out wise and effective health protection measures, you should get as much specific information as possible about the country

and the locality where you will be living. You should obtain some of this information before you leave. The rest you should obtain from local health authorities and from the recommendations of others who have lived at the post where you are going.

# WHAT TO TAKE ALONG

What to take and what not to take on an overseas assignment presents some difficult decisions. With the wide differences, even among the less developed countries, it is not possible to prepare a list and say, "Here it is, now pack your bags." We can, however, provide some suggestions which you should investigate further.

## *Money*

Anywhere a family may go in the world, it will need money—often more than expected. Carrying large amounts of U.S. currency, however, is unnecessary and often risky.

Dollar travelers checks—issued by American Express or major U.S. banks—are accepted almost any place in the world for the local currency of that country. If your local bank gives you a special identification card, you can also cash personal checks to buy additional travelers checks at any American Express Office in the world. Travelers checks have the advantage of being replaceable if lost. In some places, you may get special discounts when you pay with U.S. travelers checks.

Credit cards, such as those issued by American Express or Hilton Hotels, may also be useful in some of the larger cities for paying hotel bills or shopping.

Before you leave the U.S., it will be helpful to buy a few dollars worth of the currency for the first country where you will land. This saves you the trouble of having to exchange dollars immediately to pay taxi drivers, or tip baggage porters. A large city bank or one at the larger airports should be able to exchange a few dollars.

Although many hotels and shops will accept American money, you will usually come out ahead to use the local currency of the country

where you are. In some places, however, American currency is readily accepted and its purchasing power may be as good or better than if you had exchanged it for local currency.

Once you arrive in your host country, you may encounter certain expenses in getting settled into your house and in setting up your household. One family reported, "We considered \$500 to \$1,000 necessary for expenses after arrival." Another wife related, "Initial costs were very high and we had no advance whatsoever to meet these needs. For example, two months' rental deposit was required, a transformer for appliances to use local current was \$200, light fixtures cost \$100, a commissary deposit was \$125, three weeks' stay in pension until our house was ready totaled \$140, school uniforms were \$250, car insurance was \$100, and other expenses were \$200."

You may not need to carry cash or travelers checks with you to cover these expenses after arrival. If you will be located in the capital city or be going through for orientation, the American Embassy disbursing office will cash personal checks for those on official government business.

If you are not on government business, your bank can arrange to transfer funds to a bank in the country where you are going. Such arrangement, however, should be worked out before departure.

### *Passports and visas*

A passport certifies your identity and country of citizenship and permits you to travel in certain countries. Americans use two types of passports, regular and official (or diplomatic) passports.

Only persons working directly for the U.S. government (and their families) carry official passports. Persons working for a university or private firm under a government contract usually carry regular passports, as do all other American citizens.

Regular passports are not difficult to obtain but should be requested several months before departure. You make application through your county circuit clerk, whose office is usually in the court house or county office building. The cost is \$11 per person. Two passport-size photos and a birth certificate or other proof of age and place of birth are all that are required.

Although a husband and wife or a whole family can be identified on one passport this is not advisable for those living overseas.

Without separate passports, the whole family must always travel together. In case of emergencies, this may not always be possible.

Always apply for separate passports for husband, wife, and older children. If you have several small children who would always travel together, a passport covering them may be satisfactory.

The major reason for getting U.S. passports well in advance is to allow time to get visas. Many countries require a visa, or entry permit, for all persons planning to enter the country. These are issued by the government of that country. Visas for most foreign countries can be obtained from the consulate or embassy of that country in the U.S. To obtain a visa you must send the passport, or take it in person, to the consulate or embassy and have the visa affixed. If there is enough time, this can be done by mail. Most travel agencies will help you obtain the visas needed for the countries where you will stop en route and your final destination. You should be sure that the visas are valid for long enough periods to permit the stops you have planned en route.

Although some persons have obtained visas for some countries as they travel, it is much easier and less time-consuming to have all the visas you will need before you leave home.

### *Clothing and personal effects*

Deciding what to take along presents one of the greatest problems for wives and families. More than two out of five reported they had some problems. Because countries and people are different, no single list will tell what each member of the family should take with him. Even within a single country, the capital or other large cities may differ greatly from some more isolated location where you might be going.

The U.S. State Department post reports for that country will be helpful since they are written to help families prepare to live there. If you are to live in a place other than the capital city, you will want to make sure that the post report applies to that location. Conditions may also change after a post report is written.

If possible, get suggestions about clothing and personal effects from other Americans now living or who have lived at the location to which you are going. One wife related, "Complete lists were furnished by previous contract people which helped immensely." Not everyone will give the same advice.

"Though I had the opportunity to talk with persons who had lived in the area we would be moving to," another wife reported, "I found that quite often they offered conflicting suggestions." Host nationals may view needs differently. One wife commented, "I had plenty of advice from students from that country, some of it conflicting."

Find out as much as you can about the climate where you are going. If you have rainy and dry seasons, you'll need to be prepared with clothing and footwear for both. Even in tropical latitudes, altitude may modify the temperatures. Even in warm climates, nights may be cool. One wife reported, "It's hard to tell what clothing to take to a tropical country at 7,000 feet elevation."

Those going to southern hemisphere posts may find some problem in buying before they go. "The reversal of the seasons leaves you 'out-of-season' for clothes purchases," one wife related.

Although winter temperatures may not fall below freezing, warm coats and sweaters and blankets may be needed because houses may not have the central heating to which you have been accustomed.

Clothing needs may be determined by the type of work to be done. If you will work outside on various field projects, take work clothes and shoes suitable for the job. Many foreign countries do not have work clothes and footwear available that Americans take for granted.

Although a man will take some dress suits along, some native tailors are especially skillful in copying an American-style suit. Ready-to-wear suits are not available in many sizes and colors as they are in the developed countries. However, custom tailoring is much less expensive than it is at home.

For women, ready-made clothing is not sold in the many styles, sizes, and colors found in the U.S. Fabrics for women's clothes may be sold widely since many local women either make their own or have a dressmaker do it. American women who like to sew should take their sewing machines, other necessary equipment, and patterns with them. A few materials may be good insurance, but opportunities to buy materials in the larger cities of the world should not be overlooked. "I found wonderful cottons available and seamstresses incredibly cheap," one wife related.

The need for formal clothing may be over-emphasized. Some husbands and wives have spent money for formal wear they have never needed. One wife reported, "Needless expenditure was made on

tuxedos and party dresses which had no value. Most of the information given was for living in the capital city, not in the jungles 120 miles away."

Anticipating clothing needs of children may be more difficult. One wife related, "Attempting to estimate clothing and shoe sizes for growing children for two years was difficult. We had shoes brought over by members of our team that came later. Since I sew, clothing for myself and daughter was not a problem. I took lots of material."

Supplies of shoes may be more important than clothing, especially for those who have difficulty getting a correct fit. Americans become accustomed to certain types and styles of shoes. Those made in foreign countries may not fit as well or as comfortably. For adults, taking several pairs along presents little problem. For children, rate of growth can be a problem. In some foreign countries, however, buying suitable shoes for children is easier than for adults.

Getting firsthand information is important. The experiences of one family illustrate this need: "With four children it was difficult. We were told to take things we never used. Shoes and clothing were never the right size to be used during the correct season. The wrong information was to blame."

For many families, access to a government-sponsored commissary provides the everyday living needs that are not available locally. For those without such privileges, items can be ordered through export mail-order catalogs from the major companies. Take one or two catalogs with you. Some department stores will also ship goods to any part of the world, but parcel post sent by sea takes several weeks or even months. Air parcel post for smaller and lighter packages provides a solution for items needed quickly.

Mail order may be the only solution for some problems. One wife recalls, "Clothes were very expensive and because of my long, lanky build I could never be fitted. By their standards I have tremendous feet. I was not able to buy shoes or clothes locally the entire time I was there."

Even with the best information you can obtain, you'll probably take some things you won't need and leave some things you will wish you had taken. Returned wives frequently comment, "We took too many things that could be purchased after arrival in the foreign country."

Items for personal care and grooming are available in all of the larger cities of the world. You may find less choice of specific brands than in the U.S. Taking a supply that will last for a month or two may be good judgment; to take a two-year supply is usually unnecessary.

One family took a two-year supply of soap with them. When they arrived they found one of the leading U.S. manufacturers made soap in that country and sold it for less than they would pay at home. Another wife took a two-year supply of sanitary napkins. When she arrived in the foreign country, she found they were available there.

A philosophical attitude helps to overcome some of the problems you may encounter. One wife related most appropriately: "Since this was our first overseas assignment, we went along in blissful ignorance. What we needed and did not take, we found or did without. What we did not need was not too much in the way and we brought it back with us. The mail-order catalog was a great luxury. We could usually wait the six weeks or longer for delivery. If it was an emergency we used air mail."

### *Food and drugs*

Supplies of drugs that may be needed should be taken along. They take little space and are readily available. Some discretion about how much to take should be used. A doctor who has had overseas experience will be helpful in making these decisions. Further suggestions will appear in Chapter 14.

Some families going to remote locations in foreign countries have attempted to stock up on groceries for a two-year assignment. With a large family the cost of such investments may be quite sizable, and selecting the right quantities is difficult. The purchase of local and imported foods in the local country offers an alternative. Imported foods will usually be very expensive, however. For those families that have U.S. commissary privileges, the grocery problem is usually solved. For those who do not, it is advisable to find out as much as possible about what is available in the local country. You could arrange with wholesale grocery houses to accept and ship orders later if you find that you need them. This might be a lower cost approach than to buy a two years' supply without knowing what is already available where you are going.

In general, Americans overlook the fact that in all countries of the world, many people eat, live in houses, and wear clothing not greatly different than we do in the U.S. Those families that are ready and willing to adapt their living patterns and use more of the things available to them in the local country will usually be just as comfortable as those who insist on importing everything they use at home.

### *Household goods and furniture*

How much furniture and household equipment a family takes overseas should depend upon where they are going and what may be furnished to them. For more and more families under U.S. government employment and government contracts, arrangements are being made to supply basic furniture in the host country. For other families, arrangements will vary with the sponsoring agency. Where furniture is not supplied, it may be purchased or rented at less cost and with less delay than shipping it across thousands of miles of water.

However, with basic furniture supplied, families will need to ship certain household goods with them. From experiences of those families who have lived overseas, we would recommend the following.

*Furniture.* Find out all you can about the type of housing you can expect and the amount of basic furniture supplied. One wife related, "We were not sure what to take. As it happened, our sea freight was mostly unnecessary."

*Silver and china.* Check with others to find out the kind of social activities you may expect. This may help to determine the type of dishes and tableware you decide to take with you. Returned families have differing opinions on the quality of tableware to take with them. One group favors not taking the best along, or not taking too many things. "I wish I hadn't taken so many things and had been freer from anxiety that they wouldn't return safely," one wife recalls. Another suggests, "I would not take good silver, best linens, and china. Those things can be purchased much cheaper and the servants do not know how to take care of fragile things."

This group favors taking only basic necessities. As one reasons, "We are foreigners and we must accept their people. We can't have all the American gadgets and live away from home."

The other point of view favors taking more fancy and special china and silver. One woman recalls, "We decided to take stainless steel flatware instead of silver. We were advised against taking a silver tea service because silver presented too much temptation to servants. I often wonder if this decision was correct."

Another justifies her viewpoint this way: "We thought we could do without some of the personal things which make our home uniquely ours. Two years is too long to be temporary in this way. I should have taken good china, sterling, etc., because I did more fancy entertaining than here at home."

The situation in the country where you are going should be your basis for deciding what to do. "I was reluctant to ship good china and silver such a distance," one wife recalls, "but I did so on the last-minute advice from a close friend who had been there. It was very good advice. We entertained more often and more lavishly than ever before or since. This situation is different in different countries, and someone who knows should advise."

The consensus suggests that you should find out how much formal entertaining you will do. If living in a large city where you will do much entertaining, then take good china and silver if you wish. If you do take it, realize that you may lose it or have some of it broken, damaged, or stolen. If living in a more remote area with limited social activity, you will have much less need for the luxury items. Store your irreplaceable items until you return.

*Appliances.* American families should not expect to take all the household appliances they use at home. They may not be needed or may not work properly, or electricity supply or wiring may be adequate for only a limited number of appliances.

Find out what kind of electricity is available. One wife recalled regretfully, "We needlessly bought 220-volt equipment because we didn't understand about transformers." A few transformers that convert 220-volt current to 110-volt service make it possible to use 110-volt appliances.

Find out what appliances work satisfactorily. "I had poor advice on electrical appliances," one wife commented; "I could have used many items that were in storage." In some locations a home freezer proves very useful, while in other places it may not be needed. Many places do not have sufficient water or water pressure to permit

operation of an automatic washer, but a wringer-type washer performs satisfactorily. A clothes dryer may not work satisfactorily or may be a vital necessity, depending on where you are. If you take phonographs and tape recorders, a conversion for use on 50-cycle current will be needed; otherwise the records or tapes will play too slowly. Electric clocks made to run on 110-volt, 60-cycle current will run slow on 110-volt, 50-cycle current.

*Simple and unusual items.* A few simple items may be very useful and require little trouble to pack. Simple tools such as hammers, pliers, and screwdrivers, a few nails and screws, brooms, mops, and simple cleaning and kitchen utensils may help make housekeeping in a strange environment much easier.

Sometimes the unusual may be needed. "A meat saw and other butchering equipment was essential when we were there," a wife reported, "and yet this was something which doesn't readily occur to one when planning what to take."

In the final analysis, you must survey your own family to determine what they need to make their life a happy one. "If we were to pack right now we would have the same problems deciding what to take as we did then," a wife commented; "this is purely an individual problem. No two families will feel the same items are essential, and each must decide which is most important to her own family."

### *Automobiles*

For families who go overseas with the privilege of taking an automobile, the best decision is usually to take one. It should be new or almost new to assure as much trouble-free driving as possible.

In most developing countries, roads are often narrower and bumpier than in the U.S. A smaller car often works best under these circumstances.

The best type of car for travel in the country where you are going may not be the same as you drive at home. "I think a four-wheel drive vehicle of our own would have been better than a car," one wife recalled.

Again, it is desirable to find out what makes have dealer service and what parts are most frequently needed. Often cars with standard shift and tube tires are preferred for easier servicing.

Autos moving by sea freight require time to get to the overseas destination. If you want your car soon after your arrival, you will have to ship it from one to three months before you leave for overseas.

You may also want to investigate the possibilities of buying a car overseas, especially if you have no allowance to cover shipping expense. Americans leaving from overseas posts are often willing to sell their cars rather than ship them home. Sometimes a smaller, foreign car will operate for lower costs, can be serviced easier, and can be sold easier overseas. If you buy overseas, check on the duty to see if you are exempt. Conditions vary from country to country.

If you ship your car, take the official title or proof of ownership with you. You will need it to get registration and insurance in the foreign country, and to sell the car when you leave.

All members of the family who expect to drive should have current drivers' licenses. Some countries issue drivers' licenses to foreigners. Others will accept an international drivers' license issued by the American Automobile Association.

A few families have been located where they can use public transportation or rent a car for their personal use. In some places they have found this worked out quite well; in others, having your own car is almost a necessity if you want to go places and see many things.

Making arrangements for shipping a car can bring unexpected frustrations. "At the last minute," a wife related, "we had trouble turning over the car to the mover. We had been given the wrong address in the city of embarkation. We drove to one part of the city and discovered the mover had relocated. As departure time drew nearer, we were miles from the airport. This type of unexpected problem makes instant ulcers."

If you are considering the purchase of a new car or household appliances for shipment overseas, a list of companies and the addresses of their export divisions appears in the appendix.

### *Books and leisure-time materials*

Many families, especially the wives, may find they have more leisure time overseas than they have ever had at home. Others will find they are just as busy in a different way.

In planning what to take overseas, families should realize that they will be living in a different environment and a different culture. Leisure-time activities that are planned to take advantage of this new setting will provide the most rewarding experiences and the most pleasant memories of the overseas assignment.

Take a few books about the part of the world where you are going and reference books such as cook books, a home medical guide, and a small atlas. Children's books should be included. A set of encyclopedias would be very useful for families where children will be studying at home. In some countries, book stores will stock books in English and reduce the need to ship as many as you might otherwise.

Materials for use in hobbies may be available in some of the larger cities but taking some along will be helpful. For children, some scissors, glue, and other handicraft materials can be included. For adults, the choices can suit your interests and tastes.

Cameras and photo equipment are the natural choice for the amateur photographer. A tape recorder may prove very useful for some activities. A phonograph and records may suit others. In some parts of the world you may buy or import this equipment later if you don't already have it.

Women who like to sew, knit, or do other handiwork have found these activities a way to enjoy themselves.

Collectors of coins, stamps, rocks, or other materials have added new dimensions to their hobby. Taking along books, magazines, or reference materials may be useful.

Newspaper and magazine subscriptions can be continued overseas. Each issue could be two to three months old when it reaches you but it will still seem new if you haven't seen it. English magazines from other countries may be more readily available than those from home.

Musical instruments may also be useful for both adults and children. Some families have taken a piano overseas. Others have bought or rented one in the host country. If you ship a piano, you run the risk of possible damage due to shipping and climatic change.

### *Special for children*

Some mothers like to plan ahead for special holidays and birthdays for the children. In some less developed countries toys are not available or are very expensive.

A missionary doctor and his wife who went to the Middle East secretly packed a foot locker of toys for their two children's birthdays and Christmas presents. On each birthday and Christmas they were pleasantly surprised to get a new toy. Without some thoughtful shopping by their mother, they would not have these special treats at their isolated mission hospital where they lived for four years.

At some locations, children celebrate birthdays with community parties. Some inexpensive gifts tucked into the corner of a trunk may be very useful.

For everyday entertainment, children will need some special attention. Shipping favorite books provides many hours of entertainment for younger children. Toys and games that provide leisure-time activities are also needed. Without television and limited radio reception at many locations, children will often need to learn how to entertain themselves.

### *Professional tools and equipment*

As mentioned earlier, Americans overseas perform a wide variety of tasks. The tools, equipment, and materials for doing the job may be on location when you arrive, or there may be nothing on hand with which you can work.

In planning for your overseas assignment, you should find out as much as you can about the tools, equipment and materials available to carry out your assignment. You may be able to order some things and ship them before you leave. Other things will have to wait until you can appraise the needs after you arrive.

You may have certain favorite small tools, books, or reference materials that could be carried along or shipped ahead. These are individual decisions that will depend upon the job, the location, and the person involved.

### *Shipping arrangements*

For most families going on an overseas assignment, the amount of goods shipped will be almost directly related to the weight allowed by their sponsoring agency. These allowances will usually include a certain weight of hand luggage to be carried on the plane or ship, an air freight allowance for personal items and household effects needed

soon after arrival, and a sea freight allowance that permits shipping goods which may arrive three to six months after arrival.

One wife relates a typical approach: "Household goods and supplies were sorted into four categories: for storage at home; for shipment by sea freight (this included auto, scheduled to arrive after three months); shipment by air freight, scheduled to arrive after three weeks (this included basic necessities for setting up housekeeping); and hand luggage for immediate use."

Some families on one-year assignments or less may have very limited shipping allowances. They must use every pound of space to maximum advantage. Such families will place first priority on clothing and shoes. They will rent and buy the household equipment and furniture they need upon arrival. University faculty families on nine-month Fulbright assignments have sometimes had to go with limited shipping allowances. Although limited shipping allowances may make living overseas less pleasant, these families were able to get along fairly well.

When preparing for shipping personal and household effects:

1. Select a reliable and experienced moving firm that has packed goods for air freight and sea freight to less developed countries successfully. The services of a professional moving firm are well worth the cost.
2. Arrange for insurance on all goods to be shipped by air and sea freight and find out how claims for damage and loss will be handled.
3. Do not ship anything for which, if lost, you would not be willing to accept an insurance payment. Personal possessions with sentimental or special value that cannot be replaced by money should be stored or kept in the safest place you can find in the U.S.

The experiences of some returned families illustrate the risks of shipping goods to foreign countries:

"The only criticism we had was the condition of our silver hollowware and pots and pans on arrival. The Army department packed everything like they do Army rifles, in oiled paper. What a mess it made in the hot, humid hold of the ship. It took weeks to get the 'cooked-on oil paper' off our silver and pans."

"We have found it difficult to collect insurance for damage to things shipped or for completely lost items. This makes it expensive and something we feel it is only fair to warn people about who are

considering a foreign assignment. We had things stolen from our freight, damages (mostly water), and a typewriter, suitcase, and trunk lost for which no one seems to feel responsible."

"There was much damage from water en route and greater damage in returning. This was a great financial loss as well as disheartening to see some of your cherished possessions ruined."

Despite the problems encountered by some families, many have shipped goods great distances without any serious problems. You must recognize that there are risks involved but the problems are not insurmountable.

### *Guidelines for packing and shipping*

Your personal property that you take along will usually go in three groups: (1) the hand luggage that accompanies you on the same plane or ship, (2) air freight, and (3) sea freight. When a family goes overseas for a year or more, it will usually send some things in each group. For the family going overseas the first time, the decisions as to what to put in each group may be a frustrating experience. Here are some general guidelines:

*Hand luggage* (things you will need upon arrival and during the first month overseas):

Clothing (for first month until air freight arrives)

Shoes

Raincoats and rubbers (depending upon season of year)

Towels and soap (at least one towel for each member of family)

Toiletries and cosmetics (for first month)

Drugs

Small radio

Special tools or books for starting the job

Camera and equipment

A favorite toy for each child

*Air Freight* (to arrive from three to six weeks after you do):

Clothing not carried in hand luggage

Blankets and linens

Towels

Coat hangers

Household appliances (small)

Essential dishes, tableware, and cooking utensils

Special small tools, books, and materials needed on the job

Cleaning equipment and tools

*Sea Freight* (to arrive after two to six months):

Automobile

Large appliances

Large pieces of furniture

Books and leisure-time materials

Canned and packaged foods (if needed)

Toys for children

Not everyone will agree with these divisions. They are intended as general guidelines. Those experienced in the country where you are going should be able to provide more specific suggestions.

In the myriad of decisions about what to take and what not to take, a family should not feel overwhelmed or completely frustrated. "Go with an open mind, a spirit of adventure, and complete acceptance of other people and ideas," one wife advised. "Don't go overloaded with clothing, household equipment, etc. After all, any country has its own supply of these items, even though they may be crude according to our standards. The best way to be impressive is to accept their ways while living in their country."

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## LEARNING ABOUT THE COUNTRY

Many who have taken overseas assignments wish they had known more about the host country. More than 60 percent of returning university faculty members felt that the orientation on the culture and political system of the host country was unsatisfactory. More than one-fourth felt that their effectiveness in the job was limited by lack of information about the country.

Both husbands and wives realize that reading and studying about a country before departure or while living there enable a person to better understand and appreciate what he sees and how he should react. Knowing what to expect also helps reduce the influence of culture shock.

More than seven out of ten wives of university faculty members reported that they read books about the country before they went and nine out of ten did after they arrived. However, returned wives frequently commented, "I wish I had spent more time learning about their culture before going," or "I wish I had studied French [or another language] sooner."

### *What you should know*

How much you can learn about a country before you go may be directly proportionate to the time you have and the amount of information you can find. As we have said, some things can be learned in more detail after you arrive. The list below is essential to make proper preparations and ensure an easier entry.

*Climate.* Warm or cold, wet or dry, and variations from day to day and month to month all enter into guiding your decisions as to the types of clothing and footwear you will need.

*Monetary units.* If you have some understanding of the monetary unit and its relative exchange value with U.S. dollars, you will be able to transact business more accurately and with less susceptibility to being short-changed.

*Language.* For many countries the official and native language are the same, but in other developing countries the official language may be different from the ones spoken by the people. A table of official and local languages appears in the appendix. Discussion about learning the foreign language appears in Chapter 7.

*Religion and culture.* If you know something about the religions most of the people follow, you will have a better idea of what to expect about their ways of living, their mores, dietary restrictions, and other cultural traits. Without some understanding of these you may unconsciously or unknowingly offend or insult one of your hosts.

*Geography.* The altitude at the location where you will live could have an important bearing on climate and the type of clothing needed. It may affect the type of car and accessories that will work best. Topography and climate will affect the type of agriculture and type of locally produced foods. You will get a more complete understanding of the geography firsthand, but some general ideas will be useful in making proper preparations for where and how you will live.

*History.* Learning about the history of the people, their government, and the development of the country will help to make an overseas assignment meaningful and educational for the whole family. Without some knowledge of the history of the country you will lack an understanding of what has happened and why people often think and act as they do. To understand and interpret history in the fullest perspective may require that you review our own American history and U.S. relations with the country where you are going.

*Educational facilities.* This will be especially important if you have school-age children. This point is covered in Chapter 9.

### *Finding information you need*

You will face two main problems in studying about the country where you are going: (1) having enough time when you are getting

ready to go; and (2) finding up-to-date information about the particular country.

Finding enough time in the final weeks before departure is an understandable problem. The longer ahead you can begin to read and study about the places you are going, the easier it will be. However, many people have found that after arrival they often have more time than they did before departure. You can take a few books along, or in many countries you will find good books about the country in English.

In each country, the American embassy or consulate offers a place to get information about the country for Americans who plan to work and live there. You can write ahead or stop there upon arrival in the country.

Finding up-to-date information may prove to be a problem for some countries. With many newly independent nations, particularly in Africa, the names of countries were changed at the time they became independent. Although the government has changed, the geographical, cultural, and natural features of the country may be described in earlier books or articles written when the country was still a colony. A bibliography for many countries is included in the appendix.

You will find adjustment easier if you have read and studied about the country where you are going. "Much valuable information was provided including warning of culture shock," one wife related. "We felt at home from the first, due, I am sure, to this careful preparation." "The more you know about the physical aspects of the country, customs of the people, and the history, the easier it will be to adjust to your new home," another commented.

However, reading won't guarantee a painless adjustment. "We read everything available," one wife recalled; "however, we had quite a cultural shock and it took time to adjust."

Check into the situation at the location where you expect to live. Returned families have reported that specific information was not available for the particular area of the country where they were going. "We could find Brazil," one wife remembered, "but Fortaleza was not discussed in any books."

Friends who have lived in the same place overseas may be the biggest help in providing information and guiding your reading.

"More books were available than I had time to read," one wife recalled. "Friends helped me to be selective in reading informative materials."

Be sure that the person who tells you about the country has lived or traveled extensively in the country. One wife recalled, "We had an orientation session before we left. It was conducted by a person who had never lived in the country. I felt after being there that it had not been too helpful."

Continue reading after arrival to stimulate interest in your new surroundings and make them meaningful. "I had several books on Indonesia and simple language books to study en route," one wife related. "After I arrived there was ample time and good books were available at the U.S. Information Service so I read everything I could find about the country, its history, and culture. I also purchased many books."

Another wife reported, "We understood the books we read about India much better after we had lived there awhile."

In summary, those who have lived overseas make these recommendations about getting information:

Learn as much as possible about the everyday life of the people and learn not to be critical.

Take an intensive course in the history and culture of the country before you go.

Read about the country before departure, converse with those who have been there, and get acquainted with foreign students from the host country. Realize that though the culture is different, it isn't necessarily inferior.

Condition your attitudes toward host country nationals. Do not be condescending, or on the other extreme, do not apologize for America's greatness.

Be prepared for the unexpected. Some things, such as the odors, are not describable.

Learn all you can but realize that orientation can never prepare one for the strangeness of a new culture. "Go into this with a feeling of adventure and that you are going to like it, and your stay will be a wonderful one," one wife advised. "Mental attitudes make all the difference."

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# LEARNING THE LANGUAGE

"It is not possible to understand what is in the minds of other people without understanding their language, and without understanding their language, it is impossible to be sure that they understand what is on our minds."<sup>1</sup>

Anyone who has lived and worked overseas realizes that languages are the indispensable vehicle of human communication and understanding. Not knowing the local language has created problems and frustrations for both men and women who undertake an overseas assignment.

## *Why learn a language?*

Being able to communicate in the local language has definite advantages. Yet time limitations and the difficulty of the language may make fluency impossible. However, nearly one-half of the university staff members working overseas on U.S. government technical assistance contracts said that lack of language facility posed some handicap in getting their jobs done. More than one-third felt that it was almost as important for family members to know the foreign language.

When asked what they would do differently if going overseas again, the wives of university staff members reported again and again that they would learn more of the language. Some were thinking of such esoteric languages as Urdu, Hindi, Turkish, Bengali, Farsi, Arabic, and Indonesian.

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<sup>1</sup> John Foster Dulles, quoted in William Riley Parker, *The National Interest and Foreign Languages* (U.S. Department of State, National Commission for UNESCO, 1961), p. 101.

For those with intentions of good will, foreign language study makes possible that ready and more nearly perfect communication between peoples upon which mutual understanding depends.<sup>2</sup>

Learning a language means overcoming difficulties and each language has its own peculiar difficulties. Arguments for undertaking some type of language study come from many sources, however. "I wish I had studied the language harder, so much harder," one returned wife recalled. "I believe that language is all-important to what one gets from and gives to the experience." How much language you know may directly affect how you are accepted and how much you will enjoy your overseas experience. "I wish I had made more efforts with language," one wife confided; "it is the largest single barrier to friendship." "Language can't be stressed too much," another emphasizes. "Most women who hate living overseas, in my experience, can't communicate."

Some knowledge of language is often needed to adjust to the culture and show proper etiquette. "Allot more time for language preparation and not necessarily a cram course," one wife advised; "the cultural shock is great enough to bear without having a language shock to withstand also."

"I think it is downright rude not to be able to at least say please, thank you, pardon me, and hello, in their language," another commented. "If the language is other than English, know at least the amenities, plus right, left, ahead, and back (for taxicabs). If at all possible, understand the rate of exchange and words for 'money.'"

Knowledge of the foreign language, however, must be placed in its proper perspective for those who go overseas in educational, government, and business projects. Mangone points out: "It is a fallacy to assume that knowing a foreign language is all-important. Knowledge of a second tongue by itself is no indication of an American's aptitude for overseas service. A technical skill in communication can never be a substitute for having something important to say."<sup>3</sup>

For the man and his family who are faced with an overseas assignment just three or six months away, the big question is finding

<sup>2</sup> Ibid., pp. 100-101.

<sup>3</sup> Gerard J. Mangone, "How Can We Better Educate Americans to Work and Study Abroad?" *Current Issues in Higher Education*, 1960, p. 120.

time for worthwhile study of the language. Learning the language as needed after arrival in the country is not, however, the best answer for most persons. Language study should begin at home and will undoubtedly continue after arrival in the host country.

On the other hand, until you know for sure where you will be working, the attempt to learn a less commonly used foreign language may prove useless. For the busy, professional person, the amount of language needed to carry out the job overseas will vary with the type of work, the ability of host nationals to speak English, and the availability of interpreters and time available to learn the local language. In Latin American countries, however, knowing Spanish (or Portuguese in Brazil) is almost mandatory to perform your work effectively. In certain African and Southeast Asian countries that were former French colonies, a knowledge of French is essential to work effectively. The appendix lists official and native languages of individual developing countries.

The prospects of becoming really fluent in a foreign language are not very great unless you make a very intensive effort. Among returning university faculty members, only 14 percent reported that they spoke the language adequately after they had been in the country for six months. In most cases, this was in Latin America where Spanish or Portuguese is necessary for many types of work with host country nationals.

Fifteen percent of the university faculty wives said they became fairly fluent; 27 percent could read and write some of the language; 56 percent learned enough to buy at the market; and 67 percent had learned a few useful words.

### *How to learn a language*

Mario Pei, one of the nation's top linguists, points out, "The means of learning a new language are many and varied and such as to suit practically any purpose, time schedule, and pocketbook. It is up to you to select the one that will best fit into your scheme."<sup>4</sup>

Although developing complete fluency is not possible for most people living overseas, a few useful words should be the minimum goal for all.

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<sup>4</sup> Mario Pei, *How to Learn Languages and What Languages to Learn* (New York, Harper & Row, 1966), pp. 100-101. Reprinted by permission of the publishers.

Pei points out that anyone can learn a piece of language in a very short time. "How large the piece depends partly on your native equipment of ear and grammatical coordination, partly on your previous language background, and partly on the effectiveness of your instructors."<sup>5</sup>

You should not be deluded into thinking that there are short cuts to developing full language ability. You can obtain results in a short time but they will be only partial results. If you are going to develop the facility with a foreign language that you have with your own, you'll have to spend many weary hours studying in one way or another. You can accomplish much with partial use of a language, however, and most language specialists will agree that time spent acquiring that fraction of the language is not wasted.

Parker points out, "Building a vocabulary and learning the subtleties of any language, however, takes time—and practice. There are no substitutes, no short cuts. The very nature of language itself insures that there are not now, and there never will be, new and ingenious methods for the mastery of a set of simple conversational patterns."<sup>6</sup>

You can't assume that a college course provides the necessary language training for living overseas. "Take a conversation course," one wife advised; "I had two years of Spanish in college but did not speak the language. It took six months after I had lived in South America before I could really understand prices quoted to me."

For those who really want to undertake intensive language study to gain the maximum fluency, one must consider it a full-time job for several months. Those working with the Yale University Linguistics Program feel that three-hour courses are inefficient. They feel maximum efficiency cannot be attained in less than eight hours a week in the classroom, and probably a still larger proportion of the student's effort during the first months would be in his best long-term interests.

The U.S. Army language school at Monterey, California, has a schedule of six hours a day, five days a week with the native instructor changing every hour so that the students get to hear more than one instructor's pronunciation. In addition, students are ex-

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<sup>5</sup> Ibid., p. 32.

<sup>6</sup> Parker, *op. cit.*, p. 135.

pected to put in three hours of homework every night, usually listening to tapes and recordings repeating phrases and sentences and answering questions asked on the tapes. The classes run for 24 weeks for French, German, Italian, Portuguese, and Spanish; 37 weeks for Rumanian; and 47 weeks for Russian and 21 other languages.

Methods of learning a language are not good or bad, correct or incorrect. A method may be effective or ineffective for you as an individual and for the purpose to which you will put what you are learning. Generally speaking, the most practical method is a catch-as-catch-can method, based on your particular needs and circumstances.

Where you live and the time available may play an important part in your decision as to what methods to follow. Private lessons from a native speaker are one of the most useful and efficient ways to study for some people. Special group language courses for adults going to work overseas are offered on some university campuses and by private language schools in larger cities. These have proved useful for those who could take the time to participate and study.

Do records or tapes have any place in learning a language? Pei feels that despite their drawbacks, a good language record is a powerful aid to language learning. He likes to see it combined with other features such as a good written language grammar. How effective recordings may be depends largely on how much will power you have and your real desire to learn.

Self-instruction requires rigid self-discipline but has been helpful to some who had access to records, tapes, and other materials. Those who have been most successful set aside a certain time every day and stick to this schedule without interruption.

Pei lists 14 general language-learning rules from one of Italy's greatest language teachers and popularizers, the late P. S. Revetta. They may be useful to adults who want to learn a language in the most efficient way possible:

1. Proceed from the general to the particular, not the other way round; get a view of the forest *before* you start examining the trees.
2. Get the phonetic structure of the language, imitating not only the sounds but also the intonation and cadence. Listen to foreign radio stations.
3. Listen to the way the speaker of the language you want to learn mispronounces yours. Get a line on different degrees of muscular tension

(French, for instance, is spoken with considerable tension of the vocal organs, while English is comparatively lax). Watch also for the placing of the voice (chest, head, etc.; speakers of Slavic languages emit far less air through the nose when they speak than we do).

4. After getting acquainted with the language's basic grammar, investigate some of the syntactical examples, so as to gain some grasp on the psychology of the language and its speakers.

5. Link the content of the foreign phrase to its mental concept rather than to its English translation; if possible, link it to a picturable object or action.

6. Language starts with thought, and thought does not belong to any language in particular, but is common to the speakers of all languages. The trick is to link the thought concept not with your own language but with the language you are learning.

7. Try, as far as possible, to think in the foreign language, even when not speaking out loud. Your foreign-language thinking will soon expand.

8. Learn phrases rather than isolated words. (Here Pei differs somewhat. He feels the isolated word may sometimes serve a special purpose, and in highly inflected languages too many phrases may be needed to give you the word in all its possible forms).

9. Make up your own private dictionary of words and expressions you are interested in.

10. Learn idioms at the start, not at the finish. Note also the currency and frequency of occurrence of such idioms. Some idioms are antiquated, and not worth learning. This goes also for proverbs and popular sayings, some of which are on everybody's lips, while others are purely literary.

11. Note the psychological content and intent of apparently equivalent expressions (English: "please leave"; "go away"; "get out"; "scram").

12. Languages are not necessarily logical. "School of law" could be in Italian *scuola di legge*, which is the literal translation of the English expression, and might even be understood. But that's not the way the Italians say it; they use *facoltà di diritto*, "faculty of right" ("right" is here used in the sense of "justice").

13. As you learn a point of grammar, try to memorize it in condensed form.

14. Don't be sloppy. Learn every phrase you take up in complete form, with the correct spelling, the right pronunciation and intonation, possibly even the gesture that goes with it.<sup>7</sup>

Once in the foreign country, many Americans find themselves so busy with their duties that finding time to study language is often very difficult. Most people who have returned from overseas assignments agree that the more language you know before arrival the better. Even a few words can be better than none at all.

<sup>7</sup> Reprinted from Pei, *op. cit.*, pp. 100-101.

Some people will argue that for a year or two overseas, the efforts to study a minor language may not be worth the effort. You will never have the opportunity to use it again, they argue. There are lasting benefits from language study, though. Parker reasons that any language you learn is worth the effort: language skills, like all practical skills, may never be perfected and may be later forgotten, yet the enlarging and enriching results of the cultural experience endure throughout life.<sup>8</sup>

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<sup>8</sup> Parker, *op. cit.*, p. 129.

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# HOUSING

Housing is often the biggest question for families anticipating an overseas assignment. If a wife wants to know what kind of house she will live in, she can be sure that it will be different than the house she had at home. Housing available for U.S. families in the developing countries varies widely among countries and within an individual country.

When university faculty wives were asked to compare their overseas house with the one they had previously, more than one-half stated it was less convenient, less comfortable, and harder to clean and maintain. Partly for these reasons many families hire one or more domestic servants to help in their household operations. Various aspects of hiring servants are covered in Chapter 11.

About one-half of these wives rated the general adequacy of their housing about the same as they had in the U.S. About one-third stated that the size, comfort, and attractiveness of their house was about the same.

Uncertainty about overseas housing presents a problem for many families. In most cases, however, the employer or sponsoring agency

## APPRAISAL OF HOUSING OVERSEAS COMPARED WITH PREVIOUS U.S. HOUSING\*

<i>Feature of House</i>	<i>More</i>	<i>Less</i>	<i>About the Same</i>
	<i>(Percent replying)</i>		
Size (amount of living space)	37	30	33
Comfort	5	57	38
Attractiveness	14	49	37
Convenience	3	75	22
Ease of cleaning and maintenance	17	55	28
General adequacy	6	41	53

\* Responses of 315 wives of university faculty members who spent one year or more overseas between 1952 and 1966.

helps the family locate suitable housing after arrival. Sometimes the house has already been selected before the family arrives.

To know what furnishings or equipment you should bring along or ship ahead, correspond with other families who are now living at that location or have very recently returned. They can usually give the best and most accurate advice. Arrangements for housing, furnishings, and utilities vary among countries, within a country, and with the employer or sponsoring agency. You will also find that several people who have lived at the same place overseas may not always agree about what the newly arriving family should take along with it.

Sometimes the employer or sponsoring agency finds it more desirable for a family to help select the place where it will live. With this arrangement a family will usually live in a hotel or pension for the first few weeks after it arrives in the host country. With each family having different needs, tastes, and values in housing, this plan often works out best. It may mean higher living costs until the family gets settled into the house where it will be living during the stay overseas.

All families preparing for an overseas assignment should realize that in developing countries many of the conveniences that we take for granted may not be available. If they are available, they may not operate as well or only part of the time.

## PROBLEM FEATURES

### *Construction and room arrangement*

Conveniences built into American homes are often lacking in houses overseas. The most frequently noted differences are listed below:

*Floors* may be rough concrete, require frequent cleaning or buffing, and be cold and drafty in the winter.

*Walls* may be concrete or plaster and whitewashed instead of painted. "Walls had poor finish so that calcimine often fell on the dining table," one wife reported. The whitewashed surfaces also rub off onto clothes.

*The roof* may leak for some time before it is repaired. "The first two years the mud roof leaked each rainy season so sometimes there was no dry spot in the entire house," a wife reported.

*Rooms* may be adequate but sometimes they are not. "The bedrooms were large and fairly pleasant," one wife related; however,

"the living room-dining room combination was inadequate for entertaining and one bedroom was hot and unbearable in summer, and cold, clammy, and damp in the winter rainy season."

Some room arrangements make privacy difficult. "The helper's quarters were directly below our sleeping rooms," a wife reported.

"With a big family, we missed a second bathroom, but this was not serious," another related.

*Kitchens* seem to be the most inadequate and frustrating room in the house for many American wives. The most frequent complaints were "very difficult to keep things sanitary," "cooking equipment inadequate," "kerosene refrigerator smoked and blackened our kitchen," "kerosene burner stove difficult to regulate," "poor lighting," "no outlets for appliances," "no cupboards or work counters," and "arrangement so poor only servants could use it."

Some families find their housing quite adequate, however. "We had a very lovely, modern home," one wife related, "except it was impossible to care for without help." Some even found advantages in their houses. "I soon learned to enjoy a house that was less demanding than keeping up a stateside home," another declared.

### *Electricity*

In many countries, the electric current is 220-volt and 50-cycle A.C. Frequently it is less dependable and service may be interrupted at the least convenient times. Voltage may fluctuate. Appliances may operate less efficiently or may be damaged. If you ship your appliances made for 110-volt operation, you will need to obtain or have available the proper step-down transformers.

For those who expect to stay for two years or more, purchase of 220-volt appliances or equipment may be advisable—providing you can dispose of them in the host country when you leave. Because of undependable electric service, you may need to use bottled gas, kerosene, or charcoal-burning stoves. When overloading of electric circuits occurs, fuses burn out and you may experience delay in getting them replaced. Wives typically commented: "Electricity went off frequently." "Electricity was erratic." "Voltage fluctuations ruined electrical appliances."

Problems may also occur in new homes as well as old. One wife reported, "Wiring was inadequate even though it was a new home.

Fuses blew at the street often and could not be replaced except by the company. This sometimes involved hours of waiting. We were supplied with electrical equipment but the wiring was inadequate to use it. One learns what can be used at the same time and what cannot."

Emergency measures may be needed. One wife related, "The electrical supply was sometimes inadequate to run an electric stove so we would then cook on a kerosene stove."

### *Water*

In the developing countries, water systems are not as dependable as in the United States. Service may be interrupted. "The water supply was often cut off without warning," one wife related, "often in the evening when we were expecting guests."

Shortages may occur. "There were times when we had no water," wives reported. Power failures may affect the water flow. "The water was pumped to tanks on top of the house so we would have adequate pressure," one wife related; "if there was a power failure we were sometimes without water."

Hot-water heaters may be a luxury or completely absent from some homes. Hot water may not be piped where you want it. "There was no hot water in the bathroom," one wife reported. "There was no hot-water tap in the kitchen," another related. In some locations, you heat water as it is needed.

Most water supplies are not treated to make them safe to drink. All water for human consumption must be boiled and sometimes filtered as well. Further discussion on this point appears in Chapter 14.

Most families manage to adjust to the changes in water use, and some conclude, "Really, it wasn't a lot to complain about, just inconvenient at times."

### *Heating and cooling*

Few homes in the developing countries are equipped with central heating. If the winter season is short, oil or gas heaters may be used. "We had two kerosene space heaters," a wife reported, "but in a large house they were not adequate." "We kept warm with a gas space heater and a fireplace," another reported.

In some countries, no extra heat is needed. "We adjusted to the

heat in spring, summer, and fall, and to cold in winter without central heating," one wife related.

Air conditioners may be needed more than heating equipment. In some places, however, they are a needless luxury that will set you apart from the local people more than is desirable. If voltage fluctuates, they may not operate properly. "Air conditioners were improperly repaired and there was danger of shock," one wife cautioned.

Your sponsoring agency may furnish the heaters and air conditioners needed. In other cases, you may need to furnish your own. You should find out if you should ship them or if you can obtain what is needed locally.

### *Plumbing*

Most homes where American families live in developing countries will have indoor plumbing and bathroom fixtures, but you may encounter some problems in their operation.

The equipment may operate only part of the time. "We lacked a dependable water supply," one wife recalled. "Therefore, we were frequently unable to flush the toilet or bathe." The equipment may be old and hard to keep in operation. "We lacked repair service and parts for imported items such as hot-water heaters and toilets," another reported.

You may have to be satisfied with only part of the equipment you had at home. "Our house had no bathtub," one wife related. "We had no laundry. Clothes were washed by hand in the bathtub," another responded. For many, the plumbing will be, as one wife observed, "inconvenient but usable."

### *Local environment*

Local conditions may also produce problems since you cannot close houses as tightly as in colder climates.

During dry seasons and in desert countries, dust can be troublesome. "Because of the semi-arid areas, there was a lot of dust," one wife recalled, "but we had an extremely competent maid to do the hard work."

Insects and wildlife are sometimes your unwelcome guests. "Snakes came into my house several times," one wife remembered; "I didn't mind anything else." "We lacked screens for doors or

windows," returned wives reported frequently. "Fleas were very persistent and prolific," another reported. One person listed the inadequacies that bothered her most as "termites, jute bugs, beetles, roaches, and power failure."

Adjustment seems to be the best solution to these problems if you can't do anything about them. "The houses were very good but we had to get used to living with the wildlife that could not be kept out," concluded one experienced homemaker.

Local customs and laws may also affect housing arrangements. One wife recalled, "The tenant was subject to higher taxes for maintenance and street cleaning than the owners. Under their law a tenant's furnishings may be seized and held as collateral to force the owner to pay taxes due by the owner on a rented dwelling. We were twice served with orders to pay unpaid taxes of the owner, varying from \$150 to \$300. Fortunately, the landlord took immediate care of the problem. The custom of native landlords to provide little general maintenance of property can be a great frustration."

#### *Temporary or special housing arrangements*

Unusual situations sometimes require different housing arrangements that may or may not be as satisfactory as a single-family residence. One wife reported, "We experienced lack of privacy and inconvenience as a result of living in hotel rooms rather than a house or apartment. Without warning there was daily interruption of water and electric service."

Another responded, "We never set up housekeeping. We lived in circuit houses in the two places where we were adequately taken care of."

In an African country that was developing a new university, the wife related, "There were not enough houses on the campus for all Americans so several families lived 25 miles away and commuted daily."

#### BEING PREPARED

These are general observations about housing as experienced by American families during the late 1950's and the first half of the 1960's. As countries develop the housing and accompanying services also improve. Since housing conditions vary so widely it is advisable

to get firsthand information about the place you plan to go. Knowing what to expect and expecting less developed, more primitive conditions than you have had at home will help condition you for overseas living. And you may be surprised to find conditions better than you expected.

The comments by wives who experienced housing inadequacies should not discourage any family from undertaking a foreign assignment. They should, however, make you aware that overseas families frequently face frustrating housing problems that you wouldn't usually encounter at home. You can be quite sure that in a given place you will not have all the problems cited here. However, you can expect that in almost any developing country you will face some of them. If you know what has happened, you may be able to prevent its happening to you.

Perhaps the best solution is to go expecting that you will face housing problems. Then you can look back as one wife who commented, "We were surprised accommodations were as good as they were. We had expected much worse—even mud huts."

Not all people evaluate housing in the same way. One returned wife exclaimed, "I thought it was a palace! We'd lived in typical graduate student quarters, shabby, slummy, at \$142 a month in the U.S. The one thing which used to bother us, but only mildly, was the absence of glass in the windows. It rained into the house daily. But the floors were tile. All we had to do was move a few things out of the wind and then retire to the one room in the house into which it didn't rain." Point of view means a lot in adjusting to different types of housing. "The stunning beauty of our enormous apartment made inadequacies bearable," one wife recalled.

If you look at the housing used by local people, you may feel fortunate as one who reported, "The house was adequate and did not bother me. It was very good in comparison to the standard of the country."

Being prepared for inconveniences will help you adjust when you come face to face with them. "We expected some inconveniences and naturally found some," one wife remarked. But if you look at the bright side you can feel like the wife who said, "I enjoyed the different way of living."

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# SCHOOLS ABROAD

Families with elementary- and high school-age children who go to developing countries have four general choices for schooling. A survey of university faculty families showed: 30 percent sent children to a local American or international school (where English was the principal language); 25 percent used a correspondence system; 18 percent sent children to local host country schools; and 17 percent sent children away from the family to another country outside the U.S.<sup>1</sup>

Many schools are available for American children abroad. Whether your family will live near one of them is the big question. The ideal arrangement is to live near enough so that your children can attend as day students and live at home. But if this isn't possible, then you must send them away to a boarding school, arrange some type of correspondence or self-instruction, or enroll them in a school used by host country children.

The Department of Defense operates the largest overseas school system for American students. Their overseas dependents' schools serve an estimated 165,000 students. Enrollment is usually limited to children of military personnel and other U.S. government employees.

If your overseas assignment is official U.S. government business, you can get more information on dependents' schools from: Director, Directorate for Dependents Education, The Pentagon, Washington, D.C. 20301; and the Office of Overseas Schools, Department of State, Washington, D.C.

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<sup>1</sup> Each figure is a percentage of all families surveyed. Some families had no children in any of the categories. Other families had children in more than one group.

Various private schools also serve American children. These schools enroll an estimated 75,000 children in elementary and secondary grades. They may be American community schools, privately operated with an American program, faculty, and students. Other schools are bi-national, multi-national, or international, using English or several languages.

An excellent source of information about 700 private schools in 100 nations and 10 territories around the world will be found in: *Schools Abroad of Interest to Americans*, Second Edition (Porter Sargent, Boston, 1967). You may find this book in larger college, university, and city libraries. If you want to keep your children in a U.S. boarding school while you are overseas, you may consult *The Handbook of Private Schools*, also published by Porter Sargent.

You may also obtain information about schools overseas from: International Schools Service, 392 Fifth Avenue, New York, New York 10018, or from 2000 P Street, Northwest, Washington, D.C. 20036. This organization services American overseas schools by recruiting teachers and administrators and assisting with curriculum development. Another alternative is to write to the U.S. Embassy or consulate in the country where you are going.

Getting children situated in school, providing them with the desired quality and type of education, and providing continued family guidance at the same time presents problems for many overseas families. About two university families out of five with school-age children reported some problems in making school arrangements. Among families who spent only one tour of 18 to 24 months overseas, 61 percent responded that the best interest of the family entered into their decision not to remain for a longer assignment.

The mothers' appraisal of the schools, compared to what the children would have had at home, varied. Among those whose children attended a school in the country of assignment, 30 percent rated the school as equal or better, 37 percent almost as good; 21 percent definitely inferior; and 12 percent gave varied responses.

Sending children to school outside the country of assignment or in the U.S. did not always prove an ideal solution either. Among those who sent children to other schools, 38 percent said these were equal or better to what they would have had in the U.S.; 34 percent almost

as good; 9 percent definitely inferior; and 19 percent gave varied responses.

The teachers in any school, whether overseas or at home, may mean the difference between a successful or unsuccessful experience for your children. One mother who had children in overseas schools confided, "The school was inferior in many ways and the teachers were not always qualified." Another commented, "The youngest child suffered most because of an inferior teacher. He made no progress in reading."

Experiences may vary within the same family, however. "A great deal depends upon individual teachers," one mother emphasized; "my oldest had excellent third- and fifth-grade teachers. My other two had very poor teachers. Their work reflected this upon their returning home."

### *American schools*

The American schools operated by the Department of Defense are primarily for dependents of U.S. government personnel. These schools are equipped and staffed much like American schools at home. One mother related, "Our boys had a wonderfully enriching experience in the Air Force School."

Other schools organized privately may serve all American families whose international assignment may be related to teaching, business diplomacy, science, technology, or religion. A mother reported, "To my knowledge none of the students were behind in any of their work upon returning to the States." Another concluded, "I would say they were almost as good as at home."

Many American schools were established when the need was large enough and parents took the lead to get them started. One such school was organized in Ethiopia a few years ago by parents who were working under the Oklahoma State University contract project. They began with seven grades, 15 children, and one teacher.

In some foreign locations, American parents may work with other English-speaking foreign residents to organize an international school. An American mother commented on one of these schools: "I was on the school board and enjoyed it very much. I followed records of children returning and they definitely did good work on

return. Many times they were advanced due to more studying and travel experiences.”

The quality of instruction of American schools overseas depends much on quality of instruction and a carefully planned and executed curriculum, much as it would at home. The local school board faces a major responsibility in doing this job. One mother's report illustrates what can happen: “When our children first attended the American school, the mothers taught everything by the Calvert system, and followed the program. However, as the school grew larger, other mothers who had taught before took over. Our son's teacher in the fifth grade just didn't teach any English grammar! She was a physical education major. That is why the schools became inferior to the schools at home. So many things like this happened.”

#### *Private schools for foreign students*

In some developing countries, established private schools date back to early missionary families who organized schools to educate their children. These are usually boarding schools and may include both elementary- and high school-age children. Other schools have been organized by large companies for employees' children. Boarding high schools in Europe also accept American as well as other foreign students.

Families working in developing countries have sent their children to these schools. Whether your children will be accepted will depend on the available space and priorities of the school. Some church-sponsored schools give preference to children of missionary families. Schools established by private companies give preference to employees' children.

Parents' appraisal of these schools varies. “I taught sixth grade at a church school attended by all Americans in that vicinity,” one mother reported; “our facilities were inferior to those in the States but we had the necessary materials, a good building, and dedicated teachers, mostly well-trained missionaries.”

For very young children, boarding schools may not be as practical as correspondence and home instruction. One mother observed, however, “If sending 7½- and 6-year-old children to boarding school had had to be my decision when I first arrived, I would have said ‘no.’ But after five years of knowing missionary families who did this, I

could accept this. The girls enjoyed it and it was a real growing experience for the entire family."

The atmosphere of private schools may vary. One mother related, "Although it was a missionary school, there was lack of love and personal attention—a cruel, cold atmosphere and intolerable."

Curricula may be strong in some areas and weak in others. "Our children felt that the social graces, dramatics, religion, and travel compensated for the inadequate science taught there," one mother recalled. "They encountered no difficulties on returning to stateside schools." Another commented, "Had our children been science majors the school would not have been adequate."

Teaching methods at international schools may present problems when American students return home. "Different methods of teaching math and English made problems on return to the American high school," one mother reported. "Because the school system differs in England it is hard to compare with American schools academically," another mother commented. "The system is a continuous syllabus and when a student enters second and third year and does not complete the courses, the pupils miss a lot. Returning to schools here they have also missed out in certain areas, but hopefully gain in other ways."

If you are considering a private school, these reactions suggest some features you will want to investigate. Just as families form different judgments about schools at home, they will make different appraisals abroad. What may be objectional for some may be desirable for others. Situations change with teachers and management. Recent experience and observations by people you know will usually be your best basis for judgment.

### *Correspondence and home instruction*

*Elementary grades.* When schools are not available, U.S. families who want to keep their children with them use a correspondence course, usually supervised by the children's mother. In some locations, several mothers may work together using correspondence materials.

The most frequently used correspondence course for American families overseas is the Calvert system. It has operated since 1906 to supply American parents on overseas assignments with textbooks,

workbooks, and other educational materials. The system also includes guides for the parent or other adult who will be tutoring.

Further information about this system can be obtained from: Calvert School, 105 Tuscany Road, Baltimore, Maryland 21210.

In recent years, many U.S. schools have begun using self-instruction materials to allow children to progress as fast as their talents will permit. One of the most popular and widely used is the SRA system. Some families overseas have obtained these materials and used them satisfactorily. For more information on this system write to: Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Using correspondence materials for elementary-age children usually, but not always, works out satisfactorily. "Our children were in elementary school," one mother recalled. "We were concerned but Calvert study is an excellent course." "My daughter came back from correspondence well prepared and has been on the honor roll at school this year," another mother reported.

"Since our children had used SRA materials in their Indiana school," one mother related, "we used SRA reading laboratory and SRA math and science programs. In comparing our children's experiences with others, we were happy we'd used SRA. The children enjoyed their program and have made rapid development in reading particularly."

Correspondence courses are at best a substitute for regular school attendance. "Calvert courses with the mother as teacher are not a satisfactory substitute for the classroom," one mother observed. "It is very difficult to maintain a classroom atmosphere with interruptions by servants and other household details."

A wife overseas may play the difficult, dual roles of mother and teacher of her children. To separate these roles, the wife of an American working in India followed this procedure. At a set time each morning, the family living room became a classroom. The children would go outside, enter through the front door and school was in session. The teacher was "Mrs. Jones," not "Mother." Each child was expected to act as though he were in a real classroom, raising his hand to speak, not talking of irrelevant matters. When the time came to dismiss school, the children filed out, then returned to the house where normal family activities resumed.

*High school.* You can get information about correspondence courses for high school students from: Class and Correspondence Instruction, Extension Division, University of Nebraska, Lincoln, Nebraska 68503, and High School Correspondence Courses, University of California Extension, Department of Correspondence Instruction, Berkeley, California 94720.

Correspondence courses for high school students seem to be less satisfactory than for elementary-age children, but experiences do vary. "Our older son took classes by correspondence from the U.S. to finish his high school credits," one mother related. "However, it would have been better for him to be in school to have association with others." "Our high school-aged daughter started taking correspondence courses," another mother reported, "but found this was not satisfactory, so we sent her to Switzerland."

The abilities and motivation of the student will be one of the important factors in how correspondence works out. One mother's account illustrates a possible problem: "Our first year we had a high school sophomore on correspondence courses. This was very unsatisfactory. Although his grade point as a freshman was about 3.75, he did not have sufficient motivation to complete the courses. Others in our group had the same problem. Only one out of four high school students completed all courses undertaken. Finally we used boarding school for the last one and a half years. We felt adjustment to a strange culture and boarding school on arrival would be too overwhelming."

### *Host country schools*

Some American families have placed their children in the local schools. How satisfactory this arrangement proves will depend upon the language of instruction, the curriculum used, quality of instruction, and the age and adaptability of your children. Local schools may not measure up to American standards. "It was definitely inferior, even though it was very good for their country," one mother reported.

Course offerings or teaching methods may present problems. "We gave up sending our nine-year-old boy," one mother related. "All teaching was in the native language and teaching was almost all memorization." Another reported, "The older boy had trouble meet-

ing college entrance requirements since American history, world history, physics, and chemistry were not taught in high school."

The age of the child may affect how satisfactorily he gets along. "The bilingual school attended had advantages for the younger child and was superior to the American school from that standpoint," a mother pointed out. "However, a junior- or senior-high student would no doubt encounter problems." Another related, "We entered our son in the local kindergarten when he was three and a half. We ordered Calvert for him when he was five and a half. He continued in the local school one-half day. Phonics were taught in kindergarten. Math was stressed very early. When he returned to the U.S. he was able to read better than first-grade level and able to sound out unfamiliar words."

Bilingual schools have their advantages, but also disadvantages. "The children attended a half-day Spanish and half-day English." "If we were going into foreign service again," a mother reported, "I would place the children in an all-English school." Another observed, "The children had problems in keeping up with some of their English subjects in the English-Spanish school. They had problems in these upon returning to the States. However, they learned Spanish well and more rapidly."

If local and correspondence school is combined, the blend may be workable for short periods. "Our high school senior spent six months in Tunisia, studying by correspondence and attending classes of literature and Arabic at the local school," one mother reported. "He graduated in the U.S."

Some families have pleasant experiences with host country schools. "We have always felt the children were fortunate to be able to attend local schools. They also took part in Girl Scouts and our son played in the band," one mother responded.

### *Arrangements for college students*

Families with college-age children usually face fewer difficulties when taking overseas assignments. A few of the experiences of overseas families illustrate the choices and decisions involved.

Some students remain in the U.S. to attend college. "Our son and daughter continued their college educations," one mother related. "They visited us during their summer vacation. They visited relatives

in California the first Christmas and friends in the Middle West the second."

Some special arrangements are needed if students remain behind, however. "The girls lived at their sorority house quite happily," one mother recalled. "We gave one daughter power of attorney and the right to sign our name to checks for pre-approved expenses. It was no *carte blanche*, but this would take care of any emergency, although none arose." Another mother reported, "They were attending college in our home town on scholarships. So we tried to provide a 'home base' for them, a car and regular allowances."

In one family, the daughter studied abroad while her family was overseas. Arrangements were made for a year abroad program with a U.S. college. She completed one year in the States, and the next year at a German university. "By studying abroad through another university in the States, you usually have no problem in transferring credits," the mother observed. "It is a real experience and we would highly recommend one year abroad for students whenever possible."

Sometimes a student can accompany his parents and continue study in a foreign university. "Our son who had just graduated from high school accompanied us," one mother related. "He attended the University of the Philippines. His credits for this first year in college were all accepted when he continued in the U.S."

Frequently, college-age students accompany their parents overseas, stay for six to twelve months, and then return to college overseas or in the U.S. "We took our eldest daughter out of college in her second year to make the trip," one mother recalled. "She stayed 16 months, then returned to finish college. She felt the experience was most valuable. She attempted correspondence classes but they were not successful. She found it very difficult to concentrate in the completely foreign environment."

College-age girls overseas have varied experiences. "One daughter was a sophomore and stayed in the dormitory at the university during our first year overseas," one mother related. "The second year she joined us and spent the year studying French, teaching English to nationals, and traveling."

However, another mother recalls a less pleasant experience. "We sent our two daughters, 18 and 20, back to the U.S. to a university six months after we arrived overseas due to pressures and unpleasant

experiences with native men pursuing them. The men were very aggressive and persistent.”

Separation from part of the family, even college students, may leave some problems or anxieties. “I worried about cars, illnesses, and other things,” one mother recalled. “That part was really not easy for me. I hated to miss my son’s graduation.”

### *Adjustments and readjustments*

Although there may be several choices of how you will arrange schooling, most of them may not be as desirable as you would find at home. The experiences of families overseas suggest these steps should be taken:

1. Find out what choices you have for schooling at the location to which you are going. Also, find out the starting dates of the school year since they may be different from what you would expect.

2. If you find out about a school that seems suitable, write well in advance of your arrival. Many overseas schools have more applications than they have space.

3. Consult with your local school administrators about letters of credit or transfer when your children enroll overseas and when they return. If children are in high school, find out about transferability of credits earned from overseas schools or by correspondence.

4. If correspondence courses will be needed, enroll your children and order the necessary materials before you leave.

5. Prepare your children for new surroundings and new companions. “Social adjustment was tremendous!” one mother explained. “Ours didn’t fit with missionaries’ children and were shocked at actions of government employees’ children.”

6. If you have children who will enroll in a U.S. college while you are overseas, make arrangements before you leave to avoid disappointments later.

7. Be optimistic and appreciate the opportunities your children will have to travel and observe foreign countries. Going on a foreign assignment can be an education in itself.

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## GOODS AND SERVICES

Successful adjustment to overseas living involves locating the necessary supplies to operate your household, developing means for getting from place to place, and establishing communications between your new post and friends and relatives back home.

Some families get settled much easier than others. Those who go to an overseas location where Americans have lived for a few years usually find the logistics of supply well established. The experiences and counsel of "old timers" is most helpful.

Those who go to remote locations where few other Americans have lived will find the job of getting settled much harder. The experiences of others who have lived and worked in the country should be helpful. You may also write to the U.S. Embassy in the host country or to the nearest U.S. consulate. Your employer or sponsoring agency should also be prepared to help locate the sources of necessary supplies.

### *Food*

The first question for the family who has never lived outside the United States usually is about food—its availability, safety, quality, and quantity. Some concern over these questions is justified, but reasonable arrangements have usually been worked out.

When wives of university faculty members who had lived overseas were asked about the availability of food, 65 percent reported it was reasonably satisfactory, 26 percent partly satisfactory, 5 percent unsatisfactory, and 4 percent gave other responses or did not answer.

In developing countries some types of foods may be plentiful. Other foods which Americans take for granted may be scarce, im-

ported and expensive, available at only certain seasons, or of poor quality.

*The American commissary.* The commissary, established for U.S. government employees and others working under government-sponsored programs, provides a two-fold purpose in some countries where food supplies are limited: (1) it provides imported foods to Americans so they will not buy local food supplies needed by local people, and (2) it provides types of foods that Americans are used to eating that are not available on the local markets.

Families that have had commissary privileges are generally satisfied with their services. "I appreciated the commissary tremendously," one wife remarked. "It surprised and amazed me," another wife recalled; "it was very well supplied. Though some packaged goods were not as fresh as from our supermarkets, we didn't go without things we were used to having."

Selections at the commissary may not always be as complete as at the U.S. supermarket, however. "While expensive and often short of basic items such as flour and canned milk, and many items were stale, it did provide variety in supplementing local food," one wife commented. "Upon arrival we found an overstocked liquor supply in comparison to food supply in the commissary," one wife related; "however, it did improve before departure."

Not all developing countries have an American commissary conveniently available. Families located in the more remote areas and away from the capital city may find buying from the commissary also entails transporting goods for long distances and maintaining suitable storage facilities. "The commissary was two days or 500 miles away," one wife reported. "The commissary was 120 miles distant and only one trip permitted every seven weeks," another recalled.

Risks and problems are also involved in commissary buying. "Commissary services were adequate but 1,000 miles away and orders were stolen sometimes," one wife recalled. "A U.S. dock workers' strike limited commissary stocks," another related.

In a few situations, however, the commissary may cause jealousies on the part of some Americans who are not privileged to buy at the commissary. It may also alienate some host country nationals who do not understand the functions of the commissary and that our country

provides reciprocal import privileges to his countrymen serving in the U.S. on official government business. "We had commissary privileges which I think should be canceled," one wife declared; "they cause too much discrimination."

If your family will not have commissary privileges, you should still be able to work out an adequate source of food supplies. Some who had commissary buying opportunities did not always use them. "There were always one or two families that bought food locally and I admired them," one wife recalled, "and I would do this in the future." "We were adequately fed from the local bazaar and did not have commissary privileges," another wife stated.

"We had commissary privileges, but could have managed well without them," another wife related. "It's a good idea to take a few 'special treats' along."

*Imported food.* Some families have bought wholesale quantities of canned and packaged foods and shipped them by sea freight to their overseas post. While this approach has worked it has been expensive, and often it is difficult to make proper judgments about the needs before arriving in the country. For those going on long assignments overseas, it will probably be safer to arrange for shipments after arrival in the country. You can then determine more accurately what you need that can't be supplied from closer sources.

Imported foods will always be more expensive than locally available foods since the transportation costs will be high. The decision as to whether they are really needed is one that each family must make according to its tastes and preferences. The amount of duty and whether you have duty-free privileges may affect how much importing you will do. Sometimes local merchants import foods to service the foreign residents. "We were surprised at the quantity of canned goods available and also the prices," one wife recalled. "One could live without sending any foodstuffs along."

*Shopping.* The shopping habits of most families will change to fit the needs of the overseas post. "Food supplies were adequate if the housewife learned to plan six months ahead of needs," one wife explained. "We used three sources; orders from New York wholesalers, local markets, and commissary. Each was best for certain supplies. A local joke, the commissary was often out of flour, sugar, or shortening, but was never out of cigarettes and liquor."

Distance may be the greatest inconvenience. You must learn to make a complete shopping list. "We bought groceries about 120 miles away every two weeks," another wife reported. "We enjoyed supplementing those foods with local meat, fruits, and vegetables and produce from our own garden."

In larger cities, you may find larger grocery stores or even supermarkets with more variety of goods. "One works a little harder shopping in a new environment even though there were 15 supermarkets in the city," one wife recalled. "Three supermarkets opened while we were there," another related.

Knowing the local language may help. "Food availability was good," one wife related, "but only after I learned how to speak the language and knew how to buy and bargain with food peddlers in the markets."

Most families adjust and manage their food procurement as the situation requires. Frequently you may have to go several places to fill your needs—poultry and eggs in one place, fruits and vegetables at an outdoor market, meat in a butcher shop, and bread at a bakery. "After you learned where to get things, nearly everything was available," one wife remarked. "After an adjustment period of six months," another explained, "we forgot what we couldn't get and used what we could get."

*Meat.* American families are accustomed to eating relatively large amounts of meat. They can continue to do so but they may have to use different methods to obtain and prepare it when overseas. "The local market had an abundance of excellent sea food and the meat was not too bad," one wife related. "Our servant knew he had to buy it early since there was no refrigeration at the market." Carcasses are often hung outside the shop and draw flies during warm weather.

Some families adjust their tastes to the available supplies. "Local goat meat was not too good," one wife reported; "beef from water buffalo was better." "Meat was chiefly water buffalo," another confided, "but tenderizer helped out."

The meat may be of poorer quality and cut differently than in the U.S. supermarket. "Meat butchered that morning was whacked off, there were no special cuts," one wife observed. "I had to learn to cook new meat cuts," another related.

Supplies of some kinds of meat may be limited in areas where

religious restrictions or local customs prohibit consumption. In some countries, fresh pork may not be available or may be of doubtful quality. In other places, beef may be difficult to obtain.

Hunting your own meat supply offers a new adventure for some in more remote areas. "Our boys hunted and kept the freezer full of wild game which was excellent," one mother reported. "Our oldest boy became an excellent butcher; he even ground hamburger."

Raising your own supply might also be possible in isolated locations. "I purchased three calves, four goats, six ducks, and twelve chickens," one enterprising wife reported. "Fed with American corn and wheat bran these furnished us with eggs and meat"

*Dairy and poultry products.* The availability and quality of dairy and poultry products varies widely in developing countries. Some families buy imported powdered or canned milk and never use local fresh milk. "The only food that we hungered for was dairy products," one homemaker reported; "fresh milk, cottage cheese, and ice cream." "We knew that fresh milk wouldn't be available and accepted the fact," another related. Fresh milk may be available in some places but it may be contaminated, diluted, or unpasteurized. In these cases, boiling and refrigerating before use is necessary.

Accustomed to the U.S. full-breasted tender broilers and fryers, overseas poultry buyers may face some surprises. "Chickens were purchased live," one wife related. "Chickens were scrawny," another remarked. When buying eggs, try to make sure they are fresh.

*Fruits and vegetables.* Most American families buy fresh fruits and vegetables in the local markets overseas. Although you can buy some products any time of the year, the supplies may be seasonal and varieties may be limited. "We bought fresh fruits and vegetables at local markets and chlorinated them for safety," one wife reported. "Most vegetables were inferior to ours so that they had to be prepared differently," another remarked.

"We had wonderful fresh fruits and vegetables," one woman recalled. "We ate them all." "Markets were filled with beautiful fruits and vegetables," another related. "All the fresh oranges and bananas were such a treat."

*Eating habits and cooking methods.* These may change as a result of foods available. "We learned what we could eat and what had to be

left alone," one homemaker remarked. "I had to learn how to bake at high altitudes and plan meals with unfamiliar foods," another reported. "We learned to eat more rice than we did at home," one wife reported. "I learned to bake good bread," another related. "Our cook made wonderful fresh mango and coconut cream pie," recalled another.

Sanitary and health considerations cannot be separated from food procurement and preparation in most of the developing countries. These considerations will be discussed in Chapter 14.

### *Availability of pure water*

American families face unsafe water supplies in almost all developing countries. Among university faculty wives surveyed, 80 percent reported unsafe water.

In a few locations, families faced recurring water shortages. Water had to be hauled from some distant point, stored in tanks, and used sparingly. Boiling water, and sometimes filtering, become routine household procedures in most American households overseas. More specific directions for boiling are given in Chapter 14.

The following suggestions and guidelines are based on experiences of those returned from overseas:

Determine as closely as possible the amount of water needed by your family. Boil this amount every day and in addition keep about half again this much in reserve for guests or unexpected demands. "We boiled about nine to twelve gallons each day and had six gallons on reserve," one homemaker reported. "We missed drinking water from the tap but soon adjusted."

Use boiled water for making ice cubes, cleaning fresh fruits and vegetables, and brushing teeth.

Keep some containers of water on hand for emergency use should your supply be turned off. Water systems in developing countries frequently have low pressures or are turned off. Some families have been without water unless they had an emergency tank filled.

Wells may provide safe drinking water, but they may also be contaminated through surface water runoff. Boil it if there is any doubt about its safety.

When traveling, carry boiled water, drink tea or coffee made with boiling water, or take other precautions.

Boil water for babies or small children, even though the water may be considered safe for adults.

### *Household supplies*

Running a household overseas is never the same as at home. The supplies and materials for cleaning, maintenance, and providing the family comforts will also differ.

One cannot provide a list of what is available in any developing country because the situation is constantly changing. Those who have lived in the country most recently will usually be able to provide the best information.

In most cities of any country, for example, you can buy soap, but it may not be the same brand you use at home. The same will usually apply for household detergents, paper products, toiletries, cosmetics, and textile materials.

If you have the opportunity to buy at a large commissary, these supplies will usually be available. If not, then you will have to locate other sources. Mail-order catalogs will be helpful to some families. Trying to ship along a two-year supply of anything is not worth the cost or the trouble unless it is very small and easy to carry.

Pots and pans, dishes, tableware, and cooking utensils are usually available in some form should your shipment be lost or long delayed. For those going under U.S. government-sponsored programs, some overseas posts have "survival kits"—temporary sets of basic cooking utensils, dishes, towels, and blankets that enable a family to begin housekeeping shortly after arrival. The kits are returned when the family's own household supplies arrive by sea and air freight, some weeks or months later. Other sponsors may also provide similar arrangements for their employees.

### *Transportation*

Transportation needs of American families vary from country to country and from post to post. Among returning university families, 58 percent reported generally satisfactory arrangements for transportation, 19 percent partly satisfactory, 11 percent unsatisfactory, and 12 percent noncommittal.

For those located in larger cities, public transportation may provide most or all of the family's needs. Bus, train, and taxi services

are available, but at varying degrees of comfort, reliability, and safety. "Trains, planes, and buses were all crowded as a rule, but service was regular and good," one wife reported. "Public transportation, while perhaps not so comfortable as some in the U.S., was very readily available and very inexpensive," another remarked.

What were the most frequent complaints about public transportation? Trains were uncomfortable, slow, and dirty. Buses were crowded, started or stopped abruptly, sometimes were loaded with pigs, fleas, chickens, and bicycles, as well as people. Taxis were old and drivers sometimes reckless. Airplanes were sometimes outmoded models. However, all these complaints would not apply to a single country. By the time you go, conditions should be improved.

A family car may be a luxury or "nice to have" if you live in a large city. If you are located in more rural areas or smaller cities, you will have more need for a car. "We enjoyed our own car," one wife recalled, "but this was one of the differences in level of living that constituted a barrier with host nationals." "There was no convenient public transport," another reported. "Of course, with a car and bicycle I managed well." "Until we bought our own car at the end of the first two years, transportation was difficult and limited," another commented.

Having your own car may not solve all problems, however. Some developing countries have few improved roads, and some are bumpy, crowded, and impassible at certain times of the year. Few bridges across rivers may mean delays waiting for ferry boats. "Our method of transportation was by jeep. On bad roads this is bone-jarring," one wife recalled.

Risks and dangers may be greater in the developing countries than in the U.S. Streets or roads may be narrow, and crowded with pedestrians and animals. Local drivers may be careless or untrained in safe driving procedures. Robbery or theft may be a problem. "We always had to check to see if bandits were operating in the area before going into any new place," one wife reported. "One road had a six o'clock curfew because of guerrillas."

"We had a car stolen once," another reported. "The stripped parts were sent eventually by U.S. dealers."

Traffic control may be limited or non-existent even in large cities. "There were two traffic lights in the huge capital city," one wife

recalled. "Cars, bicycles, pedestrians wove in and out madly, each trying to out-bluff the other. Although I passed tests for a driver's license, I did not drive."

Most families manage to adjust to transportation differences as they do to other features of overseas living. "At times it was impossible to get to the village or nearby cities," one wife recalled. "However, this didn't bother me. There was no urgent reason for us to get out and I always felt in case of an emergency my husband would figure a way out."

"Of course we had inadequate transportation," another related, "but we were prepared to adjust to that when we accepted the assignment."

In certain countries, a woman behind the steering wheel may be an unusual occurrence. Although it is legal for a woman to drive, she will have to become accustomed to stares from impatient and surprised local drivers. "At first I was a curiosity driving," one wife commented, "but soon other women joined me."

*Driving overseas.* It may be more hazardous to drive overseas than at home. One driver's guide for Americans overseas advised, "Drive defensively."

Keep in mind that, in a developing country, driving habits and courtesies have not been fully established among all drivers. Adults may be new drivers and lack the coordination and experience gained from years of driving.

In some countries pedestrians and animals have the right-of-way. Traffic rules and regulations may be very limited. However, drivers involved in accidents and who cause personal injuries to another person may be in physical danger or subject to imprisonment.

Before driving in a foreign country, find out what the traffic rules, liabilities, and hazards are. In some countries, hiring capable, native drivers under some circumstances may be the best thing to do.

Based on experiences of others in the developing countries, we would make these recommendations:

Find out as much as you can about the availability of public transportation, and the condition of roads where you will be located. In large cities, public transportation may provide all your needs and a personal car may not be needed. If you will have limited need for a personal car, investigate the availability of car rental or hire of car

and driver. This may be less expensive than owning a car of your own.

If most Americans have their own cars, find out what make and models perform most satisfactorily on local roads and have dealer service available.

Find out what types of tires, shock absorbers, transmissions, and other accessories are most desirable for performance and easy repair.

Be prepared for more hazardous driving conditions and less considerate drivers than in the U.S.

### *Communications*

*Telephone service.* Some homes overseas have telephone service much like the U.S. Others have no telephones at all. Lack of phone service may create no great inconvenience because of the family living pattern. In other places, families accept the inconvenience along with others.

At some locations, telephone installation costs are so high, or the delay to get service so long, that the efforts to install one may not be worthwhile. "It cost \$1,000 or more to secure one," one wife reported. "It took almost a year to have a telephone installed," another recalled.

Quality of service varies from country to country. Even though a phone is installed, its usefulness may be limited. "We had a phone in the house which rang only when the servicemen were working on the lines," one wife reported. "However, no one else had a phone so we did not use it except for an occasional call to the office."

Surprisingly, many women don't seem to mind the absence of a telephone. "I was happy without telephone service," one wife recalled, "but my husband could have used one in his building to save hours of chasing around."

"I enjoyed no telephone sometimes," one wife admitted; "it made less interruptions with unimportant details and gave a serene day."

Low-cost domestic help substitutes in part for the absence of telephones. "Guards remained on our front porch all night and carried notes between neighbors when necessary to communicate," one wife related. "The gardener was always ready to run errands," another recalled.

Even with adequate telephone service, you may face other uncer-

ainties. "Our telephone calls were all monitored," one wife confided. "Since we knew this we used the telephone only for making dates."

Language can also prove a barrier to effective telephone communication. "The telephone service was adequate except when the operator had difficulty understanding a Midwest accent," one wife related. "I was always fouled up by the language barrier, the phone was practically useless because of it," another recalled.

Even though telephones are installed, the service may not be continuous. "They shut down for holidays," one wife reported, "even the emergency numbers wouldn't answer."

In the rush of daily living in the United States, few of us would want to give up the telephone because we depend upon it so much. As we have stated many times, however, conditions overseas will be different. One homemaker expressed a most appropriate bit of philosophy when she concluded, "There were often problems, but people didn't depend on telephone calls. Less telephone calls make one of the blessings of these two years. Once you know about the problems one adjusts."

*Mail service.* Postal service to and from developing countries may be slow and losses may be frequent. Others use the international mails and encounter no problems.

In some countries, tampering with the mail by postal employees is not uncommon. The value of stamps to send an air mail letter from the host country to the U.S. may be as much as the postal worker earns as his day's wages. No wonder he is tempted to remove the stamps and throw away the letter.

Theft and pilferage are seldom mentioned officially. However, the number of returned persons who mentioned loss from the mails emphasizes that there are risks. Nothing of great value should ever be sent through the international mail.

"Mail was apparently tampered with, enclosures didn't arrive, and stamps were peeled off outgoing mail," one wife recalled. "About 5 percent never arrived," another estimated.

Safety and speed for the mail is unknown in many developing countries. "They carried mail in an open basket on their heads and wind blew letters away," one wife reported. "Then they dumped mail in the middle of the floor and sorted at someone's convenience."

Those who are working on official U.S. government business often

have special mail privileges. Generally those who can use A.P.O. or State Department pouch mail services found that their mail arrived safely and unopened.

Based on experiences of families who have lived overseas, we make the following recommendations:

If you have special U.S. government mailing privileges, use them as much as possible for sending and receiving letters, magazines, and packages on which you place any value.

When using international mail, buy stamps, put them on the letter yourself, and have them canceled in your presence. This may not guarantee safe dispatch, but it will discourage theft of the stamps. In some countries, registration may also help discourage pilfering of letters.

Use airgrams for most international correspondence. Costs are less and they are not as likely to be opened or lost.

Packages are more subject to pilferage than letters. Discourage your friends and relatives from sending packages of any great value by parcel post. Consider use of air freight instead of parcel post for goods of value.

Cablegrams can be sent to the U.S. from major cities. They are expensive and sometimes their time of delivery is uncertain. You can also receive telegrams in developing countries, but they will usually not be delivered as promptly as you might expect at home. International telephone service may also be available from major cities so that you can make calls to the U.S. Such calls are expensive and connections may not always be satisfactory. Arrangements to call may be required in advance.

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# DOMESTIC SERVANTS

When one of her friends is preparing for an overseas assignment, the American woman's natural reaction is, "How wonderful, now you can have servants to do all your housework!"

Little do these uninformed well-wishers know that many American families living overseas would gladly trade modern homes with work-saving appliances for all the servants they can hire. Families hire domestic help because at most overseas locations more work, fewer conveniences, extra responsibilities, and local customs require them to do so.

Our survey of university faculty wives showed that American women do certain household tasks themselves and depend more upon domestic help for others. More than one-half of the wives surveyed did all or part of their mending, sewing, purchasing, and cooking. More than one-half had domestic help for all of their cleaning, gardening, dishwashing, and laundry. Details are given in Appendix A. Servants also may baby-sit, interpret for local callers, and run various errands.

These responses suggest that American homemakers frequently can decide how much domestic help they want to hire and how much of the work they want to do themselves. The supply of trained servants, willingness to train them, patience, supervisory ability, and local customs will all help determine the amount of work that a wife does herself and how much she will turn over to a domestic helper.

Women going abroad frequently ask about servants, whether they are needed, how to supervise them, how much to pay them, and other customs and practices. The answers to these questions vary from

country to country but firsthand experiences of American families provide some useful guidelines.

*Are servants really necessary?*

In some developing countries, the amount of work required to run a household makes servants a necessity. For example, one wife reported, "Our house was an older house and hard to keep clean. All fruit and vegetables had to be cleaned and soaked in iodine solution for safety. We did not have a washer. Ironing was done with a charcoal iron. The yard had had no care so a gardener was needed. We were fortunate to get good boys and I really needed them." "With so many labor-saving devices not available, it would have been hard to do the work myself," another homemaker emphasized. "In a humid climate, I don't think I would have lasted long doing the wash in cold water in a pan on the bathroom floor," another commented.

A part-time helper or helpers may be sufficient in some locations. "We had only one 'day girl' and a twice-a-week gardener that were adequate for us," a wife related. At another foreign post, two families shared one man's services. He lived in his own home and worked as cook, house cleaner, and laundryman three days a week for each family.

In some countries, local custom almost requires that foreign families hire domestic servants to provide employment. "Customs almost made them indispensable," one wife reported; "also, wood fires, laundering facilities, and many chores that American women were unused to performing necessitated having them."

"We did have help," another wife reported, "mostly to help the people. They needed money and other things we could do for them." "One was supposed to help the economy by employing at least four and housing them," another related.

Although servants are often needed, some wives do not really enjoy having them. "I would rather do most of the housework," one wife declared, "but some help gave me freedom to do other things." "I didn't particularly enjoy having servants but did appreciate them," another admitted.

Some look back on their experiences with mixed emotions. "Your live-in maid could make your stay heaven or hell," one wife related.

**"The first year I had five worthless servants and the last year one wonderful, adorable girl whom we loved."**

Others would prefer not to hire servants because of unpleasant experiences. One woman recalled:

When I first arrived, I started out with a maid because everyone said I just had to have one. She didn't work out. I found myself baby sitting with her and losing my sleep. I hired another. She was running my house and me and I couldn't tell her a thing. By that time I decided I was going to do my own work.

The Americans said I couldn't, that I would lose face with the nationals. So I asked one of our good local friends who had been educated in the U.S. She said that I would be respected if I did what I wanted, that people knew that Americans didn't have help at home and that I would be doing the local people a favor because most of the Americans were paying more than the local people could and were taking their servants away from them.

From then on I did my own work. Before we left, a number of Americans dared to do the same thing. No one lost face by doing it.

### *Hiring*

The family who wants to hire a servant may proceed in several ways.

The first step is to decide what you want the servant to do. There is a strict division of labor among domestic helpers in many developing countries. The highest level is usually the cook. Since this may require the most skill, he will also be the highest paid. He will often refuse or be insulted if you ask him to do cleaning, laundry, or gardening. Other servants may specialize in cleaning, laundry work, or gardening. Women may specialize in care of children or cleaning work, but not be willing or able to cook. In some countries, one man may perform several jobs. In other countries, you may require the services of several. You may need two men to work inside and one for yard and garden care.

There is no reason why you should abdicate jobs which you enjoy and do well: if you thoroughly enjoy cooking, by all means you should cook. Your family will probably be happier and healthier as a result. But around any house there are chores that no one especially enjoys. Servants can wash dishes, sweep and scrub floors, weed the garden, do laundry, tend children, build fires, and do other such jobs that need to be done.

When you have decided what kind of help you want, then you can

begin to look around. If other Americans have recently left the place to which you are going, their servants may be waiting for you. If they have worked for other American families, they will have certain training and experience useful to you.

Other Americans may know qualified helpers they can recommend to you. Sometimes a gardener may "come with the house" if you want to continue to employ him. Unemployed domestic servants will frequently call upon American families during the first few days after they arrive. They often carry letters of recommendation from previous employers, some of whom may be reliable.

In some countries the servants may know some English. In other places they will know little or none, and the employer must learn some of the foreign language to communicate properly. The jobs he will do, holidays, days off, and wages should be agreed upon at the time of employment.

At some locations servants should have a physical examination for which you will pay, before you agree to hire them. If they are to handle food or work around children it is important that they not have any serious or communicable disease.

If you hire more than one servant, you should try to select those who can work together. Certain religious or tribal prejudices are present in some developing countries. If you hire a head servant first, usually a cook, he can help you avoid hiring persons who will not work well together.

### *Payments*

Payment to servants in developing countries may consist only of a weekly or monthly wage, or it may include transportation if they live away from your home. In many countries, the domestic help lives with the family and room and board are part of their compensation.

The exact amount varies from country to country and should be set in the local currency. The more skilled servants who cook or do other special jobs naturally earn more than the less skilled who do yard and garden work or cleaning. Some servants may work part-time for several families. The services of a gardener may be needed for only a few hours each week.

Exact amounts also vary for individuals. You may hire a cook in one country for the equivalent of \$20 per month but you may need to

pay as much as \$50 somewhere else. Cleaning helpers may receive from \$10 to \$30 a month depending upon how much time they work, whether they receive room and board, and where you are living.

It is best to check current wage rates with other Americans or foreigners who are hiring domestic servants. While to Americans wage rates may seem low, it is not advisable to pay more unless many other people feel this way, including local citizens who hire domestic help. If foreigners raise the wages of domestic servants, it may create strained feelings and resentments among local people who may also depend upon domestic help.

The amount of fringe benefits will vary from country to country. In some cases, the employer may be responsible for medical expenses. If the servant "lives in," he will not need as much cash payment as when he maintains his own house and family. Servants may also expect gifts or a special bonus payment at Christmas or other special holidays.

Loss of income presents a problem for the servant when a family leaves. In some countries, a termination payment is made equal to a certain part of a month's pay. Some American families follow the practice of establishing a savings account for the servant. Each month the servant takes 10 "units" of his pay matched with 10 from the employer and puts the 20 "units" into a savings account to tide him over after the family leaves, giving him time to seek employment elsewhere.

### *Supervision*

Women who have never used servants sometimes dread the situation. In supervising and getting along with them, you should remember that they expect authority and are supposed to be helping you. They should not be handled so leniently that they think they do not have to do things your way. Make it clear how tasks should be done and insist that they are done properly.

Do not be harsh, but merely firm and consistent. Consideration of their feelings and regard for their welfare pays dividends in loyalty. But you can express this regard and at the same time require high standards of work.

From the beginning, develop a clear understanding of what you

expect and what they can expect from you. Before the person is hired, you can ask what jobs a person is willing to do and what he will not do. He has a right to ask who will pay for his uniform or waiter's jackets if he serves food.

A one-month trial period may be appropriate for the servant to have a chance to get acquainted with your family and you with his working habits.

The willingness of a servant to do some jobs and avoid others may be part of the cultural pattern that Americans find hard to understand. It is best to find out what these are to avoid problems in dealing with servants.

Some servants may also be insulted if the employer proceeds to do certain tasks which he feels are his rightful job. For this reason it is important to make it clear in the beginning that you like to cook certain dishes and intend to continue to do them. Or you may like to water flowers and will continue to do this at certain times. In this way, you can avoid misunderstandings and hurt feelings later.

How far should you trust a servant? This is a difficult question and there is no simple answer. Some will say that you have no choice but to trust them. Show them where certain valuables are kept and then they will feel responsible for seeing that no one takes them. Others insist that they must keep food supplies locked up and always be present when lockers and other places where valuables are kept are open. It is always better not to tempt servants by leaving small things lying around where it is easy to pick them up.

The amount of food a servant is expected to have set aside for his own use should be determined. If he is to be permitted to take certain items home with him or to share with friends, this should be clearly understood. If a servant takes more than he is supposed to, you should make it clear that you know what he is doing and expect this to stop.

Some, experienced with servant supervision, suggest that occasional gifts to servants and their children at Christmas or other special holidays may discourage petty theft at other times. In some countries, custom will demand gifts or extra cash payments for special holidays—such as Christmas for Christians, or feast holidays for Moslems.

*Duties performed*

Domestic help may be needed or desired for a great variety of tasks. The principal tasks and the desirable features of having servants to help are discussed below.

*Shopping.* Without help, shopping could be very frustrating. Servants can often shop to better advantage. When buying in local open markets, they can bargain more effectively than foreigners. They can save the homemaker much time in going from one place to another. "The hours necessary to find one bunch of carrots could be delegated," one homemaker related.

*Cleaning and laundry.* Most houses that Americans occupy are not built for easy cleaning and maintenance. The tools and equipment used for cleaning and laundry may not be available. Clothes may be washed by hand or with a wringer-style washer. Without automatic washers and dryers, they must be rinsed by hand and hung up to dry. Mud in the rainy seasons, dust in the dry seasons, and tile and wood floors that must be constantly cleaned or polished may multiply house-cleaning chores. Extra entertaining means extra dishwashing which servants usually handle.

*Cooking and baking.* Many American homemakers do not know how to cook with kerosene or charcoal stoves that are used in many developing countries. The raw fruits and vegetables overseas require much more time to prepare than quick-frozen and canned items available in the U.S.

"Servants gave me freedom from constant cooking and dishwashing," one homemaker remarked, "especially when we had guests or friends came to call. I liked being able to have people in and not spend all my time in the kitchen." "They knew the best foods available and how to prepare them," another commented.

*Baby-sitting.* Baby-sitting, as we know it, is mainly an American institution. Overseas a family cannot usually hire a dependable person to look after children for short periods of time. Families with small children need a full-time person. "We were free to come and go, always knowing the children would be well cared for," a mother reported.

*Safety and security.* Having servants in the house all the time reduces the family's privacy. But it has the advantage of discouraging intruders. "The house was always occupied, discouraging thieves," one homemaker recalled. "Our house had to be occupied at all times for security," another pointed out. "We were able to leave the house easily for a trip without arrangements," another related.

*Help with entertaining.* Americans often entertain more overseas than they did at home. Domestic servants make this possible. Although the homemaker must often supervise closely, servants make it possible for families to spend more time entertaining their guests.

"I found it easy to entertain large crowds," one homemaker recalled. "We had 250 for our twenty-fifth wedding anniversary." Another remembered, "I liked being able to get up and leave the table with my guests and not have to think of cleaning up the dishes and kitchen."

*Interpreters of the native language.* Some American women have found it convenient to have someone who understood the native language present in the house. Although not hired for this purpose, domestic servants provided this benefit when it was needed. "They could deal with any language difficulty that came up with local merchants," one wife reported. "I liked their service as an intermediary between callers, tradesmen," another related. "The servant frequently acted as an interpreter."

Wives may also benefit personally. "I had marvelous opportunities to learn the language," one wife commented. "I saw to it that our servants learned hardly any English so that I learned their language."

*Gardening.* Yard and garden care may require more time than many families will want to take when they are overseas. In tropical climates, many flowers grow the year around, if proper care is taken. Some families find growing their own fresh vegetables is a desirable way to keep their families supplied. Many wives could report, "Our gardener provided us with lovely flowers the year around."

Tools available are often not the kind we use at home. "Our yard boy could really do wonders with a blade on the end of a stick and a bolo knife," one wife related.

*More time to do other things*

Women who have lived overseas frequently mention more free time as a benefit from servants. Some have needed extra time to tutor school-age children because there were no suitable schools. "It was the only possible way I could have taught my children," one mother commented. Others have taught in the schools for American children. "Since I was teaching full-time, having cleaning and laundry help was essential," one woman related.

With help at home, some have taken other employment. "I was able to work half-time in the office of the school director without feeling that our children would be neglected," one mother reported. "I was a full-time secretary for another educational team," a wife related.

Women have used the time released from household chores to do charitable work, entertaining, and getting better acquainted with the host country. "My time was freed for friendships, entertaining, visiting others, first-aid services, instruction on anything requested, cultural discussions, travel, and study," one wife reported. "We had freedom to make ourselves available to the residents for participation and guidance in local projects and college activities," another responded. "Servants relieved me to teach six English classes," one related. "I also assisted with community work and in the family welfare department."

The responses from women who have had servants indicates that most women use their extra time productively for the benefit of their family, the local overseas community, and their husband's U.S. employer. The American homemaker overseas frequently supports her husband's role in activities with host nationals. Without servants in the household, it would often be impossible for her to do this.

*Insights into local culture*

Many Americans gain a knowledge of local culture and family mores as an indirect result of hiring servants. "Hiring domestic help provided very close contact with the class of people who were to benefit from any improvement that we could contribute to their country," one wife commented. "This was the only opportunity I had to get to

know the people," another responded. "They were not perfect servants, but they were interesting, worthwhile, and gracious persons."

In some countries, servants may be of special assistance. "She could read the paper and keep us informed of local events," one wife reported. "The lady who lived with us was a very delightful, well-educated person, who was very helpful on customs and manners of the country," another responded.

### *Problems and dissatisfactions*

This chapter would not be complete without some discussion of the problems and less favorable experiences of employing servants. Some of the problems relate to weaknesses and limitations of an American in a foreign culture. Others result from the differences in cultures, social values, customs, communications difficulties, and misunderstandings. The problems listed may not exist in the country where you go. However, since they have happened, you can be aware that employing servants does not solve all the problems of living overseas.

*Language and communication.* "My biggest problem was trying to supervise servants with an inadequate command of their language and resulting misunderstandings" summarizes the problem of many American wives. The homemaker must face two choices: hire servants who can understand enough English for communication of household activities, or learn enough of their language. A common language and means of communication is vital for satisfactory relationships. One wife's solution may work for many: "She didn't speak English but we got along fine in French."

*Lack of dependability and competence.* Problems of capability and competence may relate to lack of training in the American homemaker's ways, inability to communicate, misunderstandings, as well as to differences in values held by the employee and his employer.

Most servants are loyal and dependable. There are exceptions, however. One wife reported, "She occasionally took an unannounced vacation." Or another related, "On several occasions when I most needed a cook he was ill because of cheap liquor."

Although servants may try to do the job well, they may not really know how to do it in a satisfactory manner. "They could not seem to do the work the way I wanted it done," one wife concluded; "they

had learned one way and couldn't seem to change." "They had no training in American cooking, and we couldn't eat their cooking," another remarked.

*Sanitation.* Standards of cleanliness often present a major problem in relationships between servants and their employer families. The roots of the problem lie in the inability to communicate completely, in the different values placed upon sanitation, and in the servant's cultural background. Those who employ servants must be aware of the problem and give constant attention and supervision.

"I found it difficult to teach servants to be clean in their person and in all cooking operations," one homemaker recalled. "Constant surveillance was necessary to inspire respect of servants and safeguard the family's and guests' health," another reported. This problem produces a constant uncertainty and anxiety for some homemakers. "I disliked not being quite sure the cooking was as clean as I wanted it to be," one wife lamented. Some wives have tried to find a workable solution. "Unclean hands of servants kept them out of our house," one wife declared.

*Dishonesty.* While some servants are completely honest and never take things which do not belong to them, others cannot be trusted. In such situations, they must be watched constantly. Storage closets must be kept locked. Things must not be left lying around where servants would be tempted to take them. In some places, it is a custom to check the servants' belongings when they leave.

This problem is not confined to a single country, and in any one country both honest and dishonest servants may be found. However, some wives report it is hard to find honest servants. "We discharged our first cook-bearer for cheating and stealing," one homemaker related. "We were annoyed by disappearing food," another reported.

*Lack of privacy.* Some overseas housing is not designed for live-in servants so it is difficult to maintain the accustomed privacy. "It is a nuisance having someone around all the time and their company can be annoying," one homemaker recalled.

A housing arrangement where the servants live in separate quarters or in their own homes is usually more satisfactory. But this may not be possible at some overseas posts. "My cook and gardener had their houses in the back, so that helped," one wife reported.

*Supervision.* Many American women dread the job of employing and supervising domestic servants, probably because they have had no previous experience to prepare them for this responsibility. Yet in many situations there is no practical alternative when a family goes to live in a developing country.

"Things were often not done as I would have liked," one homemaker complained; "I didn't like having to check on people continuously."

Although some women try to supervise, they may finally give up and adjust to the servant's ways. "They had to do things the way they wanted instead of the way you tried to tell them," one recalled. "I finally let them do it their way when the end result was the same." Another reported, "You might tell them to do something and they would do it completely differently. When it was 120 degrees you soon learned to like it their way."

Experienced overseas homemakers have learned that close supervision is necessary. "The cook would prepare the same food day after day if not advised otherwise," one related. "They had to be trained to do even the laundry and cleaning," another advised.

Some of the problems homemakers face in supervising servants are explained by one wife who confided, "Other people's gripes about their help disturbed me, since they knew too little about training and getting along with them."

*Personal relationships.* Most Americans who hire servants expect to supervise their work, but many never anticipate getting involved in their personal lives and relationships with others.

As an employer, the American overseas becomes more than just the servant's means of financial support. "The servant's family and money problems were often brought to us to solve," one wife reported. Few relish these additional responsibilities. "I didn't enjoy getting involved in family and emotional problems of servants," another wife emphasized. "I disliked feeding all their relatives," another lamented. "I had a full-time cook and three 'number one' girls," another wife explained. "All became pregnant."

The employer must sometimes arbitrate disagreements between servants. "Sometimes I thought them very childish," one wife recalled; "they would quarrel between themselves and come to me to settle it." Or at other times, one servant might take advantage of

another. "We were annoyed by our man servant trotting off to the city and leaving his pregnant wife with some of his work," a wife related.

Some homemakers feel restricted in doing things around the house for fear of offending a servant. "I disliked the feeling that I would hurt his feelings if I did not let him do some of the things I would have enjoyed doing myself," one wife reported. "I didn't feel quite free."

Understanding their sensitivities to your actions may be puzzling. "I found the servants quite sensitive and it was touch and go, getting used to their temperaments," one wife explained.

### *Personal and cultural adjustments to servants*

Living in another culture and employing local citizens in your household subjects your family to certain responsibilities and a dependence upon others for simple services. As a result, you often adjust your ways of living and doing certain tasks.

"I had the feeling of so many people around and the large responsibility toward so many and their families," said one homemaker. "The servants seem quite dependent, a rather frightening experience," related another.

In employing household helpers, you are accepting a new relationship—one of dependence upon others—that you may not have previously experienced. "Being dependent and obligated to anyone for services is not usual for me," one homemaker confided. "I'm not a very good boss and I don't always know how to tell or explain what I think needs to be done." Another described her feelings when she said, "We had the feeling very often that our lives were being managed for us."

Developing patience and tolerance is often required. "At first it was difficult to accept the fact that they did not put the same values on cleanliness and honesty as I," one wife related. "They became better workers; I become more tolerant."

However, for Americans who have not lived in an environment of extreme poverty the adjustment is not easy. "I disliked the feeling that my servants had to live so much poorer a life than I," one wife confided. Another explained, "Sociologically speaking, I think most Americans are unhappy in a society which has such great inequalities."

Some homemakers can look back and recall, "My household help was very clean, efficient, honest, and loyal. I had no complaint." Others will admit, "The help was actually as much nuisance as aid, but I think it's invaluable to learn about people and customs." Perhaps the best evidence that you have crossed the cultural barrier and successfully adjusted is when you can say as one wife did, "After realizing their limitations, they were rather nice to have around."

Hiring and supervising servants may be one of the most educational, yet challenging, experiences of an American family living overseas. Louise Winfield expresses an excellent philosophy about servants that is well worth passing along:

Those who want to live unpretentiously need not refrain from hiring servants they need to operate their households. From the point of view of democratic values, the important thing is not whether an American family has or doesn't have servants. It is important in the first place that they are hired for reasons of real need and not for reasons of pride. In the second place, it is important that they be treated according to the best traditions of the democratic society which Americans represent.

An American living in whatever culture has the obligation to treat every man with courtesy and so far as he has jurisdiction, to permit him to maintain his dignity and self-respect.<sup>1</sup>

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<sup>1</sup>Louise Winfield, *Living Overseas* (Washington, D.C., Public Affairs Press, 1962), p. 55.

# LEARNING TO LIVE AS FOREIGNERS

An American seldom imagines what it is really like to be a foreign visitor until he finds he is one himself. Upon arrival in a developing country, he finds himself midway between his own culture and that of his hosts. Naturally, this initial adjustment period is disturbing.

New sights and new sounds, although a part of the local landscape, may be repulsive or strange to unaccustomed eyes. Poorly dressed people, begging children, pot-bellied infants may crowd the streets. Men are sleeping on the sidewalks, animals wander through the streets, flocks of sheep or goats graze in vacant lots. People live in ragged tents, crude huts of mud and stones, as well as in more adequate houses. Open sewers, men urinating beside public buildings or along the road, scrawny, struggling, overloaded donkeys, and women carrying cans of water on their heads and babies in their arms provide evidence of the country's many problems. New sounds may seem quaint or exciting. New smells may be pleasant or otherwise.

Physically, you may not be prepared for these cultural differences. If you left home in sub-zero temperatures and land 24 hours later in a tropical summer, your body chemistry requires time to adjust. New and strange foods eaten in foreign restaurants may gurgle and growl through your digestive system, producing disturbing effects. These may not be very serious, but they are most upsetting to a newly arrived foreigner.

## CULTURE SHOCK

The term "culture shock" came into use to describe the reaction people undergo shortly after their arrival in a new and strange

culture. Culture shock has been experienced by millions of people throughout history. It happens to tourists, merchants, neophyte diplomats, bewildered immigrants, and professional and business people. For some, the symptoms of culture shock show up quickly after arrival in a new country. For others, the new and strange sights offer excitement and stimulate curiosity. The "shock effects" may not show up until the newness of the scenery wears off—perhaps as long as six to nine months after arrival.

Some people have more tolerance and less anxiety than others when faced with new, unusual, or baffling situations. They may have had previous experiences that exposed them to cultural differences—a varied environment in childhood, travel, or learning another language. Social scientists point out, however, that no one escapes culture shock completely.<sup>1</sup>

The most frequently observed symptoms of culture shock are: a ludicrous tendency to raise one's voice to a shout when a foreigner is unable to understand simple English; complaining about the host country and its people; excessive concern over drinking water, food, dishes, and bedding; a far-away stare (sometimes called a tropical stare); fits of anger over delays and minor frustrations; excessive fear of being cheated, robbed, or injured; great concern over minor pains and eruptions of the skin; and a longing to be back home.

"The cultural change has to be experienced to be believed," one American woman pointed out; "the true picture can't be told in words." Another expressed her shock simply: "Seeing the very poor made me shudder and feel very depressed."

An agricultural engineer described his reactions this way: "After arriving, many Americans suffer a cultural shock. The roads and highways are narrow and are filled with people, bullock carts, bicycles, people, automobiles, trucks, people, an occasional elephant or camel, herds of cattle, water buffalo, goats, sheep, and people. We definitely did not enjoy our first few weeks. After getting settled in and having our freight arrive, after getting the 'bugs' worked out of the plumbing and electrical systems in our home, and after the boys

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<sup>1</sup> A more complete discussion of culture shock is presented by Conrad M. Arensberg and Arthur H. Niehoff, *Introducing Social Change, a Manual for Americans Overseas* (Chicago, Aldine Publishing Co., 1964), Chapter 7.

got started in their schooling, our answer to the question was quite different. There are many frustrations, but these are offset by many pleasant experiences."

### *Overcoming culture shock*

When and if you feel such a reaction, recognize it for what it is—a temporary attitude that will pass as soon as you become familiar enough with the local customs and manners so that at least some of them will be predictable.

Arensberg and Niehoff, who have studied cultural differences in many parts of the world, advise that "the only cure for culture shock is a forced-draft, purposeful pushing-on ahead. The way to get over it is to work at making new persons and new ways familiar and known, to return to them again and again until the strangeness is gone."<sup>2</sup>

These suggestions, based on the experiences of families who have lived and worked overseas, may also be helpful:

Try to make a gradual adjustment to change so the final location may seem less different to you. "If possible, have a day or two somewhere along the way," one wife advised. "Visit a slum in your city or other place," another suggested. "It would be helpful in preparing against the shock of conditions that may be necessary for you to cope with."

Try to get acquainted with the tremendous contrasts in the way of life. Be prepared for social shock. Talk to people who have spent time in the country. "No one told us about culture shock. It would have helped settle us if we had known our six months' 'pangs' were c.s.," one wife remarked. "It was a year before I understood why we were all behaving so strangely," another recalled.

Learn as much as you can about the country and its language before going and continue to study after arrival. One wife recommended, "Expect differences from your usual way of living and accept them as sources of interest and a challenge, rather than as reasons for frustration." See a doctor if one is available. "If you undergo culture shock a doctor can help amazingly," one wife re-

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<sup>2</sup> Conrad M. Arensberg and Arthur H. Niehoff, *Technical Cooperation and Cultural Reality* (U.S. Department of State, Agency for International Development, 1963), p. 141.

lated. Be realistic and do not expect too much. Then you may be pleasantly surprised rather than disillusioned. Overexpectations may aggravate the effects of culture shock.

A group of University of Wisconsin faculty wives living at one of their overseas projects provided this excellent advice for those preparing to live overseas. It may help you prepare for culture shock.

Probably the single, most overriding factor of importance will be the attitude with which you and your family face life here. Bear in mind that this is a developing country—life and work will be different here and may often be difficult and trying.

If this were not so, there would be no need for our presence here. You will experience countless, indescribably minor frustrations and perhaps even some major ones. It would be unnatural if you did not experience frustrations, irritations, misgivings, disappointments, even great dissatisfaction at times. Does one not experience these at home? The answer is, of course, that every human being experiences these negative emotions everywhere at one time or another.

Why then bring the matter up at all? The reason is that here these negatives sometimes become magnified out of all proportion, especially as one becomes involved and begins to lose perspective and objectivity. This creeping menace to emotional well-being must be constantly guarded against. We've found the best antidotes are a wealth of patience and a sterling sense of humor.

## RELATIONS WITH OTHERS

### *How to win friends in foreign lands<sup>3</sup>*

Whether your mission overseas is for a government, university, private foundation, or business, you become a diplomat for your country. You have a role to play in making strange people into America's friends. You must establish rapport and acceptance with local people before any work that requires voluntary consent or cooperation can begin.

*Try to understand* their strange customs, habits, and ways of thinking. They have reasons why they think and act in certain ways just as you do. Some relate to climate, some to religion, and others to very old traditions. For some the reasons are obvious, while for others there must be some reason or they wouldn't do as they do.

*Respect native values*, conventions, taboos, and prejudices, even if

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<sup>3</sup> For some of the ideas expressed in this section, we are indebted to Dan T. Davis, Professor of Sociology, Texas A and M University.

you cannot agree with all of them. Even though they may seem unpleasant or crazy, they seem as natural to these people who have them as yours do to you.

*Suppress your disapproval* of a foreign custom, even if you cannot respect it. Some of these customs have existed for centuries. No one likes to have a stranger correct his virtues, or what he and his ancestors have thought were virtues. Ignorance of local mores may be forgiven but not contempt or wanton disregard for them.

*Adopt manners and customs* of the local people; do not ask or expect them to adopt yours. Take off your shoes when you enter a mosque or other religious temple, if the local people do. Dress simply in a manner that will not offend.

*Subdue your own peculiar habits* that may seem strange or offend local people. Remember actions that are all right at home may contradict rules which they follow.

*Mind your own business* when you encounter foreign customs that are none of your business. Don't stare open-mouthed at a prostrate Moslem at prayer. Ignore him; that is the custom.

*Be friendly* to the people you meet. You will find some things to like about people everywhere. If your friendliness is genuine, it will bring out friendliness in them.

*Get acquainted* with the country and its people before you make recommendations. Consider possible deficiencies in your recommendations to avoid embarrassment.

*Avoid making comparisons* between your culture and the local one. If you want to build rapport, it does nothing but harm when even unintentionally you disparage the ways of other people.

*Take people as they come.* Like the people for what they are and not for how they happen to measure to your own standards. Every person in the world is different. You are different too. Each stranger you meet will surprise you, interest you, or puzzle you. Each is a challenge to show the best that is in you.

*Express curiosity and interest* in their way of life. People are proud of their customs and culture. They like to tell foreigners about them. Become a good listener.

*Study the history* of the country where you are assigned. Learn about its leaders and national heroes.

*Understand our own culture.* If local people want to find out about

your own way of life, talk about it honestly. Foreigners may ask penetrating questions about critical issues. If they do, explain the situations as they exist.

*Maintain your own convictions.* Although you are in a foreign land, you will be respected for your own convictions. Although you adjust to foreign customs, you are not expected to change your appreciation for our democratic and capitalistic system. Many foreigners want to know more about your convictions. Share your ideas and beliefs; it may generate new ideas in the minds of these people you have come to help.

### *The role of the family*

Families of American men often contribute to their success or failure overseas. A few years ago Syracuse University tried to find out what made some Americans succeed and others fail in their overseas assignments. In some cases, the answer was deceptively simple: their wives.

"It is often not enough," Cleveland pointed out, "to select and train the right man for a job overseas. For his wife will usually make at least half of the family's decision on going; she will cast the deciding vote on whether to stay; and in many cases she will make or break her husband's career."<sup>4</sup>

The Director of International Programs at a leading university confided, "We had three men on contract assignments that were clobbered by their wives. We had to bring them home."

Wives and children, as well as their husbands, are in the public eye. They help leave a lasting impression of what Americans are really like. They should create and maintain an effective rapport with host country colleagues.

Some American women have made important contributions to international good will through their voluntary services to social and charitable projects. They have entertained host nationals in their homes, taught English to students planning study in this country, helped organize women's clubs, and demonstrated a neighborly attitude just as they would at home.

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<sup>4</sup> Harlan Cleveland, "The Pretty Americans, How Wives Behave Overseas," *Harpers Magazine*, March, 1959.

Children growing up in an overseas location also must be taught certain responsibilities. These will be discussed in Chapter 15. Parents have a special obligation to see that children do not create any embarrassing incidents. All members of the family have a responsibility to maintain friendly and cooperative relationships with host nationals, Americans, and other foreigners. These will be discussed below.

### *Relations with host country nationals*

Relations with host country nationals vary from country to country depending upon circumstances and local customs. Wide differences in culture, language, literacy, host government policy, and material wealth may place obstacles in the way of developing close relationships between Americans and host country citizens. In some countries, local women do not participate in social activities outside the home as they do in the U.S. Overcoming these barriers may be difficult, if not impossible. Some families have felt, however, that these obstacles could be reduced. The experiences of families who have lived overseas suggest that you can make friends with host nationals despite many differences.

*Material wealth.* Most Americans will work with host nationals with much lower income and less material wealth than they have. This situation requires special tact and diplomacy in entertaining and other contacts. "One tends to feel somewhat guilty because we have so much more," one wife admitted. "We felt this especially with the servants and with nationals who would visit us in our home."

Some feel that wealth may inhibit effective working relationships. "There was definite jealousy," one American commented; "I think the people would have accepted our ideas better if we had been living as they did."

Most Americans do not feel, however, that they should live under the same conditions as local people. "It is the attitude toward the people that is more important than the house per se," one emphasized; "the barrier can be bridged if a sincere wish to accept and be accepted is manifest in all facets."

A few Americans will associate with host nationals with an economic status equal to or higher than theirs. This situation will cause few, if any, relationship problems.

How you act is usually more important than where you live or how much money you make. "The obvious fact that we were Americans set the tone of the relationship, not our affluence or their lack of it," one wife declared. "I found that if one treats the local people just as he would a fellow American," another observed, "they do not resent one's higher level of living but enjoy being able to associate with him." One wife concluded, "It is a matter of loving people and being at ease in any situation."

Living in a situation where you are looked upon as one of the wealthy places many Americans in new and puzzling circumstances. "I accepted the fact that I had a better house than my best local friends," one wife confided. "They were proud they could furnish us with such a house and I tried to share it with them, and make them feel welcome. I thought of myself as a mythical 'Mrs. Rockefeller' who was asked to do a million things, and I would ask myself what I would expect from her. I felt there was no prejudice about or against wealth in itself, just how one used it. I had never been 'rich' before and found its privileges and its burdens challenging and enlightening."

*Housing differences.* American families are often provided with housing and given little choice as to the house or its location. Their house may set the family apart from the community. "Our homes were on a much higher level than the local people's," one wife related; "I think this created a barrier so that we had no contact with local people. However, our jobs as teachers were easier to concentrate upon by having comfortable homes."

How a family uses its home, however, may be more important in creating good will among local people. "They enjoy visiting in your home," one homemaker pointed out, "and they are entertained by your manner of living as much as anything. If you're friendly and interested in them, a nice home is no barrier. They do not want you to be a copy of them. They enjoy the difference."

Different ways of living can sometimes become a bridge rather than a barrier. One homemaker reported:

The Indians enjoyed our house as much as we did. It was open for inspection and many of the local people would never have seen an American house otherwise. Many of them copied our ideas. Many things they didn't want in their house because of different ways of living. After we

became friends they never hesitated inviting us to their homes because they knew we didn't care if we had to sit on the floor or whatever they had. They copied our clothesline: people had only put clothes on bushes or the ground before. People walked from miles away because they heard we would let them see our house. The air conditioner and freezer really surprised many of them. We had gardens for vegetables and many people got seeds or plants from us.

Another recalled, "They were interested in the way we lived and did not seem to resent our mode of living. We were entertained in their homes. A few had magnificent homes with living rooms that resembled hotel lobbies. Village people loved to see how we lived, too. One student had a man come in and copy our furniture for his home."

Even though friendly relations may develop with local people, many Americans cannot escape their favored or privileged positions. "The local university faculty and students, even the administrative officers, had less desirable homes," one wife confided. "I felt especially guilty about keeping our home warm in the winter and cool in the summer. Only the very rich could afford this."

"The air conditioner is necessary in a tropical country to keep certain articles dry," one wife related, "but it is called by local people and others, 'the American survival kit.'"

Recognizing the problems involved, some families try to minimize these differences. "We did not live ostentatiously," one homemaker emphasized. "We never showed by actions or purchases that we had more money than the local people we associated with," one wife commented.

"We lived quite simply, entertained simply but very frequently, and I think our relationships with the local people were very fine," another concluded.

*Imported foods.* Although use of imported foods makes it possible to keep menus more like home, those who have importing privileges may also suffer certain relationship problems.

"They didn't seem to blame the Americans for bringing in food from outside because the local diet was very limited," one wife commented, "but I felt relations might have been improved by not doing so."

Using imported foods may help local people in times of shortages,

but it may also keep an American from gaining a full understanding of their problems. "I was glad we used U.S. commissary foods when their grain was scarce," one wife related sympathetically, "yet the ease of using canned and prepared foods is a barrier. One would learn more how they live and their food problems if commissary supplies were not available."

Some limited their use of imported foods so they could develop stronger rapport with local people. "We tried to live on their plane and the local market," one homemaker reported; "it is the only way to understand their problems and then they will accept you as one of them. Then you can work together."

"We tried to serve foods that were indigenous to the country when we entertained them," another related, "so they could feel that they could entertain us in return if they wished without feeling inadequate or embarrassed."

*Automobiles.* In many overseas locations, families find their car a big advantage and convenience, yet it may also be a possession that brings resentment or calls attention to their wealth. "Undoubtedly our material possessions, especially large American cars, set us apart," one wife commented. "My husband rode a bike on the campus."

Sometimes the biggest difference between Americans and local people is the ownership of an automobile. "We were often embarrassed that we had a car to go places whenever we wanted to," one wife recalled.

We would not suggest that families forego taking a car overseas if they have the opportunity. However, you can use some discretion in selecting the size of the car and the accessories. A small, simple model will provide the basic transportation needs, and be easier for local service and maintenance. It will not set you apart quite as much as a large model with all the gadgets that aren't necessary.

*Manners and etiquette.* "Americans don't realize that what they consider normal is irritating to others," one foreign diplomat commented. The situation may apply in foreign countries around the world.

To keep from insulting your hosts, learn about the fine points of their etiquette and mores. One can make little social mistakes without

realizing it. "Be as sincere and as honest with the natives as possible. They sense when people are not, very quickly," one wife observed. "They will do almost anything to help the sincere and honest American, but little or nothing for the insincere or dishonest."

One wife summed up her principles of social etiquette this way, "Respect the host culture. Learn the language. Know the history of the host country. Remember you are a guest, therefore be tactful but not patronizing. Observe and listen before acting or speaking."

Entertainment customs and etiquette should be fully understood. Know their customs and food habits. Never step into a local person's home without being asked inside; he may resent it. You may be invited to a local home for dinner at six o'clock but you may not be served until nine or ten o'clock. Then after food is served it will be time to leave. Guests at your house may not arrive until ten o'clock and they may wish to stay until three or four in the morning. You will want to know these things before you are entertained or entertain others.

Always realize that it is an honor to be a guest in a local person's home and meet his family. "I would urge people to mix with the local people, learn their language, enjoy their foods," one wife advised; "this is what I valued most."

How much association you will have with local women varies from country to country. "The local women were not supposed to enter our home," one wife reported; "the men came as often as they could."

Where there is an opportunity to mix with local women, some Americans will find this requires special efforts and adjustments. "I seldom felt at ease due to lack of conversational topics," one wife recalled. "I believe after talking with other women overseas that the great difference in childhood and educational background was harder to overcome than the difference in religious or political philosophy."

Language barriers may be a serious problem for American women who sincerely want to know local women. Some of this barrier can be overcome as this wife related: "I sat next to a woman who spoke no English and I no Urdu. We pointed and I said it in English, she said it in Urdu. We had a good time learning each other's language for over an hour."

American women will want to be sure that they are not offending

anyone with their mode of dress. "Be ultra-conservative in your clothes, until you see what is acceptable," an experienced overseas wife advised. "In one city's high society the bare midriff was very stylish, but they couldn't show their ankles. In other places, they can show their thighs, but not their necks."

"I did not wear slacks, shorts, or sleeveless dresses," another reported; "I did not want to offend the natives' idea of proper dress."

Families must also be prepared to adjust to political climate in their relationships with local people. If there are political rallies, riots, etc., stay home. Stay away from large groups of people on the streets. If you find yourself in an unfriendly crowd, walk away at a normal pace, do not run.

One wife observed, "In most countries, the people like and admire Americans. However, their government may be playing politics on a national scale. Sometimes the government is pro-American and then one has a wonderful time. If the government is anti-American the people are afraid to show their friendship. Relationships are strained and one should not take offense, but find interesting reading or shopping to do. As soon as the government becomes pro-American or neutral, you will find the people are very friendly again."

In rare circumstances, a family may feel like one wife who recalled, "Unfortunately, I felt part of a small American 'island' on a campus where we were tolerated for the dollars brought in but not personally welcome." If this should happen to you, try to carry on in the most friendly way possible and observe local manners and etiquette.

In all personal relationships, American men and women must remain flexible and adaptable if they are to perform their mission effectively. "Our way of doing things may not be right at all for them," one wife observed; "adaptability is necessary."

Adaptability may require a person to do things he or she would never do at home. "I have decided the hardest things for the wife to do," one intimated, "is to play a role that may be very different from the one she plays at home. The overseas assignment may require that she accompany her husband to social events, to meetings, and to many things that take her away from home. She may spend hours listening to speeches, meeting with ladies, singing with them whether

she can sing or not, doing a variety of things she would refuse to do at home, either because she simply didn't care to, or because she thought it best to be at home with her children."

*Religion overseas.* American families individually and in groups are usually free to practice their own religious beliefs and hold worship services in their own groups or attend local churches. However, those whose overseas business is not to represent a given church organization should not attempt to do so at any time. "Do not try to do missionary work" is sound advice for all who go overseas on scientific, educational, or technical assistance assignments or for private business reasons.

In a few situations Americans have caused considerable trouble in their host country and embarrassment to the U.S. government when they passed out Bibles or religious literature in the local language, or made any move that might suggest any attempt to convert a national to a different religious faith. Such work, if the host country will permit it, should be done by those who openly represent a church or missionary organization.

*Facing up to race relations.* In some developing countries, Americans may be faced with questions about the problem of race relations in the U.S. Even if questions are not asked, the events of recent years in the U.S. may affect our relations with host countries.

Many host country nationals have heard of racial discrimination and segregation, the civil rights movement, and big-city riots. Some who have been in the United States may have had unfortunate personal experiences.

While this subject may not preoccupy the minds of people living overseas, it may come up as you get to know the people. One approach you can take is to minimize the unfavorable effects of this topic by pointing out that this has been a big problem in our country. Agree that most Americans feel that we have made mistakes in the past and today we are working hard to change things and to make our society more democratic. Point out the new laws and court decisions that aim to guarantee equal rights for all. If America were not altering the traditional patterns of discrimination, there would not be the crises that have occurred in various cities.

The most important thing in your relationships with people of

other races is how you and your family act. You must never take any action with a host country national that he could construe as rejection because of his race.

It is also important that you have a full understanding of the racial origins of the host people as well as their national and political history.

### *Personal feelings*

As people look back upon their experiences and the people they knew overseas, their personal feelings reveal special insights about people in other cultures. These may be helpful for those going to a developing country for the first time.

Most return with a feeling of warmth and sympathy toward the local people. "I loved them to the point where I could shrug my shoulders and wait when I didn't understand them," one wife declared. "I admire them, how content they are with so little," one recalled sympathetically. "They are proud, and justly so, and will take their place alongside the other nations of the world some day."

Many realize after living in the country for two years or more that cultural differences may impede complete understanding. "I think that it is always difficult to fully understand the Oriental way of thinking," one wife intimated. Another emphasized, "One could very easily feel that he 'knew' the nationals and the country, and this is a dangerous supposition. It takes years to really know family structure, customs, and thought processes."

Although Americans may admire the host nationals' friendliness and hospitality, some return with reservations about their standards of conduct. "We were delighted with them, found them to be very hospitable, warm, and friendly," one wife noted. "However, their philosophies are quite different and their morals are lax. They are ashamed to work with their hands, so they look down upon our 'do it yourself' culture. To us they appear egotistical and unmotivated."

In any foreign country, some nationals will try to gain personally through their acquaintance with foreigners. "I suspected some of wishing to exploit their contact with us for personal gain," one wife recalled. "I didn't appreciate the natives who used our friendship only to get us to do things for them or for what they could get from us," another related. "However, the sincere friendships we made far out-shadowed the above."

A feeling of appreciation and understanding of other cultures permeates most everyone who has lived overseas. "I have a better understanding of their life and ways of thought," one wife commented, "because of my glimpse of them at home in their own culture." "I learned to appreciate their culture and religion although very different from mine," another related. "They are hard-working people with a living philosophy of values often superior to that found in our own mechanistic society," one pointed out.

The most frequent conclusion reached by returning Americans is that there are all kinds of people in any country. "I still like some and dislike others," one wife confided. "Some work, some cheat, some are honest, others are lazy. The usual variety is found anywhere."

#### *Relations with other Americans*

In some developing countries, Americans are present who represent various government agencies, educational and scientific projects, private business, and charitable and religious activities. Each is there for a specific purpose with the approval of the host government.

Some have expressed concern that Americans associate only among themselves instead of with the local people. There is no reason why Americans should not be cordial and respect each other when they meet in a foreign country. The only concern should be that of whether in their associations with each other they are missing opportunities for developing improved relations or furthering their work with host country people.

In some countries, Americans may have difficulties in associating with host country people as much as they would like. Language barriers, religious taboos, and social customs may prevent an association comparable to neighbors next door at home. It is only natural that under these circumstances, Americans will associate with other Americans or other foreigners who speak English.

In some circumstances overseas, American families can be good neighbors and render assistance to other American families who have just arrived and may need help in getting settled. While some American families go overseas with much assistance from their sponsoring agencies, others may be on assignments where they are expected to work out many of these services for themselves. Help

from those who have lived in the host country for a time may be invaluable to them.

### *Relations with other foreigners*

In almost every developing country where Americans work and live, you will find families from other developed countries working in various government, United Nations, and private business development projects. In some cases these people will speak more English than the host country people. It is natural that some American families will find it easy to become acquainted and make friends with them.

In some African countries, particularly former British colonies, Americans may find themselves working closely with British technicians and administrators. Sometimes the relationships develop cordially. In other situations, due to past decisions, relations may be more strained.

Wives can help foster good relations with other foreign families. One returned university faculty member's wife recalled, "I sometimes felt self-conscious with British families who did not have the comforts and appliances that we had. I shared freezer space with these families and at times refrigerated items for them."

One American family who had a large refrigerator used to bring a bag of ice cubes along whenever they were invited to the home of a foreign family because they knew the host's refrigerator was smaller and couldn't freeze the amount of ice cubes needed for a large group.

The best interests of the United States should always be taken into consideration in relations with nationals of other foreign countries. If you have any questions about your associations with individuals and families from other countries, especially those from countries that may not have the same foreign policy objectives as the United States, you should consult U.S. Embassy officials in the host country. They can advise how your work and your actions will best fit into these overall objectives.

### **USING TIME IN MEANINGFUL WAYS**

Some men may find that most of their time overseas is occupied with their jobs. They may travel in the host country and be away from home frequently. Others may have more evenings free and fewer outside activities than when they were at home.

The wife shares a major responsibility with her husband to transplant family life in new surroundings, to adjust to new conditions often less pleasant than at home, and to cope with many new situations that arise. With help from domestic servants and less demands for her time from outside activities, she may often find she has more leisure time than she had at home.

Leisure time may not be as pleasant as you might expect. "In some of the developing countries the problem with some wives is that they had nothing to do," a sociologist with years of overseas experience observed. "Some creative thinking would open up some meaningful roles that they could play."

One important recommendation emerges from the experiences of those who have lived in developing countries: *If you want to have a happy, satisfying overseas experience, keep busy, using your time in meaningful and worthwhile activities.* One wife observed, "The happiest people I knew overseas were involved in some meaningful effort." "The secret to adjustment is to become involved in worthwhile activities," another emphasized.

Many wives living overseas have found ways to keep busy and enrich their lives. More than one-half of the university faculty wives surveyed participated in women's meetings, English-language church services, and American community social functions; entertained host national friends; and shopped for local goods. Many also volunteered for charitable activity, visited local homes, attended movies and athletic events, and studied local languages. Some also attended local churches, taught English to local people, and worked as teachers, secretaries, or nurses in the host country. About three out of four learned to cook some of the country's dishes.

Sometimes wives center more of their activities around other Americans because of the language and cultural barrier. Some have been criticized because they spend too much of their time with other Americans and not enough with host nationals. In some countries, wives have overcome the obstacles and have come to know some of the local women and their families.

### *Making a home away from home*

Extra time at home together is a rare opportunity for many American families. When they find this extra time overseas, they face a challenge to use this time in a meaningful way.

In some overseas posts, the husband may not have office work to do at night. He may come home for lunch and have fewer night meetings. He may face fewer demands for his time outside of work hours. The result is more evenings spent at home with the family. "We enjoyed playing games and talking with the children instead of watching TV," one mother related; "it was a more relaxed situation than stateside living."

To use time overseas to the fullest requires some advance planning. Materials and equipment for hobbies and leisure-time activity often need to be shipped with other household furnishings. Games and books for family entertainment might be available overseas, but it would be advisable to take a few along. "I would take more games for children and adults and more reading materials," one wife suggested.

Only a few developing countries have television stations, although more are getting them. Even if there are TV stations, their programs may not be in English. Radio reception varies from country to country. If you take a short-wave radio you will probably be able to pick up Voice of America, British Broadcasting Corporation, and other English-language broadcasts. Newscasts in English are one way to keep up with world-wide news events.

Some families take musical instruments, including pianos, overseas. Before you ship a good piano, however, it would be wise to check if you can rent or buy one in the country where you are going. Children may have more time to practice their lessons in a foreign country than at home.

Phonographs and tape recorders can provide home entertainment and can give you the opportunity to enjoy host country music and performers.

Entertaining will center in the home and be the major social activity for many families in the more remote places. One wife recalled, "We opened our home to the university groups, house guests, students, faculty members, church groups, and visiting American groups who gladly accepted our hospitality. We had parties for our servants and families. All seemed pleased that we shared our home with them."

Although an enjoyable life at home is important to a successful overseas experience, the overseas family should not overlook opportunities for meaningful use of their time away from home as well.

Families will have opportunities for sightseeing trips and outdoor recreation. "We took more family sightseeing trips than we would have at home," one wife reported. "We enjoyed trips and seeing the different way of life," another recalled.

Some look back regretfully and relate how they would do things differently. "If we went again," one wife related, "I would wish to travel more within the host country; we didn't get to all the places we had planned."

### *Employment for wives*

American wives are sometimes employed overseas, usually not because they need to supplement the family income, but because they have talents that are needed, and they want to use their time productively while living overseas.

Many foreign countries have regulations about aliens working at jobs that would compete with or replace local citizens. However, American women have been employed by U.S. government agencies, United Nations agencies, or private foundations because they can do certain work that local people cannot do. These services might include secretarial work, where typing and fluency in English are required, nursing, or teaching in American schools.

### *Volunteer services*

The opportunities for worthwhile volunteer services are many and varied. Women choose those activities that they feel are best suited to their abilities and interests.

Teachers can use their talents in several ways. "I taught technical English as a member of the local university faculty without pay," one reported. "I also taught English to working men, civil servants, and clerical workers every Saturday." Others have taught English to high school teachers and to students who plan U.S. study.

Homemakers may also have teaching opportunities. "I gained the most from teaching a group of poor women to sew," one homemaker related. "I went to their slum area one day a week and found them most deserving." Another reported, "Our women's volunteer association trained local women to sew and market their articles."

Some have found ways to help local schools. "The American wives' group asked our Brazilian women friends to help us start a milk and

lunch program in the schools," one homemaker recalled, "and so BRAMS (Brazilian-American Society) was formed." "We worked with local churches to get a nursery school started," another reported.

Clinics and orphanages may also need help. "I worked in a well-baby clinic with a local doctor and nurse in a very poor area of the city," one wife related; "this brought me closer to the people than anything else." Another reported, "I sewed for orphanages."

Children and young people often need special help. "Our women's group collected money to provide transportation, expenses, and medicine for individuals who needed surgery and treatment by doctors," one wife recalled. "We organized the first Girl Scout troop in the host country," another related; "we started with Americans, slowly working in other foreign and local girls."

While many women look back with satisfaction upon their volunteer service projects, many regret that they did not do more. "I wish I had been more helpful in some of the mission schools," one commented. "I would volunteer to help out at the orphanage and hospital to keep busy," another remarked. "Arts and crafts instruction for children and women would have been a nice way to meet people and make friends," one wife suggested.

### *Organizations*

At most overseas posts, an American women's group holds meetings which help newcomers learn more about the host country and adjust to living in a foreign country. "I was homesick and so wished to be with American friends," one wife confided. She expresses the feeling of some who constantly seek company of other Americans.

However, when asked what they would do differently, some women regret that they associated with other American women so frequently. "I'd make more effort next time to spend time with the 'natives' and less with the 'Gringos,'" one wife emphasized. "It is so easy to let American organizations take up all your spare time," another recalled.

At some locations women's groups include both American and host country wives. Such groups may meet alternately at American and local women's homes. Each group shows the other foods, and explains their customs and cultural heritage. Sometimes these groups also make it possible to learn more of the local language. A wife who

had lived in Brazil recalled, "We met with a group of women to use our Portuguese and help them learn English."

Where local organizations with local women are not feasible because of language or cultural barriers, American women have found other ways to make contact. One wife recalled, "I realize the local women I appreciated most were not social contacts but quiet friendships with my neighbors and neighbors of American friends."

### *Social activities*

A family's social activity overseas will vary with its location, the man's professional responsibility, and the family's own personal preferences.

The "American social whirl" as it has developed in some of the capital cities of the world may boost morale. However, it has been justifiably criticized for the bad public image of Americans it creates among local people.

Some social activity may be required as Americans gather to meet and greet official visitors and consultants. Other American social gatherings develop because language and cultural barriers make it difficult or impossible to mix with many local families. Or in other cases, the husband and wife simply lack the imagination to develop more constructive and congenial ways of using their leisure time. As a result, some look back with regret. "I wish I had spent more time with my children instead of playing bridge," one wife admitted.

Those Americans who serve with university development projects often find common interests and form lasting friendships with host university faculty families. In larger cities, those who work with local business or government have developed social contacts here.

An experienced hostess in overseas entertaining warns against the big-party pattern for those who want to really get to know local people. In smaller, relaxed groups, there is a much greater opportunity to visit and develop a genuine rapport with people.

An overseas assignment will be the adventure of their lives for many families. How wonderful it would be if all could look back as one wife did to recall, "I've always tried to live each day to the fullest. The task at hand must be accomplished. I availed myself of every opportunity to know the people, read their books, magazines, and papers, attend cultural programs and community activities, and know my neighbors."

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## LEARNING TO WORK AS A FOREIGNER

Working in a foreign setting provides many non-monetary satisfactions and rewards. The opportunity to work with people from developing nations and help them improve their country has inspired many to give up career opportunities at home to serve abroad. The feelings of being wanted, needed, and appreciated, the close association with a nation's leaders, and the chance to see changes taking place give a sense of accomplishment and recognition.

Those preparing for overseas work do not expect it to be like working at home. However, many have taken overseas assignments with only a vague idea of what they should do and how they should do it. To have the best opportunity for success, the person who goes to work overseas should (1) know what the objectives of the project are where he is working, (2) know what his specific role will be in the overall project, and (3) know as much as possible about the culture and political system of the host country.

Many do not realize that the customs and beliefs which constitute the culture of a people can spell the difference between success and failure of newly introduced ideas. Some knowledge of the people's habits and customs enables the American workers to understand why they sometimes think and act as they do. If changes are to be made successfully, they must blend into the local culture.<sup>1</sup>

Although you may do everything possible to learn about your assignment and the country where you are going, difficult problems

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<sup>1</sup> Conrad M. Arensberg and Arthur H. Niehoff, in *Introducing Social Change, a Manual for Americans Overseas* (Chicago, Aldine Publishing Co., 1964), present an excellent discussion of culture and its relation to overseas assistance work.

arise for nearly everyone. Few who have not had experience working in a developing country can anticipate the many kinds of frustrations and problems that occur. Men face some of these on the job every day and usually share many of them in confidence with their wives.

### *Bureaucratic frustrations*

Few assignments overseas are without bureaucratic frustrations. Developing countries have their own laws, rules, and regulations that are often hard for the foreigner to appreciate or understand. "Red tape was involved in every attempt to make a change or attempt something new," one American related; "the bureaucracy was a handicap."

Delays in obtaining materials and supplies, dealing with staff members on an "acting" status, preparing weekly reports, answering questionnaires, and following requests through the channels of authority all require extra time. These efforts often accomplish little toward the main objectives of a man's work.

### *Working habits of host country people*

To the punctual time-thrifty American, the working habits and customs of local people may cause more frustrations than any other part of his overseas experience. Most workers who attempt to introduce change face difficulty because change represents a disruption of their long established way of doing things.

In many developing countries, the educated host country national does not expect to work with his hands, but directs others. The illiterate expect this and where possible will actually step between the task and the foreigner, taking the tools from him and proceeding with or without direction. The local person who gains education and prestige or position in government or a university may show more concern for his own welfare and advancement and less understanding or concern for the common working man.

In many countries the sense of urgency that we grow up with in the U.S. may be lacking. To foreigners the people may appear to be lacking in initiative and ambition. For example, one wife observed that her husband "was frustrated by the pace and contented rut of his counterpart."

Working habits are not the same in every country. In tropical

climates, work may stop for two or three hours in the middle of the day. Or people may go to work early by our standards, at 7:00 or 7:30 A.M., work until 1:00 or 1:30, then quit for the day. They may work six days a week but work shorter hours each day than is our custom. The practice of keeping appointments or arriving at meetings at a specific time may not be well established. Some countries have many more national or religious holidays than the U.S. has.

One American observed, "For these leisurely people who are steeped in their folklore, change is difficult." When people realize the benefits they can achieve by making changes, they do accept new ideas. But to achieve progress, the foreign workers must patiently accept delays and a "maddening slowness" to get things done.

#### *Administrative decisions and policies*

The overseas worker constantly faces frustrating problems brought about by administrative policies and decisions over which he has little, if any, control.

Lack of support for a project can often be discouraging. A man may expect to have a host country counterpart but budget cuts or personnel transfers may leave him without an interested local person with whom to work. Persons trained to work on a specific project may take jobs at a more desirable location. Funds for initiating research projects may be insufficient. New administrative officials may be more interested in other projects.

Jealousies or political issues may impede progress. Two ministries of a host government may struggle for control of a new university. Persons of different political interests may compete for the top post at a new university.

Local technicians or secretaries may require training to develop adequate skills so that they are able to assist with the project as needed.

Disinterest or lack of support from U.S. sponsors may be frustrating for some workers. Sometimes a lack of communication, misunderstandings, or differences of opinion as to the best course of action contribute to a lack of progress. Delays of materials and supplies develop because many people are involved in shipments and sea freight moves slowly to remote corners of the world. Political or economic considerations may require reductions in budgets or personnel on some projects.

### *Personal Frustrations*

The American overseas is confronted with problems or frustrations due to his personal or family situation. The language barrier may be frustrating and discouraging for some. If a man is able to communicate only through an interpreter, he faces delays and uncertainty in every personal contact. Knowing the language inadequately may also be frustrating since finer points in conversation may be missed or misunderstood. Most will agree that they would have enjoyed their assignment more had they known the language.

Workers who have technical skills sometimes find themselves in jobs where they use these skills very little. Administrative details may also take considerable time away from professional duties.

Health problems, discussed in Chapter 14, may also create on-the-job frustrations. Some contract illness from food. Others are burdened with family problems—a homesick wife, separations from children at boarding schools, or amoebic dysentery or other infections in family members.

### *Guiding principles for professional work*

Customs, culture, and personalities vary from one developing country to another. However, these general guidelines, based on the experiences of those who have worked overseas and those who have studied overseas technical development, provide some basis for conducting assistance work in a foreign setting.

*Develop "overseasmanship."* When Americans go overseas, they need a new talent, and a new ability to carry on their work effectively. Some have called this "overseasmanship." It should not be considered a new academic discipline, but a means by which any professional worker can apply his trade to the conduct and life in a foreign land. Mangone summed it up: "It means the infusion of new perspective into an old discipline like law, medicine, theology, and agronomy; it means new adjustments and new combinations for old subjects like history, geography, literature, art, and political economy."<sup>2</sup>

If you are going to develop skill in overseasmanship, you should

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<sup>2</sup> Gerard J. Mangone, "How Can We Better Educate Americans to Work and Study Abroad," *Current Issues in Higher Education*, 1960, p. 120.

know about the country where you are going. But it will be even more important that you know some general principles about how to work anywhere abroad. To unlock the mysteries of any foreign country where you are working you will need to develop a process or system for gathering information, for learning about the country, and for using your ability to analyze the culture in comparison to what you have known in the United States.

If people living in the traditional cultures are to accept changes, the changes must appear logical and provide a benefit in their way of thinking. The successful overseas worker should develop a sensitivity to the local people's interests and values so that he can suggest changes which appear beneficial for reasons that appear logical to them, not to just an American.

*Have a sense of politics and organization.* As you work abroad, you will need a greater sense of politics and organizational ability than you do when working in the U.S. As an alien, you are subject to strange laws and unfamiliar administrative regulations no matter what your job. Your presence and your reasons for being abroad can also have political repercussions. You will need to develop greater tolerance of administrative frustration and a better appreciation for your employer's effort than you might generally need in the U.S.

*Know the United States.* You should have a thorough knowledge of your own country, its history and the political, economic, and social institutions that guide its people both at home and overseas. You cannot evaluate other societies and cultures unless you have an understanding of your own.

If your job concerns some phase of technical assistance or economic development, it is especially important that you understand your own cultural and economic systems as well as those of the host country. Cleveland and his colleagues summed it up this way: "Institution building in a foreign country requires a creative act of applied anthropology, a fitting together of elements of two (or sometimes more) cultures that cannot be accomplished except by an American who has taken the trouble to understand both his own values and techniques and the new environment to which he presumes to bring them."<sup>3</sup>

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<sup>3</sup> Harlan Cleveland, Gerard J. Mangone, and John Clarke Adams, *The Overseas Americans* (New York, McGraw-Hill, 1960), p. 159.

*Be patient.* Learn to expect that things will take place much more slowly than at home. Although this is one of the hard lessons for restless, energetic Americans, you will be happier if you can learn to accept the inevitability of delay. Many persons upon arriving in a country decide that all kinds of things need to be done and set about doing them. Such persons have a lesson in patience just ahead. The clue to effective working relationships overseas is to learn to be persistent in striving to get things done and at the same time be sufficiently patient to prevent frustration.

*Train and develop skills in others.* Most Americans take with them particular skills that they will use in their overseas assignments. Usually your most important responsibility will be to transmit your skills, knowledge, and philosophy of teaching, research, administration, or business operation to your host country colleagues. Often you will be a colleague and an advisor rather than a director or manager giving orders. Your primary role is to induce change.

You should encourage your host country colleagues to carry out new jobs and new methods as you counsel and plan with them. Many times it will be your primary responsibility to assist host country nationals to see the problems, develop plans, and acquire the skills necessary for their solution.

Usually you will work through counterparts, host country nationals who will develop the skills and techniques you are capable of teaching them. Not only should you teach them skills and techniques in your field of work, but also a favorable attitude and a sense of responsibility to the public they serve.

*Build up your colleagues.* As an American working in a developing country you should not be working to make a name for yourself. Rather, to the fullest extent possible, you should remain in the background while your host country colleagues appear in the public eye. If you have the opportunity to travel within the host country to observe and learn more about it, your counterparts should have the same opportunity. Only on rare occasions should you travel on official business without a host country national along.

*Maintain administrative responsibilities.* Americans working overseas must walk a narrow path within limits of double or triple lines of authority. You are responsible to your employer or organization that is paying your salary. As American citizens, you are also

responsible to the U.S. government, for your conduct and actions reflect upon the American presence in that country. Also, in any foreign country you have responsibilities to your host government, even though you may have special favors and privileges not accorded to its own citizens. At all times you are, to a considerable degree, good-will ambassadors representing the United States of America through the agency, institution, or company that employs you.

You should diligently avoid public statements of any kind that could conceivably cause embarrassment to your own government or to the host government. Public appraisal of policies, personnel, or activities is not your business.

### *Expectations and uncertainty*

Some of the most aggressive and energetic Americans working overseas become frustrated because they expect to accomplish more than is possible under the circumstances. "You always hope you can accomplish more in a shorter time," a veteran overseas worker recalled. Try to plan and develop realistic expectations.

Many times, things move much slower toward the project goals than was hoped. The local people often don't realize what Americans are trying to accomplish, and they may not appreciate what benefits will come to them as a result of efforts of foreign technicians and professional workers. Uncertainty about what will happen when they leave haunts many overseas workers. "You wonder how much you put across, or if the people will revert back to their old ways," one American noted<sup>1</sup>.

Frustrations result from the host country environment, the habits, inexperience, and human weaknesses of all persons involved. Some problems are beyond the control of Americans, no matter how competent they are or how well prepared they were for the assignment.

The most successful workers seem to be those who can grow to overlook the irritations and accept them as a way of life. "My husband enjoyed his work and seemed to thrive on frustrations," one wife beamed. "He seemed to take the different situations in his stride and not get too bothered," another related.

Wisdom and understanding are essential for acceptance of foreign

workers, no matter what their special field. One observer in appraising a man's success concluded, "I don't believe he had troubles because he was wise enough to make them feel the program was theirs and had not been thrown at them by a hurry-up-and-get-it-done-as-I-say foreigner."

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# HEALTH PROBLEMS AND PRECAUTIONS

In his booklet *Health Hints for the Tropics*, Dr. Harry Most concludes, "The essentials for good health in the tropics are the unremitting application of simple preventive health measures, and above all moderation in everything. . . . We must become water conscious—never drink fluids of unknown origin; food conscious—never eat foods that have not been freshly prepared and are not safe from bacterial contamination; heat-conscious—never work or play to the point of fatigue and exhaustion; insect conscious—use DDT, repellents, nets and screens."<sup>1</sup>

## *Water*

Contaminated water is found almost everywhere in the developing countries, especially in the tropics. The intestinal diseases which most frequently occur—common diarrhea, amoebic dysentery, bacillary dysentery, typhoid and paratyphoid fevers, cholera, and some other infections—are often spread by contaminated drinking water.

Water becomes contaminated when the source of supply is too close to the surface and when the mains carrying the water are defective. If there is any doubt about the water, health authorities recommend that water be boiled for a minimum of five minutes. In some countries, they recommend a rolling boil for 20 minutes.

After it is boiled, water should be kept in the same container in which it was boiled or in another sterilized vessel. It can be placed in a refrigerator after cooling to room temperature.

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<sup>1</sup> Dr. Harry Most, "Health Hints for the Tropics," a supplement to "Tropical Medicine and Hygiene News" (American Society of Tropical Medicine and Hygiene, National Institutes of Health, Bethesda, Maryland, 1964).

You must remember to use boiled water to make ice cubes, because freezing does not destroy bacteria which may be present. Water used for brushing teeth, rinsing dishes, and cleaning raw vegetables should also be boiled.

In some locations, impurities in the water make filtration necessary. If a filter is used, the water should be filtered first and then boiled. Although in some places the "candle" type filter is used, it cannot be relied upon to replace the recommended filtering and boiling procedures.

If water cannot be boiled it can be treated with a chemical tablet that will provide considerable protection. These tablets usually contain chlorine or iodine and are widely sold in the United States and many foreign countries. One of the "Halazone" tablets will treat a quart of water if allowed to act for 30 minutes.

Although water purification is an unfamiliar task, most American families have little trouble learning to live with the necessary purifying methods. "Boiling water became routinized but inconvenient when you didn't keep ahead of demand," one wife reported. "A nuisance but not too serious a problem," another recalled. Most recognize there are excellent reasons for taking precautions.

Fresh water in streams, rivers, and lakes in some countries may also be sources of diseases. Wading, bathing, or swimming in such waters is dangerous and should be avoided. Water in artificial swimming pools may be safe if properly treated, but it can be a source of fungus infections. Thorough drying after swimming is recommended.

Keeping pure water available in your own home is fairly easy. When you travel or visit local friends, you face more difficulty. "The rule was always to boil it before you drank but sometimes I drank water offered to me in native homes," one wife recalled. "I also got dysentery and my husband didn't."

When traveling, you can start out by taking a supply of boiled water with you. If you will need more before you get to a place where you can boil it, then putting purification tablets in the water jugs may be the next best move. Children must be impressed with the dangers of drinking untreated or unboiled water.

Perhaps one of the most diplomatic and safest solutions is suggested by one experienced overseas wife: "Become a great tea

drinker! When hostesses offer you refreshments say, 'A cup of tea would be wonderful.' It eliminates the fruit-and-water drink. They always make their tea with boiling water."

Bottled drinks can be safer than water, if the water used has been properly treated and bottles properly cleaned during the bottling process. Well-known U.S. brands such as Coca-Cola and Pepsi-Cola are sold in many developing countries, bottled under a franchise by a local company. Usually these companies must maintain certain standards so that the prospects for safety are greater than with local carbonated or fruit mixtures. Bottled water may also be hazardous because of poor bottle sanitation. Tinned water is all right.

Continuous precautions concerning what they drank has paid off in good health for many overseas families. One wife expresses this: "We boiled water for drinking during our entire stay. We used chlorine bleach in rinse water for dishes and vegetables. When away from home we drank soft drinks, hot tea, or coffee. We had no problem and no sickness."

### *Food*

The diseases caused by contaminated water may also be acquired from foods. In addition, tuberculosis, brucellosis, trichinosis, and many parasitic diseases may be transmitted through contaminated food. Actually, much poor health and loss of time in the tropics result from food containing disease-producing bacteria.

Foods spoil rapidly in warmer climates where refrigeration, inspection, and adequate storage facilities are often not available as they are in the U.S. Under these conditions most foods are excellent culture media for growth of bacteria. Milk and milk products are also subject to contamination if improperly processed, packaged, or stored. For this reason many families overseas use powdered or canned milk, or if they use fresh milk, they should boil it for ten minutes first.

Well-cooked foods, including meat, are considered to be generally safe from harmful bacteria and parasites. Rare meats should be avoided.

Some foreign foods, however, may cause unfavorable reactions in your digestive system. Sometimes they are heavily spiced and very greasy. So that you can relieve indigestion and the effects of strange

foods, discuss these problems with your doctor as you prepare to go overseas.

Fresh fruits and vegetables are often the most familiar local foods to be found in a developing country. They look and taste like many you would buy in a farmers' market or roadside stand in the U.S. Precautions must be taken in using them, however. The U.S. Embassy medical unit in one developing country advised: "The most practical and safest way to cleanse fresh fruits and vegetables which will be eaten raw, especially in homes where small children may investigate supplies of dangerous chemicals used for disinfecting, is to scrub vigorously with a detergent to eliminate all surface foreign matter, rinse, then allow to soak ten minutes or more in water with detergent. The last step is to rinse the fruits and vegetables very well several times in cold pre-boiled water to be certain no detergent remains on the food. After this process of cleansing, it is also a wise precaution to peel raw fruits and vegetables just before eating." The chlorine (Clorox) soak is also useful here.

Many authorities state that no chemical or detergent will completely destroy all amoebic cysts on raw lettuce, cabbage, and other unpeeled vegetables. Although you may miss the variety of vegetables, it may be wise to use only those raw vegetables that you can peel as part of their preparation. Carrots, radishes, tomatoes, and cucumbers are included in this group.

### *Eating out*

When eating out, you can minimize your chances of contracting diseases by eating only well-cooked foods served while hot and raw fruits and vegetables that you may peel. Drink only hot or bottled drinks. Alcohol does not purify ice cubes. Therefore, avoid drinking fluids which contain ice cubes, unless you know the ice cubes have been made from boiled water.

Being invited to native homes is one of the most exciting privileges you will have while living overseas, and you can usually do it safely if you can follow the above precautions. A wife who lived for several years in an Asian country offers her firsthand procedure: "When invited to homes for dinner, eat lots of the cooked food. If it is so spicy your tongue is burning up, ask for a cup of tea. If they serve ice cream, say you ate so much of the delicious rice and meat that

you just don't have room and you have to watch your diet. Ice cream is dangerous as milk is not pasteurized and the local carrier may have watered it at the local stream."

### *Supervision of servants*

Servants should be carefully instructed in the standards of personal and household cleanliness expected and in procedures for dishwashing and food preparation. Until you are certain that instructions regarding the boiling of water, mixing of powdered milk, and cleaning of vegetables are understood and implicitly followed, you must give meticulous supervision. Many families provide their servants with uniforms or waiter's jackets when they handle or serve food, since their clothes may not be clean.

You should explain the reasons for carrying out these procedures and make certain that the servant understands. If he does not understand English very well, this cannot be taken for granted. Many diseases, including amoebic dysentery, infectious hepatitis, and typhoid fever, may be transmitted through food handlers. Your own continued good health may depend on the good health of your servants. Insist that your servant bathe regularly and be sure that fingernail brush, soap, and hot water are constantly available for hand washing as required.

American families have learned to supervise servants so that sanitation practices are followed. "Be a tyrant," one wife advises; "become a fanatic on having your servants wash their hands every single time they come in the house. If they don't, dock their pay enough so that they remember! A physical before hiring is good, but a week later they could have picked up an amoeba at the bazaar."

You will have to decide how much a servant can be trusted to carry out your instructions. "Our servants boiled all our water and that was one thing they could be depended on to do," one wife recalled. However, not all servants do so well. One wife reported, "We had to boil every drop of water we took internally and had to use potassium permanganate in water to soak all fruits and vegetables eaten raw. This the wife has to do for servants see no reason whatsoever for all this 'foolishness.'"

One wife traced part of her family's illness to the servants' cooking and food handling. "I wish I had always done our cooking," she

commented. "I did cook the last year and we had less illness and I was happier with more to do." Another recalled, "I was a tyrant in the kitchen and we were healthier than we'd ever been."

### *Insects*

Insects abound in many tropical climates and may help spread disease. Houses should be screened to keep out flies and mosquitoes. In some locations use of mosquito netting when sleeping may be a good precaution.

Use of insecticides is recommended to keep houses as free of insects as possible. Insect repellents may also be useful for people traveling or working outside where insects are troublesome. Take a supply of insect powder.

### *Medical services and facilities*

Medical services and facilities are limited in many developing countries. Although the services of medical doctors may be available to families overseas, certain limitations of distance, capabilities, laboratory facilities, and qualifications make their services satisfactory or acceptable to only about one-half of the American families.

It is difficult to make general appraisals about medical services in developing countries because they may change quickly as a doctor comes or goes from a specific location. We should also recognize that many laymen may not be competent to judge the quality of medical services.

Families overseas should recognize, however, that a medical doctor's capabilities will depend much on the type of training he has received and where he studied. Modern medical education is expensive and requires elaborate facilities usually found in the most developed countries of Europe and the U.S. Many doctors in developing countries have studied in the U.S. or Europe and do have the capabilities that are satisfactory. Others who have practiced for many years may not be up-to-date and do not use the latest practices Americans expect.

In some countries, the U.S. Embassy prepares a list of doctors, dentists, and hospitals for use of Americans living there. You might find such a list useful but you should try to find out on what basis the doctors and dentists were selected. If their name is listed only

because they speak English, this alone may not indicate their professional capability.

Some families were generally satisfied with the medical services and facilities they had available. They felt the doctors practiced good preventive medicine. Many had been trained in the U.S. or Europe and seemed to be competent. "They were more skillful with local tropical diseases than our temperate-zone-trained doctors," one wife related. At some missionary hospitals, visiting Americans received treatment or advice from women doctors. Availability of specialists varies from place to place. Some families reported excellent service from obstetricians, plastic surgeons, and ear specialists. Pediatricians may be available at some locations but not at others.

Other families had more difficulties finding satisfactory medical care. Some families reported living as far as 350 miles from adequate medical care. Some found they had a clinic and a doctor nearby, but due to unsanitary conditions no family wanted to go there for treatment.

Some doctors practicing overseas may not measure up to the qualifications of those in the U.S. "One step above a quack," one wife described a local doctor. Some were not up-to-date. "One had been there 20 years; the other was almost never sober," another wife reported. "Many did not use anesthetics in simple operations such as tonsillectomy and removal of moles," another recalled.

Experiences of American families with local doctors results in a general lack of confidence at some overseas posts. One mother reported, "Our youngest daughter broke her arm. It was a simple break which would have taken an American doctor only a short time to set. This doctor would not set it and we had to take her to the capital city to have it set. This was after waiting two days for the doctor to do something. We lost confidence in them."

"Medical knowledge and facilities were sometimes archaic," one American observed. "I would not have an operation or blood transfusion," another related. "I would not feel the laboratory tests could be relied upon."

### *Hospitals*

Limitations of hospital services often parallel the limited services of physicians. Only about one-third of the returned university families

rated hospital services satisfactory. Part of the problems were due to the distance to the nearest acceptable hospital. Also, some local hospitals did not have satisfactory equipment or sanitation standards.

In developing countries, some hospitals have been established by foreign governments, often former colonial powers. In some cases, the capabilities of the staff and the facilities will measure up to acceptable standards. Some churches have established mission hospitals and dedicated doctors and nurses trained in the U.S. and Europe will serve foreigners as well as local people. Although their equipment and facilities may be less elaborate, they can handle some emergencies.

Some Americans have used mission hospitals and received excellent care. For example, treatments for hepatitis and removal of tonsils were performed satisfactorily. Some women have had babies in overseas hospitals.

Others have found generally unfavorable facilities. Some did not have good sanitary standards and some had no screens on the windows. "Cats roamed through the patients' rooms," one wife observed. "I took water and milk to my husband when he was in the hospital," one wife reported; "the milk was dirty there and I'm sure the water was not boiled."

Some facilities may be overcrowded. "Our daughter had her appendix out at the mission hospital and got along fine," her mother recalled; "however, she did not have a room and had to be put out in the hall during her three-day confinement."

The lack of equipment and poor sanitary standards produce lack of confidence among many families. "I feel one would have been better off to stay at home than go to the hospital," one homemaker concluded. "My husband wouldn't have taken his cows there, let alone a human being!" another declared.

Usually, the more satisfactory hospitals will be found in the larger cities of the developing countries. In emergencies, however, individuals have been evacuated to Europe or the U.S. for major surgery or other medical problems.

Limitations of hospital and medical services is one of the risks with which families overseas learn to live. "We really didn't sit around and worry about things like this," one wife related; "we just

hoped we wouldn't need to go to a hospital. And so after the initial shock of learning that nothing much was available, we forgot about it."

### *Medicines*

Most commonly used drugs are available in the drugstores, pharmacies, or "chemists' shops" in major cities of developing countries. About two out of three families can expect to obtain most of the medicines they will need in the developing country where they are living. However, you should follow your U.S. doctor's recommendations and those of other health authorities. Take along reasonable amounts of the drugs you expect to need. Knowing generic terms will be helpful.

Many families are surprised to find they can buy many drugs overseas without a prescription when one would be required in the U.S. So you may need more knowledge about what you are buying than you do at home. One wife observed, "You could get anything you wanted, if you knew what you wanted."

When prescriptions or vaccines are not available locally, they can often be sent air mail from the U.S. Sometimes friends or colleagues coming from the U.S. have brought medicines or drugs with them.

When buying drugs overseas you should be sure that the bottles have not been opened and that you receive the medicine that you ordered. Usually U.S. Embassy health units or consulates can suggest names of reliable pharmacists.

### *Dentists*

Dental services also fall short of acceptable standards for many overseas families. About one-third of the university families surveyed reported that dental services were available and acceptable. In some cases, the nearest dentist was in a larger city 100 miles or more distant.

All families going overseas should have all needed dental work done before they go. If work is needed near the end of the tour, sometimes it can be delayed until the family returns to the U.S.

Sometimes emergencies do occur and immediate treatment is necessary. "It was a blow when our daughter's braces had to be replaced

with a local make," a mother reported, "but no permanent damage resulted."

Most families use the services of local dentists only when badly needed. Although some are well trained and qualified, others lack modern equipment and their methods and materials may not measure up to U.S. standards. Some may do a good job but their offices may not be very sanitary. "We wondered about the sterility of instruments," one wife recalled.

### *Illnesses encountered overseas*

Families overseas encounter some of the same illnesses and medical problems they would at home, plus others that are common in the host country where they are living. Although some of these can be quite serious, the family has worked out some way to handle the problem. It is advisable to have some plan as to how you would handle family illnesses should they occur. Listed below are some of the problems reported and how the families handled them:

<u>Problem</u>	<u>What the Family Did</u>
Hepatitis—probably the result of contaminated hypodermic needle	Wife was hospitalized and received services of local doctor. Complete recovery. A husband went 300 miles to a hospital.
Chest infection and blood infection	Went to local doctor trained in U.S.
Paratyphoid	Went to local doctor. Returned to U.S. soon after.
Food poisoning after attending local party	Visited local doctor.
Bronchial pneumonia	Went to local hospital.
"Strep" throat and mastoid infection	Went to doctor in capital city.
Bladder and kidney infection	Sought treatment in capital city.
Surgery	Used host country hospital when acceptable; evacuated to Germany or U.S. when local services not satisfactory.

<i>Problem</i>	<i>What the Family Did</i>
Pregnancy	Babies born at best hospital available in host country.
Jaundice (14-year-old son)	Kept on diet and in bed for a month. American doctor took care of him.
Back injury	Went to mission hospital and to host national orthopedist. Service inadequate.
Eye infection	Flew to U.S. for surgery.
Diarrhea and intestinal disorders	Took medicine they had brought along. Mostly home treatment.
Amoebic dysentery	Went to local doctor and hospitalized. Took prescribed medicine. Some hospitals lacked equipment to detect this disease.
Serious illness that couldn't be diagnosed by local doctor	Returned to U.S. for diagnosis and treatment.

### *Handling illnesses and emergencies*

When families living overseas have experienced illnesses that required hospitalization and surgery, they have taken three general approaches, depending upon how serious the situation appeared to be:

1. They have obtained the services of the most competent nearby physicians, either host national, foreign, or American.
2. They have gone to the capital or other large city if they lived in a more remote area, to obtain the best services available in the host country.
3. They have been evacuated from the host country to another foreign country or the U.S. where more satisfactory medical services and facilities could be obtained.

In case of emergency, there may not be time to be evacuated from the host country. The only choice is to undergo surgery or necessary treatment by the best available local physician and at the best available hospital. However, if surgery can be delayed long enough, evacuation to England or the U.S. where acceptable facilities are

available will be your safest decision if there is any doubt about the host country hospital or medical services.

Emergencies may occur despite all precautions you can take. However, because of the limited medical and hospital facilities, it is most important that every member of the family have a thorough physical examination. Because of the extra stress which heat in tropical climates places upon the heart, people with a history of coronary problems must be examined carefully. In many cases, it may be advisable that they not go overseas at all.

In summary, most families encounter some minor illnesses and health problems. With proper preventive measures, continued care about sanitation, and regular consultation with competent medical authorities, your family should not worry about illness. However, continued vigilance is needed, and no matter where you go, you should have some definite plan of action worked out in case of serious illness or other emergency.

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# ADJUSTMENTS FOR CHILDREN AND TEEN-AGERS

Children in both elementary and high school gain much from overseas assignments but they must also learn to adjust to living in a foreign culture. By taking children abroad, parents may also gain from additional contacts and friendships. Children are often less inhibited than adults and can make friends with local people who may express interest in children more quickly than with strange adults.

You will find all shades of opinion about the advisability of having children of certain ages with you overseas. A mother with very young children suggested, "I felt a bit too tied down with small children. We had a boy one and a half when we left the U.S. and our second was born there six months later. It's a perfect thing for teen-agers." The mother with teen-age children may not agree, however. "I think life for teen-age children was difficult. Younger children fitted more easily into local life." Another mother suggested, "I don't think that families with grammar school or high school children should go."

The general consensus seems to be that families with high school-age children suffer greater hardships and adjustment problems than those with younger children. This feeling stems partly from the usual need to send older children to boarding schools or to have them take correspondence courses, situations that most families do not like. In addition, the teen years are difficult ones for social adjustment. While the average American teen-ager feels closer to his

friends than to his family, there may be few or no other Americans of his age at the overseas post.

### *Schooling*

Schools overseas may have smaller classes and the children may get more individual attention than they had in the U.S. If the children are aware of this, they may suffer fewer adjustment problems when they return to school in the U.S.

Students who take correspondence courses in place of regular classroom attendance must develop a greater degree of self-discipline. Parents must assume greater responsibility for supervision and impress upon their children that the routine of correspondence study should be just as binding as an obligation to attend school regularly at home.

High school students living away from home face special adjustments earlier in life than those who do not live away from home until they go to college. They may often need to travel great distances alone or with friends in going to the school and returning to their parents' overseas post. They must learn to manage personal finances and group living earlier than under normal U.S. living conditions. These experiences can help mature a teen-ager and help him develop greater self-reliance than his contemporaries at home.

### *Young people out of school*

If a family's overseas assignment comes just as a child finishes high school, the opportunity to live overseas for a year or two may appear more attractive than entering college. A family member may "miss" something if he doesn't go along. Children in college may also leave school to accompany parents overseas.

Living overseas can be an enriching experience. Whether older children out of school will find living overseas an enjoyable experience depends on how they enjoy using their time, and the opportunities they have for local travel and study. Some college-age young people find that living overseas with their parents during the summer vacation months is sufficient. They are then ready to return to their studies in the U.S. Others have spent a year or two with their parents.

College students may take correspondence courses from U.S. uni-

versities to use part of their time and earn college credits. Some have taken courses at universities in the host countries. These credits can sometimes be transferred.

Although employment opportunities for young people overseas may be limited, they may find numerous opportunities to volunteer their services to worthy activities. In developing countries there are always ways for intelligent young people to help others. One young woman who had just graduated from college accompanied her parents overseas and started a nursery school for local children. She studied the local language and proved an excellent ambassador for her family and her country.

A Fulbright professor's daughter, who had just graduated from high school, delayed her college entrance for a year to accompany her parents. She studied by correspondence, played the piano for the American community Bible study group, and helped baby-sit for American mothers who had difficulties finding local help.

### *Effects of servants*

Servants affect children both favorably and unfavorably. Parents should be aware of the favorable, be alert to the unfavorable, and take action early so children do not develop bad habits that may be hard to break.

*Favorable effects.* Servants can provide companionship, safety, and security for children overseas. They may also teach them most of the local language they will learn. By relieving the mother of many household chores, servants also make it possible for mothers to spend more time with their children. The servants may also serve as a contact with local people whom children learn to respect. Our servants were kind and generous to our children and the children were taught consideration for servants," one mother related.

*Unfavorable effects.* Parents have also observed some detrimental effects of having servants around their children. The most frequent concern focuses on the difficulty of assigning children household chores and responsibilities when servants are hired to do most of this work. "It made them lazy," one concerned mother observed; "we encountered difficulty in getting them back to the chore of keeping their rooms clean and assisting with other work." Girls growing up

overseas might not even learn how to wash dishes. Young children accustomed to a nursemaid may not learn to dress themselves as soon as they should.

When there is someone around to do the cleaning, children may become more careless and less thoughtful about keeping things neat. They may escape picking up or doing any of the usual children's jobs. "They got careless and threw trash on floors instead of in wastebaskets," one mother related. "They were less careful of their clothes, since they didn't have to iron them," another reported.

Children may not learn responsibilities if they have someone waiting on them too much. They feel that certain tasks are beneath them. Habits may develop that may affect their manners for a long time. "Having servants came at a most impressionable time for enjoying being waited on," one mother related with regret; "they never did get back into the previous pattern I had set before going overseas."

*Adjustment after return.* Naturally, parents are most concerned about the lasting effects of servants upon children. Some children recognize that servants are part of a foreign setting. Responses from some mothers suggest that servants have only a small effect upon children. "The children accepted their vacation from dishwashing with pleasure, but quickly readjusted back home," one mother reported. "When we returned, we all realized our duties again," another related.

Effects of having servants may persist in some families. "We all came home with careless personal habits," one mother reported. "I've had to retrain my children in picking up after themselves." "They became used to having everything done for them," another related, "and still show the effects of it."

*Recommendations.* Parents can alleviate or prevent the most unfavorable effects of servants upon their children in these ways:

1. Give children certain household duties besides their school work. They might still be responsible for making their beds, cleaning their rooms, or other reasonable tasks. Servants can be instructed not to interfere with the jobs assigned to children.

2. Do not permit children to make requests of servants. Instruct servants only to follow directions of adult members of the household. Teach children to do things for themselves.

3. Do not turn the raising of children over to servants. Let the servants relieve you of common household tasks so you can spend more time taking care of the children. This does not mean they should not serve as baby-sitters to relieve the parents. But children should not grow up feeling closer attachment to the servants than to their parents.

4. Try to maintain a family living pattern which is as close as possible to what you would at home. If servants can be provided quarters away from the family home, this gives the family more privacy during the evening hours and the children regard the servants only as someone to help out when needed.

#### *Friends and social behavior*

Children may have friends who are Americans, host country nationals, or of another foreign nationality. Language and cultural differences may limit mixing among older children but smaller children bridge this gap quite easily. Those who attend an international school where children of different nationalities study together will develop closer associations and mix more socially. Swimming or other athletic clubs may provide other avenues for association.

Teen-agers, especially, must recognize that in the U.S. they have special freedoms that young people in other countries may not have. "Impress upon children that they're never any more than a guest in another country and that they must at all times show courtesy, respect, and willingness to help," a veteran overseas mother advises.

Standards of conduct for young people may differ greatly in some developing countries. In some countries, boys and girls go to separate schools and mixing of adolescents outside their immediate families is taboo. Where American teenagers and those of other countries get together, social activities should be organized and chaperoned. Aimless "horsing around" is not understood in foreign communities and can get out of hand.

Some parents feel that teen-agers should receive an orientation for overseas living from some official in addition to what their parents tell them. "Make them feel they are also ambassadors of good will from the U.S.," one mother advised. "It is difficult for teen-agers since the standards for young people are so different. American children have so much more freedom, yet overseas they are not allowed to work as it would take jobs away from the nationals."

In their social activity, young people should keep their parents informed about where they are going. They should not be out alone at night—or even in groups very late. A situation with American teen-agers in one developing country illustrates the reason for these rules: "A group of boys including our son ran out of coke and decided to go to the bazaar for more at one o'clock one night," a mother related. "They walked the four blocks. The papers had a big write-up the next morning about a taxi driver being stabbed in that bazaar the night before. The police never questioned any of them, but it might have proved embarrassing if they had."

Young people should realize that their conduct can also have political repercussions. In a Middle Eastern country, teen-age conduct became serious enough to require attention by the American ambassador. A mother related this incident:

While our son was student body president, some of the American and European students began to have a drink or two at the best local restaurant. There were no laws against teen-agers drinking, but they were a part of their countries' images in a foreign country.

The U.N. representative and the American ambassador each ran a rather tight ship and took a very dim view of such activity. With 1,000 Americans and 5,000 Russians in a small "sensitive post" the necessity for a bright image in a non-drinking Moslem country became a "must" even for the young people.

The Ambassador felt they must feel the responsibility themselves and be aware of the consequences of any irresponsibility. He helped our son to have enough courage to tackle some of the "in" crowd who were offending the community. They planned strategy together and with other strong, patriotic types brought it off.

In some isolated foreign posts, life may be lonely for the teen-age girl, yet there may also be compensations. She may enjoy the cosmopolitan types of people she will meet, the glamor of travel, and the acquisition of unique possessions. She should, however, be thoroughly oriented in different social customs, cultural differences, and the attitudes held toward women in the host country. One mother confided, "Problems arose due to a teen-age daughter and friendly native boys which worried me." In some countries a girl should never stay alone with male servants or ride in a taxi alone.

Parents who take teen-age children overseas have a special responsibility to make sure they are ready to conduct themselves properly as courteous guests. Hopefully, in the future no American mother will

recall as one did, "Some American kids went around in gangs and acted so overbearing, I was ashamed of them."

Parents at some foreign posts have worked together to provide wholesome recreation for young people. They have opened their homes for parties and have invited local and other foreign young people. These gatherings have resulted in international good will and prevented any embarrassing incidents from occurring.

High school and college girls visiting parents during summer vacations have joined their mothers in volunteer services to help worthy charity projects. To keep junior- and senior-high students occupied during summer vacations, one group of mothers organized an informal typing class. Each student furnished his own portable typewriter.

In an overseas setting, children may associate more with adults than they would at home. They may also be expected to act more formally in relations with older persons. They should learn what is expected of them when they help their family entertain guests or when they visit other families.

The habits and gestures of courtesy which children learn overseas may be forgotten when they leave the country where they were appropriate. But, hopefully, some of the good manners they learn will stay with them—a favorable and lasting effect of the months or years they spent with their family overseas.

## RETURN, READJUSTMENT, AND REMINISCENCE

Most American families who have lived overseas for a year or more look forward to their return with great anticipation. They can hardly wait to reach their homeland flowing with pure milk and safe, unboiled water, with dependable electricity and automatic long distance telephone service and where everyone speaks English.

In the isolation of a foreign post, however, some people develop feelings of self-importance and greater than justified expectations about how people will greet and accept them when they arrive home. Their joyful anticipation may quickly wilt into disappointment, frustration, and antagonism as they experience a "reverse culture shock."

People back home have continued to live their lives about the same as usual. The fact that you were gone has not really affected them and they will usually have only a casual or passing interest in your experiences. Being prepared for this indifference may be just as important as preparing to live overseas. "We were very disappointed to come back and realize the smallness of most Americans and their lack of interest in foreign affairs, especially in this age when the world is so small," one wife related. Another returning wife remarked, "We have much more interest in international work and problems, but very few people are really interested in someone else's foreign assignment."

Not all families experience indifference, however. Many are asked to tell about their experiences, advise others, show slides, and display costumes, handicrafts, and souvenirs that they have brought back with them.

## PREPARING FOR RETURN

Making plans for return should begin before you leave the U.S. if your overseas assignment is for one to two years. If you are on a longer assignment, some plans will begin from six to twelve months before you depart from your overseas post. The main planning considerations should include: (1) the husband's job upon return; (2) where the family will live; (3) school plans for children; (4) vacation and travel en route home; (5) shipping personal effects and household goods before departure. Many of the above considerations will depend upon the departure date which may hinge upon completion of the overseas work and arrival of a replacement in some situations.

### *Husband's job*

Many families know that the husband will return to work for his employer at some U.S. location. This decision may have been made before departure. For others, the end of the overseas assignment will mean locating a new position. Men in this situation have successfully located new jobs or several prospective opportunities through correspondence. So, when they arrived in the U.S., interviews were arranged and final decisions could be made without great delay.

### *A place to live*

When the location of the husband's job is known, a place to live becomes the important question. Families who own a house that they can move into probably have the easiest resettlement experience. If you must find a house or apartment, real estate dealers, rental agencies, friends and employers living in the town or city where you are going can assist if you let them know your needs several months before you arrive.

### *Schools*

Arrangements for children to attend public elementary or high schools can usually be arranged upon arrival. If you have children who will be entering college, then you should start from six to nine months before you return to file applications and provide the necessary high school records. School authorities at the overseas high

school should assist by providing the necessary transcripts. You should write to the office of admissions at the college or university where your son or daughter wants to enroll.

### *The return trip*

Going home can be one of the most enjoyable parts of a foreign assignment. However, you should plan it carefully. The job overseas will be completed. You will have experienced hectic days and nights in the rush and whirl of last-minute activities preparing for departure. How fast you must return, of course, may depend upon job requirements and school schedules at home. However, two weeks to a month on the return trip should be considered a reasonable length of time to relax, enjoy yourself, and prepare for returning to your home community.

If you follow a direct air or ship route home, you will usually have to pay nothing extra for stopovers along the way. Your major additional expense will be for hotels, meals, and sightseeing at these stopover points. Many families will never have similar opportunities to see these places again at such a reasonable cost.

Travel plans for return, including airline, steamship, and hotel reservations can be arranged through travel agencies in your host country. By the time you prepare to return to the U.S., your foreign travel experiences should have given you many ideas about what you would most like to see, what others have told you about, and how to get reasonably priced hotels that provide adequate service for your needs.

### *Shipping personal property*

In the final weeks before your departure you will need to arrange the shipping of personal effects and household goods that you can't carry with you on the return trip. Many families simplify this job by selling much of the property that they can replace in the U.S. However, host government and U.S. government regulations may restrict how much you can sell or to whom you can sell. Check with the U.S. Embassy on these matters.

There will be certain items that you will want to ship home. Finding reliable and capable shipping agents will be more difficult than in your home town. You may need to supervise packing very

closely to make sure that fragile items are packed properly. Or you may have to get the materials and pack your own goods.

If you have both air and sea freight shipping allowances, then you should decide which goods you want to arrive first. You should also insure against loss during shipment through an insurance company that has claim representatives in the United States.

### *Final departure*

In planning your departure allow enough time to pay respects to host country officials. You should also allow some time for host nationals to show their gratitude and appreciation in their customary ways. "The host nationals shower many farewell parties and ceremonies upon Americans about to leave. We had 26 in the last 21 days before departure," one university professor reported. "This was not anticipated and took time allocated to the orderly withdrawal and home-bound preparations."

### ADJUSTING TO LIFE AT HOME

Men, women, and children all undergo adjustments to living in the U.S. again after living overseas. For some the "reverse culture shock" will be more severe than for others. A popular story (but sometimes almost true) that makes the rounds among people who go back overseas after a home leave illustrates the indifference and preoccupation among many people.

A person went on home leave after two years overseas and met an acquaintance on a main street in his home town. The local citizen recognized his absent friend, appeared puzzled, but showed no feeling of pleasure upon seeing this man who had been absent overseas. After some hesitation he commented, "I haven't seen you for some time, have you been away?"

We asked a philosophical university professor who had helped build a new university in East Africa if he felt people realized all of the efforts he and his colleagues had put forth in his project. He quickly responded, in effect, "People are not interested in all your wonderful experiences, but they will always be ready to tell you when their daughter is going to have a new baby."

One of the frustrations comes from a feeling of status gained abroad (often imagined) that is either lost or not recognized when a

family returns home. One wife expressed this feeling when she intimated, "My husband was a professor, and that means something abroad. When we came home we both felt keenly that loss of status."

Harlan Cleveland summed up the situation most concisely when he concluded, "Home loses some of its sweetness because the people there do not seem to share the overseas American's interest in life abroad."<sup>1</sup>

### *Return to the servantless house*

Women face adjustments differently from other family members after living overseas and operating a household with servants. About two out of five university staff wives admitted that return to the stateside "no-servant" pattern required some adjustment.

Some face a bit of "culture shock" getting back into the pattern where equipment instead of people provide service. Others reluctantly return to doing dishes, ironing and cleaning, jobs they had turned over to servants for several years.

Some realize how dependent they had become upon domestic help. "I particularly had a hard time making up my mind what to buy at the grocery stores, the choices were almost too much!" one wife recalled. "Getting a meal together seemed quite a chore, I hadn't done it for so long."

Children also realize that things have changed. "My children couldn't figure out why Mommy was no longer just Mommy," one mother related. "Now she was chief cook, cleaner, and doing ironing and normal household chores."

Entertaining patterns undergo drastic changes. "I avoided big company dinners for awhile," one homemaker reported, "but finally got into the swing again." "Entertaining is more difficult," another related; "I'd forgotten how to do it gracefully with no help." Many wives overcome the help problem by making their entertaining simpler.

Homemakers have sometimes had to undergo a physical and mental reorientation. They had to work harder physically and give up some of the leisure time to which they had become accustomed. "I was considerably more disorganized than I remembered before we

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<sup>1</sup> Cleveland *et al.*, *Overseas Americans*, p. 24.

left," one homemaker recalled. "Adjustment was mainly physical," another related; "I immediately lost 20 pounds."

Some had an unusual craving for certain foods they did not have overseas. One woman reported that she couldn't stop munching potato chips. Another craved chocolate graham crackers. Gaining weight soon became a problem.

Others had to adjust to new work routines. "Returning to no servants meant a large house and yard to care for," one wife related; "six people had to be fed, clothed and chauffeured back and forth to school. There was little time for personal freedom."

Just as men require time to readjust to their work at home, homemakers also need time to make the readjustment. "It took about one year to get back into the habit of doing my own work," one wife confided. "I seemed to have slowed down physically and needed time to get back in the swing of things," another remarked.

Many women feel they had no problems making the adjustment. "I actually looked forward to doing things for myself once more," one homemaker declared. "Return to conveniences and privacy was a blessing," another commented.

Many women appreciate servants overseas but they appreciate modern household equipment even more. "I have found that machines can really replace people," one homemaker emphasized. "I would always prefer machines to lighten household tasks," another remarked.

Sometimes the readjustment to a servantless house requires a family conference and special cooperative efforts. One mother related, "When we moved in I had a little talk with my son and daughter and told them that I hadn't done housework by myself for almost nine years and if we all pulled together it wouldn't be any trouble for any of us. They keep their own rooms, pick up their own messes, and I think I am in a more pleasing situation than my friends who do not have this cooperation."

Although some women do miss their servants, most would never exchange the house overseas for the one they have at home. "Coming back to hot and cold constantly running water more than made up for lack of a houseboy and baby nurse," one wife concluded. Another summed up the feelings of many when she remarked, "There is no place like home in the good old U.S.A."

*Returning to the job*

While the family adjusts to living at home, accepts begrudgingly the passive interest of friends and neighbors in their overseas experience, and enjoys the often-taken-for-granted privileges of stateside living, the husband faces his own occupational reorientation. A sympathetic and understanding family can be most helpful during his first trying months on the job.

When a man prepares for an overseas assignment, he should recognize that he will come back with broader interests in international problems, with more sympathies for foreign students and visitors to our country, and sometimes with less interest in some of the jobs he did before he went overseas. The job he leaves at home may be taken over by someone who will do it differently. Only a few can return and take over the same job they left and do it in the same way as they did it before.

The men who make the most successful re-entry into U.S. employment have managed to integrate their overseas work with their professional interests before and after the overseas assignment. The overseas assignment should contribute to a man's career growth and development. Unfortunately, for many it has disrupted their careers and provided no opportunity to weave their experiences into their work upon return.

If overseas work is going to be an asset rather than a liability, the man and his administrators must plan and specify his role overseas before he leaves the U.S. Assignments can be designed which make it possible to use a man's professional talents, let him contribute to the overseas project, and return to the U.S. where he can help with the project or other related international work in the university, the government agency, or the private business which employs him.

Interviews with government and university staff members who have served overseas reveal that many do not feel that they have an adequate opportunity to report and discuss their professional experiences, observations, and recommendations. Disappointments, frustrations, and lack of recognition create a resentment within some of these men so that they seek other jobs or return to overseas assignments.

Most men returning to work after an overseas assignment do not realize that they will need some time to reorient themselves to living

and working in the U.S. environment. Some can make this readjustment in a few months while others may require a year or more. Administrators of returned university faculty members usually estimated a longer reorientation time than the man himself. During this reorientation and adjustment period it should be possible to determine to what extent a person's overseas experience has changed his interests as well as his abilities to handle specific jobs upon his return.

The teacher, professor, or research scientist who teaches and does research overseas and who returns to continue teaching and research may readjust and progress in his field with little obstruction. But for others, their research was interrupted and their teaching was at lower levels. When they come back, they may find themselves two or more years behind their colleagues who remained at home. The teacher or professor who becomes an administrator overseas may come back into a vacuum, and without help may flounder for months or years before he finds a useful, satisfying place for his talents.

Technical specialists and advisors in government or business projects may fall behind in their fields after several years abroad. Medical doctors who render invaluable service overseas may also sense a need for more exposure to the latest knowledge in their fields. Engineers often take more new ideas and technology abroad than they can bring back from a less developed country.

The scientist and professional person may return to study, engage in research, or enter into a newly developing field of interest. In time he will find his place of service, but he will often need sympathetic assistance and encouragement from his administrators and employers.

Some men return from overseas with specialized knowledge and experience that opens doors to a new career. Doctors may return with special knowledge of tropical diseases they have never seen in this country. Veterinarians see tropical diseases and nutritional problems of animals that may rarely occur in temperate climates. Agronomists gain knowledge of tropical soils and crops that may contribute to teaching and research programs on U.S. university campuses. The economist or sociologist has had the opportunity to work in a special "laboratory"—the developing country itself—to observe and gather information that was not possible at home. For some men, the work

experience in a developing country provides the needed background for administrative positions with government, universities, and businesses engaged in overseas operations.

Not all men, however, can shift into an international career upon their return. Those who do may have to change employers, relocate, and make greater adjustments than if they remained where they were before going overseas. Each man must decide for himself the costs and benefits of relocation. A man's age and the number of years before retirement naturally enter into his decisions.

Men who return from overseas readily recognize the professional risks of going overseas. However, many did not realize the risks involved before they left. If they had, some would undoubtedly have hesitated or decided not to go. As a result of their experiences, however, many would consider another overseas assignment but would be more selective and study the situation very carefully before accepting. Most would be willing to go back to the same country where they worked because they have developed a sympathetic understanding of the people and their problems. Many would also like to work in a different country to gain a broader perspective of international problems in their field of interest. For most men, the personal gains have outweighed any professional losses. And some have gained professionally as well.

#### LASTING EFFECTS AND IMPRESSIONS

As time passes and the family resettles into a stateside living routine, some of the trivial happenings and frustrations of overseas living are forgotten. But no family can break away from American life, live in a foreign culture, and return without undergoing some lasting changes.

#### *Community activities*

Almost every family that returns to the home community has some opportunity to tell about life overseas, present slide talks, and display souvenirs and native goods. However, the overseas experience stimulates some to participate actively in other community activity.

University faculty members and their wives develop greater interest in foreign students and their welfare. They entertain foreign students in their homes, participate in foreign student group activi-

ties, and may serve as faculty sponsors. "I'm chairman of the lending center on the university campus," one wife related. "This center loans warm coats, household items, and baby furniture to foreign students and their families."

Those who have lived overseas maintain a greater interest in international affairs. They participate in discussion and study groups and attend more travel lectures and seminars related to foreign service. Some promote and support their church foreign mission programs more actively. "My church women's society now makes bandages and hospital gowns for the mission hospital," one wife reported.

Seeing problems overseas may also stimulate some to participate in community affairs with a domestic emphasis. "I have worked with the anti-poverty group and Planned Parenthood Association," one wife reported. "We have become more closely identified with the civil rights program," another commented.

#### *Personal habits and interests*

Living overseas also affects a person's interests and living habits. Those who have lived as foreigners in another country sympathetically and enthusiastically offer friendship and assistance to foreign visitors. A few have provided room and board to foreign students. Friendships with others who have lived and worked overseas seem to grow more readily than with those who have never been outside the U.S.

New hobbies evolve out of some foreign assignments. Reading articles about the host countries, collecting records of native music, collecting stamps or coins, and cooking local dishes are only a few examples.

Political and personal points of view reflect overseas experiences. "We are no longer isolationists," one wife declared. "We have a greater awareness of needs for civic and community service, greater interest in national and international affairs, and sympathy for foreigners on our soil," one wife related.

Both children and adults unconsciously develop a tolerance for other people that they never had before. "We have a new tolerance for all people and a feeling of pride in being accepted as friends in new surroundings," one wife reported. "The exposure to a new culture was fascinating and enlightening, another related: "I feel that

it helped greatly to make our children tolerant and more understanding of the problems of minority groups."

Those who want to continue to live and think as they always have should probably not consider a foreign assignment. "Our foreign experience has made it impossible to return to our former rut, so we will be seeking new horizons of service," one wife observed.

### *Effects upon careers of children*

If children are in junior or senior high school when they live overseas, their impressions may influence later study and career choices. Some students take more interest in foreign language study. Others study political science, international law, international business, economics, anthropology, or diplomacy, partly because of interests developed out of their overseas exposure.

Interest in helping people overseas grows into career decisions for some young people. "Our daughter developed a strong feeling for people of other origins," one mother reported. "She joined the Peace Corps." "Our oldest son went into film and television with a desire to make documentary educational films for the uneducated masses," another reported. "He realized this type of thing is their salvation, a quick way to start their education." Others have taken teaching jobs overseas.

The desire to travel and learn more about foreign countries continues for others. "Our middle son joined the Navy to go traveling again," one mother related. "All three older children are planning to return to Europe and other countries either for further education or future work," another reported.

Foreign experience may also influence domestic career choices. "Our daughter is now a most successful social worker, due in part, I feel, to her understanding of the people during our overseas assignment," one mother pointed out. "Our son, who received his M.D., is interested in tropical medicine," another reported.

Undoubtedly, young people develop a broader perspective when they live abroad. During their impressionable years, overseas living cannot help but influence to some extent their career choices.

### *Doing things differently next time*

As families look back upon their overseas assignments, most of them would not greatly change the ways that they lived or carried on their

assignments. But with their experience they have gained insights about how they could have made their experience an even more enjoyable one. The regrets expressed by wives of university staff members will apply to most Americans going on overseas assignments in developing countries. In summary, they suggest:

*Learn more of the language.* By knowing the native language they feel they could have developed deeper friendships with native people, avoided communication difficulties with servants, and acquired a better understanding of the country and its culture.

*Mix more with local people.* Language at times proved a barrier. The whirl of American social activities sometimes took time away from opportunities to get better acquainted with local people. Some wives overcame the language problem by teaching English to local women.

*Perform more volunteer and charitable services.* Some wives regret that they did not try to teach local women housekeeping and cooking skills, or help in hospitals or with charitable projects. One wife expressed the feelings of many when she commented, "It is too bad not to be fitted to do anything constructive in a society where there was such want and need."

*See more of the country.* The opportunity to travel and learn about a country when you are living there far surpasses what a tourist can ever accomplish. Many families do travel extensively in their host country. A few wish they had not delayed and had traveled more. Those without cars often wished they had bought one or taken one along.

#### *For most—a worthwhile experience*

Like many of life's experiences, an overseas assignment has both its pleasant and unpleasant features. A few families look back with unfavorable feelings and are apprehensive for others who are considering an assignment. These feelings are usually based upon some unpleasant experience for a family member. "Professionally, it was two years wasted for my husband and two very difficult years for our youngest daughter," one wife related. "My husband missed contacts with others in his field, a good library, and was generally out of touch with his profession," another remarked.

However, despite problems, frustrations, and disappointments,

nearly all families look back with pleasure and satisfaction upon their overseas assignments. In their recollections, many include a note or two of caution, however. "Our five years abroad were the most enriching of our lives," one wife recalled fondly. "I would not suggest that anyone without a spirit of adventure or who insists on push-button control living, women especially, go to a primitive country." "It was not an easy six years, but no six years in the States would have given our family so many interesting experiences, so many friends, or this kind of opportunity to give help and accept help," another related. "The job of sorting through the family's entire possessions, worrying about the number of pounds each person could take, deciding what to take, throw out, and store. . . . I'd hate to have to do it again," one wife confided, "but I would if I had the chance."

Most families treasure their new knowledge and new friendships more than anything else. "We extended our horizons greatly, grew more tolerant of other cultures, developed more awareness of ancient history, and enjoyed the travels that were part of the whole program," one woman remarked.

Some also gain insights into strange cultures and Americans overseas at the same time. "It gave us an understanding that cannot be obtained any other way," one wife observed, "a perspective you cannot get without being in a city where you do not understand the language, where there are no American newspapers or magazines, and the people smile and say 'yes' and you do not know whether they mean 'yes' or 'no.' There were some wonderful Americans there, along with some not so wonderful. We have kept up with a great many. It is a special kind of friendship like no other."

When the overseas experience also adds a new member to the family, it takes on a special meaning. "I loved being in a new and different environment, meeting new people, learning to appreciate a different culture, experiencing new foods, learning to be grateful for abundance," one homemaker recalled. "The fact that we are adopting a wonderful little boy that we brought back is enough to make it worth it without all the other benefits."

Many feel like one wife who concluded, "In spite of the many frustrations at times, I wouldn't give up this experience for a million dollars, and hope to go again someday."

Most families go overseas to help the people of a developing country. Some of the lasting benefits of their experiences, however, accrue to our own country. Americans who have lived overseas bring back an intense appreciation of and loyalty toward their country.

After a person travels around the world he looks at his country with a more critical eye and an open mind and appreciates many things much more. "I thoroughly believe it would do all Americans good to live in a foreign country for a year or two to see how the rest of the world lives and thinks," one commented. "It makes one more open-minded and proud of our heritage."

The position of local women in the developing countries prompts many American women to sympathize with them. "It made me appreciate my own country and I thanked God almost every day that I was born an American woman," one remarked.

Americans who had given part of their lives in service to others overseas return feeling enriched with priceless experiences. Their overseas assignment has become the focal point of their lives.

They gain knowledge of how the other people of this world live. Many will be better citizens of our own country. They have a better knowledge of other cultures, religions, and geography. They realize how very fortunate they are to live in this country where we can say and do what we think is best. They widen their horizons and those of their children. They have learned that the material things of this world are not all that count for good living.

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# Appendix A

## UTILIZATION OF HOUSEHOLD HELP

Table 1. EXTENT TO WHICH AMERICAN WIVES DID HOUSEHOLD WORK OVERSEAS<sup>a</sup>

	I Did Personally:		
	<i>All</i>	<i>Part</i> (In Percent)	<i>None or No Reply</i>
Cooking	26	51	23
Dishwashing	8	23	69
Laundry	13	30	57
Cleaning	4	24	72
Sewing	48	22	30
Mending	70	14	16
Gardening	2	13	85
Purchasing	41	46	13

<sup>a</sup> Based on responses from 315 wives of university faculty members returned from 35 developing countries who spent one year or more overseas.

Table 2. EXTENT TO WHICH AMERICAN WIVES USED DOMESTIC SERVANTS OVERSEAS<sup>a</sup>

	I Had Domestic <sup>1</sup> Help For:		
	<i>All</i>	<i>Part</i> (In Percent)	<i>None or No Reply</i>
Cooking	28	42	30
Dishwashing	63	22	15
Laundry	54	29	17
Cleaning	69	22	9
Sewing	15	20	65
Mending	6	11	83
Gardening	61	15	24
Purchasing	6	45	48

<sup>a</sup> Based on responses from 315 wives of university faculty members returned from 35 developing countries who spent one year or more overseas.

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## Appendix B

### CURRENCY UNITS AND RATES OF EXCHANGE IN DEVELOPING COUNTRIES

<i>Country</i>	<i>Currency Unit</i>	<i>Value in U.S. Dollars*</i>
Afghanistan	<i>afghani</i>	.0133
Algeria	<i>dinar</i>	.2015
Angola	<i>escudo</i>	.0351
Argentina	<i>peso</i>	.0028
Bolivia	<i>peso boliviano</i>	.0842
Brazil	<i>new cruzeiro</i>	.2484
Burma	<i>kyat</i>	.2112
Cambodia	<i>riel</i>	.0287
Cameroon	<i>franc</i>	.0041
Central African Republic	<i>franc</i>	.0041
Ceylon	<i>rupee</i>	.1700
Chad	<i>franc</i>	.0041
Chile	<i>escudo</i>	.1220
Colombia	<i>peso</i>	.0585
Congo (Brazzaville)	<i>franc</i>	.0041
Congo (Kinshasa)	<i>zaire</i>	2.00
Costa Rica	<i>colón</i>	.1510
Dahomey	<i>franc</i>	.0041
Dominican Republic	<i>peso</i>	1.00
Ecuador	<i>sucre</i>	.05
El Salvador	<i>colón</i>	.41
Ethiopia	<i>dollar</i>	.4035
Gabon	<i>franc</i>	.0041

\* Source: Continental Illinois National Bank and Trust Company, Chicago, Illinois, as of June 11, 1969. Fluctuations in some currencies occur frequently. Check with your local bank for the latest rate.

<i>Country</i>	<i>Currency Unit</i>	<i>Value in U.S. Dollars</i>
Ghana	<i>new cedi</i>	.9925
Guatemala	<i>quetzal</i>	1.00
Guinea	<i>franc</i>	.0041
Guyana	<i>dollar</i>	.50
Haiti	<i>gourde</i>	.2020
Honduras	<i>lempira</i>	.5010
India	<i>rupee</i>	.1330
Indonesia	<i>rupiah</i>	.0027
Iran	<i>rial</i>	.0134
Iraq	<i>dinar</i>	2.80
Ivory Coast	<i>franc</i>	.0041
Jamaica	<i>pound</i>	2.3985
Jordan	<i>dinar</i>	2.80
Kenya	<i>shilling</i>	.14
Korea	<i>won</i>	.00375
Laos	<i>kip</i>	.0045
Lebanon	<i>pound</i>	.3200
Lesotho	<i>rand</i>	1.4000
Liberia	<i>dollar</i>	1.00
Libya	<i>pound</i>	2.82
Malagasy Republic	<i>franc</i>	.0041
Malawi	<i>pound</i>	2.40
Malaysia	<i>dollar</i>	.3260
Mali	<i>franc</i>	.0025
Mauritania	<i>franc</i>	.0041
Morocco	<i>d.rham</i>	.2010
Mozambique	<i>escudo</i>	.0345
Nepal	<i>rupee</i>	.0992
Nicaragua	<i>cordoba</i>	.1430
Niger	<i>franc</i>	.0041
Nigeria	<i>pound</i>	2.80
Pakistan	<i>rupee</i>	.2100
Panama	<i>balboa</i>	1.00
Paraguay	<i>guarani</i>	.0085
Peru	<i>sol</i>	.0230
Philippines	<i>peso</i>	.2560
Rwanda	<i>franc</i>	.0118

<i>Country</i>	<i>Currency Unit</i>	<i>Value in U.S. Dollars</i>
<b>Saudi Arabia</b>	<i>riyal</i>	.2250
<b>Senegal</b>	<i>franc</i>	.0041
<b>Sierra Leone</b>	<i>leone</i>	1.21
<b>Somali Republic</b>	<i>shilling</i>	.1401
<b>South Vietnam</b>	<i>piastre</i>	.0085
<b>Sudan</b>	<i>pound</i>	2.86
<b>Surinam</b>	<i>guilder</i>	.5350
<b>Syria</b>	<i>pound</i>	.2450
<b>Tanzania</b>	<i>shilling</i>	.14
<b>Thailand</b>	<i>baht</i>	.04885
<b>Togo</b>	<i>franc</i>	.0041
<b>Trinidad and Tobago</b>	<i>dollar</i>	.51
<b>Tunisia</b>	<i>dinar</i>	1.93
<b>Turkey</b>	<i>pound</i>	.115
<b>Uganda</b>	<i>shilling</i>	.14
<b>United Arab Republic</b>	<i>pound</i>	2.33
<b>Upper Volta</b>	<i>franc</i>	.0041
<b>Uruguay</b>	<i>peso</i>	.0041
<b>Venezuela</b>	<i>bolivar</i>	.2230
<b>Yemen</b>	<i>dinar</i>	2.42
<b>Zambia</b>	<i>kwacha</i>	1.4010

# Appendix C

## GENERAL REFERENCES

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Pierce, Eleanor B., *New Horizons Living Abroad*, New York, Pan American World Airways, 1968.

U.S. Department of Commerce, *Electric Current Abroad*, Washington, D.C., U.S. Government Printing Office (published annually).

Whitted, Gerald W., *New Horizons World Guide*, New York, Pan American Airways, 1968.

## USEFUL ADDRESSES OF EXPORT SUPPLIERS

- American Motors Corporation  
 Export Division  
 Kenosha, Wisconsin 53140
- Chrysler Motors Corporation Export-Import Division  
 P. O. Box 1919  
 Detroit, Michigan 48231
- Ford Motor Company, Export Division  
 American Road  
 Dearborn, Michigan 48120
- General Electronics, Inc.  
 4512 Wisconsin Avenue, N.W.  
 Washington, D.C. 20016 (household appliances)

**General Motors Overseas Distributing Corporation**  
767 Fifth Avenue  
New York, New York 10022

**Intermedic**  
777 Third Avenue  
New York, New York 10017 (health service for people going  
abroad)

**International Harvester Export Company**  
401 N. Michigan Avenue  
Chicago, Illinois 60611

**Kaiser-Jeep International**  
Toledo,  
Ohio 43601

## Appendix D

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# REFERENCES TO SPECIFIC DEVELOPING COUNTRIES

### INTRODUCTION

This section has been compiled to give basic information and sources of further information about specific developing countries and regions.

*Climate data.* For most countries listed, the chart applies to only one city, usually the capital. Reports of the U.S. Department of Commerce and *The Weather Handbook*, Atlanta, Conway Publications, Inc., 1963, served as the sources of most of the weather information.

*Schools.* The section on schools is designed to indicate a few of the better schools for American children in various regions of each country. Each listing includes the name of the school, the number of years of courses it offers, and its location and mailing address. The number of years offered follows the name of the school. For example, "K-12" means kindergarten through twelfth grade; "N-12" means nursery through twelfth grade; "1-10" means first through tenth grade. When part of a school's address appears in parentheses, the part in parentheses indicates a state or some similar political subdivision. For example, in Brazil, "Escola Pan-Americana, N-12, Praca 2 de Julho, No. 12, Campo Grande, Salvador (Bahia), Brazil," "Escola Pan-Americana" is the name of the school. It offers courses from

nursery school through high school. "Praça 2 de Julho, No. 12, Campo Grande" is the mailing address. The school is located in the city of Salvador in the state of Bahia.

For a more comprehensive list of schools overseas, see *Schools Abroad of Interest to Americans*, published by Porter Sargent, 11 Beacon Street, Boston, Massachusetts 02108.

*Electricity.* The electricity information includes the number of cycles and volts prevalent in each country. In many cases, particularly in Central and South America, various locations within countries have different types of electrical power. Americans who plan to go to these countries should see the latest edition of *Electric Current Abroad*, compiled annually by the U.S. Department of Commerce. This book is readily available from the U.S. Government Printing Office and in many libraries.

*Embassy and consular addresses.* This section includes the addresses of embassies in Washington, D.C., the U.S. cities where the country maintains consular offices, and addresses of organizations from which information may be obtained.

*Reading references.* The purpose of these lists is to give Americans who plan to go abroad a source of up-to-date and readily available information. These references were selected to give a general knowledge of the history, geography, political and economic conditions, social structure and conditions, and the people of each country. These are not the only references on the countries listed. In most cases those listed are published in the U.S. and are most likely to be available in American libraries or from the publisher.

## Central America

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- Perkins, Dexter, *United States and the Caribbean*, Cambridge, Harvard University Press, 1966.
- Rodriquez, Mario, *Central America*, Englewood Cliffs, N.J., Prentice-Hall, 1965.
- West, Robert C., and J. P. Augelli, *Middle America: Its Lands and Peoples*, Englewood Cliffs, N.J., Prentice-Hall, 1966.

## Costa Rica

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*Date of Independence:* 1821

*Capital:* San José

*Official Language:* Spanish

*Other Languages Spoken:* English

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* San José

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	75	76	79	79	80	79	77	78	79	77	77	75
<i>Av. min. temp:</i>	58	58	59	62	62	62	62	61	61	60	60	58
<i>Av. in. rain-fall:</i>	1	0	1	2	9	10	8	10	12	12	6	2

*Electricity:* 60 cycles, 120 volts

*Schools for American Children:*

Colegio Monterrey, 1-11, Apartado 2093, San Jose, Costa Rica

The Country Day School, K-12, Apartado 4269, San Jose, Costa Rica

*Embassy:* 2112 S Street, Washington, D.C. 20008

*Consulates:* New York, New Orleans, Chicago

*Sources of Information:*

National Tourist Board, P.O. Box 77, San Jose, Costa Rica

*Reading References:*

Busey, James L., *Notes on Costa Rican Democracy*, Boulder, University of Colorado Press, 1962.

*Costa Rica*, Washington, D.C., Pan American Union, 1966.

Goldrich, Daniel, *Sons of the Establishment*, Chicago, Rand McNally & Co., 1966.

Roos, Robert de, "Costa Rica, Free of the Volcano's Veil," *National Geographic Magazine*, July, 1965.

## Dominican Republic

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*Date of Independence:* 1865

*Capital:* Santo Domingo

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Santo Domingo (elevation 57 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp.	84	85	84	85	86	87	88	88	88	87	86	85
Av. min. temp.	66	66	67	69	71	72	72	73	72	72	70	67
Av. in. rain-fall:	2	1	2	4	7	6	6	6	7	6	5	2

*Electricity:* 60 cycles, 110 volts

*Schools for American Children:*

Carol Morgan School of Santo Domingo, N-12, Apartado 1169, Santo Domingo, Dominican Republic

Colegio Santo Domingo, 1-12 (girls only), Avenida Bolivar, Santo Domingo, Dominican Republic

*Embassy:* 1715 22nd Street, N.W., Washington, D.C. 20008

*Consulates:* Chicago, Miami, New Orleans, New York, San Juan, P.R., Baltimore, Houston, Jacksonville, Mobile, Philadelphia, San Francisco, Ponce, P.R.

*Reading References:*

Bosch, Juan, *The Unfinished Experiment: Democracy in the Dominican Republic*, New York, Frederick A. Praeger, Inc., 1965.

Crassweller, Robert D., *Trujillo: The Life and Times of a Caribbean Dictator*, New York, Macmillan Co., 1966.

*The Dominican Republic*, Washington, D.C., Pan American Union, 1964.

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- Rodman, Selden, *Quisqueya: A History of the Dominican Republic*, Seattle, University of Washington Press, 1964.
- Szulc, Tad, *Dominican Diary*, New York, Delacorte Press, 1965.

## El Salvador

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*Date of Independence:* 1821

*Capital:* San Salvador

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* San Salvador

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	90	92	94	93	91	87	89	89	87	87	87	89
<i>Av. min. temp:</i>	60	60	62	65	67	66	65	66	66	65	63	61
<i>Av. in. rain-fall:</i>	0	0	0	2	8	13	12	12	12	10	2	0

*Electricity:* 60 cycles, 110 volts

*Schools for American Children:*

Escuela Americana, K-12, San Benito (San Salvador); Mail: Apartado 312, San Salvador, El Salvador

Colegio Bautista, 1-12, Apartado 153, Santa Ana, El Salvador

*Embassy:* 2308 California Street, Washington, D.C. 20008

*Consulates:* New York, Houston, Chicago, San Francisco

*Sources of Information:*

National Tourist Bureau, Calle Ruben, Darro No. 55, San Salvador, El Salvador

*Reading References:*

*El Salvador*, American Republic Series, Washington, D.C., Pan American Union, 1960.

Osborne, Lilly de Jongh, *Four Keys to El Salvador*, New York, Funk & Wagnalls Co., 1956.

Raynolds, David R., *Rapid Development in Small Economies: The Example of El Salvador*, New York, Frederick A. Praeger, Inc., 1967.

## Guatemala

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*Date of Independence:* 1839

*Capital:* Guatemala City

*Official Language:* Spanish

*Other Languages Spoken:* Maya-Quiché

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Guatemala City (elevation 4,855 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	73	77	81	82	84	81	78	79	79	76	74	72
<i>Av. min. temp:</i>	53	54	57	58	60	61	60	60	60	60	57	55
<i>Av. in. rain-fall:</i>	0	0	1	1	6	11	8	8	9	7	1	0

*Electricity:* 60 cycles, 120 volts

*Schools for American Children:*

The American School of Guatemala, K-12, Apartado 83, Guatemala City, Guatemala

Evelyn Rogers School, K-12, 3A Avenida 13-09, Zona 10, Guatemala City, Guatemala

*Embassy:* 2220 R Street, N.W., Washington, D.C. 20008

*Consulates:* New York, New Orleans, San Francisco

*Sources of Information:*

Guatemala Government Tourist Bureau, 1270 Avenue of the Americas, New York 10020

*Reading References:*

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**Scofield, John, "Easter Week in Indian Guatemala," *National Geographic Magazine*, March, 1960.**

**Whetten, Nathan Laselle, *Guatemala, the Land and the People*, New Haven, Yale University Press, 1961.**

## Haiti

*Date of Independence:* 1804

*Capital:* Port-au-Prince

*Official Language:* French

*Other Languages Spoken:* Creole

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Port-au-Prince (elevation 121 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	87	88	89	89	90	92	94	93	91	90	88	87
<i>Av. min. temp:</i>	68	68	69	71	72	73	74	73	73	72	71	69
<i>Av. in. rain-fall:</i>	1	2	3	6	9	4	3	6	7	7	3	1

*Electricity:* 60 cycles, 110 volts

*Schools for American Children:*

Union School, K-12, P.O. Box 1175, Port-au-Prince, Haiti

*Embassy:* 4400 17th Street, N.W., Washington, D.C. 20011

*Consulates:* New Orleans, San Francisco, Miami, New York

*Sources of Information:*

Haiti Tourist Information Bureau, 30 Rockefeller Plaza, New York 10020

*Reading References:*

Brand, W., *Impressions of Haiti*, New York, Humanities Press, Inc., 1965.

Courlander, Harold, *The Drum and the Hoe: Life and Lore of the Haitian People*, Berkeley, University of California Press, 1960.

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Leyburn, James G., *The Haitian People*, New Haven, Yale University Press, 1966.

Scofield, John, "Haiti, West Africa in the West Indies," *National Geographic Magazine*, February, 1961.

## Honduras

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*Date of Independence:* 1821

*Capital:* Tegucigalpa

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Tegucigalpa

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	66	68	71	73	73	72	70	72	72	70	68	67
Av. in. rain- fall:	0	0	0	2	7	7	4	4	8	5	1	0

*Electricity:* 60 cycles, 110 volts

*Schools for American Children:*

Escuela Internacional Sompedrana, K-10, Apartado 565, San Pedro Sula, Honduras

The American School, K-12, c/o American Embassy, Tegucigalpa, Honduras

*Embassy:* 4715 16th St., N.W., Washington, D.C. 20011

*Consulates:* New Orleans, Chicago, San Francisco

*Sources of Information:*

Honduran Consulate, 17 Battery Place, New York 10004

*Reading References:*

Chamberlain, Robert S., *Conquest and Colonization of Honduras, 1502-1550*, New York, Octagon Books, Inc., 1966.

Checci, Vincent, *Honduras: A Problem in Economic Development*, New York, Twentieth Century Fund, Inc., 1959.

Stokes, William S., *Honduras: An Area Study in Government*, Madison, University of Wisconsin Press, 1950.

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## Jamaica

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*Date of Independence:* 1962

*Capital:* Kingston

*Official Language:* English

*Principal Religions of Local People:* Christian

*Climate in Capital City:* Kingston (elevation 110 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Supt.	Oct.	Nov.	Dec.
Av. max. temp:	86	86	86	87	87	89	90	90	89	87	87	87
Av. min. temp:	67	67	68	70	72	74	73	73	73	73	71	69
Av. in. rain- fall:	1	1	1	1	4	4	2	4	4	7	3	1

*Electricity:* 50 cycle 110 volts

*Schools for American Children:*

Happy Grove School, 9-12, Hectore River, Jamaica

Continuation School (intermediate grades), Highgate, Jamaica

*Embassy:* 1566 Connecticut Ave., Washington, D.C. 20009

*Sources of Information:*

Jamaica Tourist Board, 630 Fifth Avenue, New York 10020

*Reading References:*

Cargill, Morris, *Ian Fleming Introduces Jamaica*, London, Andre Deutsch Ltd., 1965.

Cave, Hugh B., *Four Paths to Paradise, a Book About Jamaica*, New York, Doubleday & Co., 1961.

Cerruti, James, "Jamaica Goes it Alone," *National Geographic Magazine*, December, 1967.

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Olley, Phillip P.: *Guide to Jamaica*, Kingston, Jamaica Tourist Bureau (latest edition).

Semmel, Bernard, *Jamaican Blood and Victorian Conscience*, Boston, Houghton Mifflin Co., 1963.

Sherlock, Phillip, *West Indies*, London, Times and Hudson, 1966.

## Nicaragua

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*Date of Independence:* 1838

*Capital:* Managua

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Managua

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. temp:</i>	78	80	81	83	83	81	80	81	81	79	80	79
<i>Av. in. rain- fall:</i>	0	0	0	0	6	9	5	4	8	12	2	0

*Electricity:* 60 cycles, 120 volts

*Schools for American Children:*

American-Nicaraguan School, K-12, Apartado 2670, Managua, Nicaragua

St. Mark's School, K-12, P.O. Box 13, Bluefields, Nicaragua

*Embassy:* 1627 New Hampshire Avenue, Washington, D.C. 20009

*Consulates:* New Orleans, Chicago, New York

*Reading References:*

Macauley, Neill, *Sandino Affair*, Chicago, Quadrangle Books, Inc., 1967.

*Nicaragua*, American Republic Series, Washington, D.C., Pan American Union, 1964.

## Panama

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*Date of Independence:* 1903

*Capital:* Panama City

*Official Language:* Spanish

*Other Languages Spoken:* English

*Principal Religions of Local People:* Roman Catholic

*Climate:* in Cristobal (elevation 35 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	84	85	85	86	86	86	85	85	86	86	84	85
<i>Av. min. temp:</i>	76	76	77	77	76	76	76	76	75	75	75	76
<i>Av. in. rain-fall:</i>	3	2	2	4	13	14	16	15	13	16	22	12

*Electricity:* 60 cycles, 115 volts

*Schools for American Children:*

The Episcopal School of Panama, K-8, Apartado 1037, El Nuevo Reparto El Carman, Panama City, Panama

Instituto Panamericano, K-12, Apartado 1037, Panama City, Panama

*Embassy:* 2144 Wyoming Ave., N.W., Washington, D.C. 20008

*Consulates:* New York, Houston, Chicago, San Francisco

*Sources of Information:*

Panama Tourist Commission, 350 Fifth Ave., New York 10001

*Reading References:*

Biesanz, John and Mavis, *The People of Panama*, New York, Columbia University Press, 1955.

DuVal, Miles P., Jr., *Cadiz to Cathay: The Long Diplomatic Struggle for the Panama Canal*, Stanford, Stanford University Press, 1967.

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Miner, Dwight C., *Fight for the Panama Route*, New York, Octagon Books, Inc., 1966.

*Panama*, Washington, D. C., Pan American Union, 1964.

Ross, Kip, "We Drove Panama's Darien Gap," *National Geographic Magazine*, March, 1961.

## Trinidad and Tobago

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*Date of Independence:* 1962

*Capital:* Port-of-Spain

*Official Language:* English

*Principal Religions of Local People:* Christian, Hindu, Moslem

*Climate in Capital City:* Port-of-Spain

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	76	76	78	79	80	79	79	79	79	79	78	77
Av. in. rain- fall:	3	2	1	3	5	11	10	8	6	6	8	6

*Electricity:* 60 cycles, 230 volts

*Embassy:* 2209 Massachusetts Ave., Washington, D.C. 20008

*Sources of Information:*

Trinidad and Tobago Tourist Commission, 48 East 43rd Street, New York 10017

British Information Services, 45 Rockefeller Plaza, New York 10020

*Reading References:*

Bryans, Robin, *Trinidad and Tobago*, New York, International Publications Service, 1967.

Evans, F. C., *First Geography of Trinidad and Tobago*, New York, Cambridge University Press, 1968.

Oxaal, Ivor, *Black Intellectuals Come to Power*, Cambridge, Mass., Schenkman Publishing Co., 1967.

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## South America

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- Tzulc, Tad, *Latin America*, New York, Atheneum Publishers, 1966.

## Argentina

*Date of Independence:* 1816

*Capital:* Buenos Aires

*Official Language:* Spanish

*Other Languages Spoken:* European

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Buenos Aires (elevation 89 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	85	83	70	72	64	57	57	60	64	69	76	82
Av. min. temp:	63	63	60	53	47	41	42	43	46	50	56	61
Av. in. rain-fall:	3	3	4	4	3	2	2	2	3	3	3	4

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Academia Arguello, K-12, Avenida Rafael Nunez, Km 7½, Arguella, Cordoba, Argentina; Mail c/o Industrias Kaiser Argentina, S.A., Sarmiento 1230, Buenos Aires, Argentina

American Community School, K-12, Andres Ferreyra 4073, La Lucila (Provincia de Buenos Aires), Argentina

Colegio Americano, K-12, Avenida Pelligrine 1352, Rosario (Santa Fe), Argentina

*Embassy:* 1600 New Hampshire Ave., N.W., Washington, D.C. 20036

*Consulates:* New York, New Orleans, San Francisco, Boston, Chicago, Houston, Los Angeles, Miami

*Reading References:*

Billard, Jules B., "Buenos Aires, Argentina's Melting Pot Metropolis," *National Geographic Magazine*, March, 1958.

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## Bolivia

*Date of Independence:* 1825

*Capital:* La Paz

*Official Language:* Spanish

*Other Languages Spoken:* Quéchua, Aymará

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* La Paz (elevation 12,001 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	64	64	64	66	66	60	61	62	62	65	67	64
Av. min. temp:	43	43	42	40	35	36	34	35	38	40	42	43
Av. in. rainfall:	5	4	3	1	1	0	0	1	1	2	2	4

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Colegio Anglo-Americano, N-12, Casilla 724, Cochabamba, Bolivia

Colegio Anglo-Americano, K-12, Cajon 524, Oruro, Bolivia

Americano Cooperative School, N-12, c/c American Embassy, La Paz, Bolivia

Santa Cruz Cooperative School, Casilla 642, Santa Cruz de la Sierra, Bolivia

*Embassy:* 1145 19th Ave., Washington, D.C. 20010

*Consulates:* New York, New Orleans, Chicago, San Francisco

*Reading References:*

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*Area Handbook for Bolivia*, Special Operations Research Office, American University, Washington, D.C., 1963.

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McIntyre, Loren, "Flamboyant Is the Word for Bolivia," *National Geographic Magazine*, February, 1966.

Osborne, Harold, *Bolivia*, New York, Oxford University Press, 1962.

## Brazil

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*Date of Independence:* 1822

*Capital:* Brasilia

*Official Language:* Portuguese

*Principal Religions of Local People:* Roman Catholic

*Climate:* in Rio de Janeiro (elevation 201 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	84	85	83	80	77	76	76	76	75	77	79	82
<i>Av. min. temp:</i>	73	73	72	69	66	64	63	64	65	66	68	71
<i>Av. in. rain-fall:</i>	5	5	5	4	3	2	2	2	3	3	4	5

*Electricity:* 50 cycles, 100 and 220 volts

*Schools for American Children:*

Ginasio Nelson, 1-12, Rua Prudente de Moraes 542, Ipanema (Rio de Janeiro, Z.C. 37), Brazil

Escola Americano do Rio de Janeiro, K-12, Rua General Urquiza 223, Leblon (Rio de Janeiro, Z.C. 20), Brazil

Escola Pan-Americana, N-12, Praca 2 de Julho, No. 12, Campo Grande, Salvador (Bahia), Brazil

The American Elementary and High School, K-12, Caixa Postal 7432, Sao Paulo (Sao Paulo), Brazil

*Embassy:* 3007 Whitehaven, N.W., Washington, D.C. 20008

*Consulates:* Houston, New York, San Francisco, Baltimore, Boston, Chicago, Los Angeles, Miami, New Orleans

*Sources of Information:*

Brazilian Tourist Bureau, 551 Fifth Ave., New York 10017

American Brazilian Association, Inc., 22 West 48th Street, New York 10036

*Reading References:*

Amado, Jorge, *Gabriela, Clove and Cinnamon*, New York, Alfred A. Knopf, Inc., 1962.

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- Cunha, Euclides, *Rebellion in the Backlands*, Chicago, University of Chicago Press, 1964.
- Dos Passos, John, *Brazil on the Move*, Toronto, Doubleday & Co., 1963.
- Freyre, Gilberto, *The Mansions and the Shanties: The Making of Modern Brazil*, New York, Alfred A. Knopf, Inc., 1963.
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- Rego, Jose Lins do, *Plantation Boy*, New York, Alfred A. Knopf, Inc., 1966.
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## Chile

*Date of Independence:* 1818

*Capital:* Santiago

*Official Language:* Spanish

*Other Languages Spoken:* European

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Santiago (elevation 1,709 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	85	84	80	74	65	58	59	62	66	72	78	83
Av. min. temp:	53	52	49	45	41	37	37	39	42	45	48	51
Av. in. rain- fall:	0	0	0	1	3	3	3	2	1	1	0	0

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Foreign School, 1-8, Pottretillos, Chile c/o Andes Copper Mining Co.

Santiago College, K-12 (girls only), Avenida Lata 2465, Casilla 130-D, Santiago, Chile

*Embassy:* 1736 Massachusetts Ave., N.W., Washington, D.C. 10036

*Consulates:* New York, Chicago, New Orleans, San Francisco

*Reading References:*

*The Chilean Presidential Election of September 4, 1964*, Washington, D.C., Institute for Comparative Study of Political Systems, 1965.

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Ross, Kip, "Chile, The Long and Narrow Land," *National Geographic Magazine*, February, 1960.

Silman, Kalman H., *Chile, Yesterday and Today*, New York, Holt, Rinehart & Winston, Inc., 1965.

## Colombia

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*Date of Independence:* 1810

*Capital:* Bogotá

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Bogotá (elevation 8,678 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	67	68	67	67	66	65	64	65	66	66	66	66
<i>Av. min. temp:</i>	48	49	50	51	51	51	50	50	49	50	50	49
<i>Av. in. rain-fall:</i>	2	3	4	6	5	2	2	2	2	6	5	3

*Electricity:* 60 cycles, 110 and 220 volts

*Schools for American Children:*

The Karl C. Parrish School, N-12, Apartado Aereo 950, Barranquilla (Atlantico), Colombia

Colegio Nueva Grando, K-12, Apartado Aereo 11339, Bogotá (Cundinamarca), Colombia

Colegio Bolivar, K-12, Apartado Aereo 4875, Cali (Valle), Colombia

Columbus School, N-12, Apartado Aereo 5225, Medellin (Antioquia), Colombia

*Embassy:* 2118 Leroy Place, Washington, D.C. 20008

*Consulates:* New York, Miami, New Orleans, Chicago, San Francisco, Los Angeles

*Sources of Information:*

Colombia National Tourist Office, 29 Broadway, New York 10004

Pan American Union, Washington, D.C. 20006

*Reading References:*

Bernstein, Harry, *Venezuela and Colombia*, Englewood Cliffs, N.J., Prentice-Hall, 1964.

Dix, Robert H., *Colombia: The Political Dimensions of Change*, New Haven, Yale University Press, 1967.

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## Ecuador

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*Date of Independence:* 1822

*Capital:* Quito

*Official Language:* Spanish

*Other Languages Spoken:* Quéchua, Jibaro

*Principal Religions of Local People:* Roman Catholic

*Climate:* in Guayaquil (elevation 20 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	88	87	88	89	88	87	84	86	87	86	88	88
<i>Av. min. temp:</i>	70	71	72	71	68	68	67	65	66	68	68	70
<i>Av. in rain-fall:</i>	9	10	11	5	1	0	0	0	0	0	0	2

*Electricity:* 60 cycles, 120 volts

*Schools for American Children:*

Colegio Americano de Guayaquil, K-12, Casilla 3304, Guayaquil (Guayas), Ecuador

The Alliance Academy, 1-12, Casilla 3207, Quito, Ecuador

Colegio Americano de Quito, K-12, Calle Toledo 604, La Florestram Quito, Ecuador

*Embassy:* 2535 15th St., N.W., Washington, D.C. 20009

*Consulates:* New York, Los Angeles, Miami, New Orleans, San Francisco, Baltimore, Boston, Houston, San Diego, Tampa, Chicago, Cincinnati, Inglewood, Calif., Kansas City, Philadelphia, Milwaukee, Stanford, Conn.

*Reading References:*

Blanksten, George I., *Ecuador: Constitutions and Caudillos*, Berkeley, University of California Press, 1951.

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- Meggers, Betty J., *Ecuador*, New York, Frederick A. Praeger, Inc., 1966.
- Pan American Union, *Ecuador*, Baltimore, Johns Hopkins Press, 1960.

## Guyana

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*Date of Independence:* 1966

*Capital:* Georgetown

*Official Language:* English

*Other Languages Spoken:* Hindi

*Principal Religions of Local People:* Hindu, Christian, Moslem

*Climate in Capital City:* Georgetown (elevation 6 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	84	84	84	85	85	85	85	86	87	87	86	84
Av. min. temp:	74	74	75	76	75	75	75	75	76	76	76	75
Av. in. rain- fall:	8	5	4	6	11	12	10	7	3	3	6	11

*Electricity:* 50 cycles, 110 volts

*Embassy:* 1701 Pennsylvania Ave., N.W., Washington, D.C. 20006

*Reading References:*

Guppy, Nicholas, *Wai-Wai*, New York, E. P. Dutton & Co., Inc., 1958.

Jayawardena, C., *Conflict and Solidarity in a Guianese Plantation*, New York, Oxford University Press, 1963.

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## Paraguay

*Date of Independence:* 1811

*Capital:* Asunción

*Official Language:* Spanish

*Other Languages Spoken:* Guarani

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Asuncion (elevation 456 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	95	94	92	84	77	72	74	78	86	86	90	94
Av. min. temp:	71	71	69	69	58	53	53	57	60	62	65	70
Av. in. rain- fall:	6	5	4	4	5	3	2	2	3	6	6	6

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

American School of Asunción, K-12, c/o American Embassy, Asunción, Paraguay

Colegio Internacional, K-12, Casilla de Correo 241, Asunción, Paraguay

*Embassy:* 2400 Massachusetts Ave., N.W., Washington, D.C. 20009

*Consulates:* New Orleans, Chicago, San Francisco

*Reading References:*

Fretz, Joseph W., *Immigrant Group Settlements in Paraguay*, North Newton, Kan., Bethel College, 1962.

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Pendle, George, *Paraguay*, New York, Oxford University Press, 1967.

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## Peru

*Date of Independence:* 1824

*Capital:* Lima

*Official Language:* Spanish

*Other Languages Spoken:* Quéchua, Aymará

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Lima (elevation 394 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	82	83	83	80	74	68	67	66	68	71	74	78
<i>Av. min. temp:</i>	66	67	66	63	50	58	57	56	57	58	60	62
<i>Av. in; rain-fall*</i>	0	0	0	0	0	0	0	0	0	0	0	0

\* Less than .5 inch in any month.

*Electricity:* 60 cycles, 220 volts

*Schools for American Children:*

The American School of Lima, K-12, Los Libertadores 500, San Isidio, Lima, Peru

Colegio Santa Maria, 6-12 (boys only), Apartado 4055, Lima, Peru

*Embassy:* 1320 16th Ave., N.W., Washington, D.C. 20036.

*Consulate General:* 10 Rockefeller Plaza, New York 10020

*Consulates:* Houston, Chicago, San Francisco

*Reading References:*

Kantor, Harry, *The Ideology and Program of the Peruvian Apista Movement*, New York, Octagon Books, Inc., 1966.

Kilty, Daniel R., *Planning for Development in Peru*, New York, Frederick A. Praeger, Inc., 1967.

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Pike, Frederick B., *Modern History of Peru*, New York, Frederick A. Praeger, Inc., 1967.

Rodman, Selden, *Peru Traveler*, New York, Meredith Press, 1967.

## Surinam

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*Date of Independence:* 1954 (part of United Kingdom of the Netherlands)

*Capital:* Paramaribo

*Official Language:* Dutch

*Other Languages Spoken:* English, Taki-Taki

*Principal Religions of Local People:* Hindu, Christian, Moslem

*Climate in Capital City:* Paramaribo (elevation 12 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	85	85	85	86	86	86	87	89	91	91	89	86
<i>Av. min. temp:</i>	72	71	72	73	73	73	73	73	73	73	73	72
<i>Av. in. rain-fall:</i>	8	7	8	9	12	12	9	6	3	3	5	9

*Electricity:* 50 cycles, 110 volts

*Schools for American Children:*

The American Cooperative School, P.O. Box 1810, Paramaribo, Surinam

*Sources of Information:*

Surinam Tourist Bureau, 10 Rockefeller Plaza, New York 10020

Netherlands West Indies Tourist Bureau, 475 Fifth Ave., New York 10017

*Reading References:*

Bruyning, C. F. A., and Lou Litchveld, *Surinam—a New Nation in South America*, Paramaribo, Radhakishun & Co., 1959.

Mitchell, Sir Harold, *Europe in the Caribbean*, Edinburgh, W. and R. Chambers, 1963.

Naipaul, V. S., *The Middle Passage—the Caribbean Revisited*, New York, Macmillan Co., 1963.

Van Poll, Willem, *Suriname*, The Hague, Van Hoeve, Ltd., 1959.

## Uruguay

*Date of Independence:* 1828

*Capital:* Montevideo

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Montevideo (elevation 72 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	83	82	78	71	64	59	58	59	63	68	74	79
Av. min. temp:	62	61	59	53	45	43	43	43	46	49	54	59
Av. in. rain- fall:	3	2	4	4	3	3	3	3	3	3	3	3

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Uruguayan-American School, K-8, 18 de Julio X Le Desma,  
Mercedes, Depto. Soriano, Uruguay

Instituto Crandon, N-12, Casillo 445, Montevideo, Uruguay

*Embassy:* 1918 F St., N.W., Washington, D.C. 20006

*Consulates:* New York

*Sources of Information:*

Tourist Federation of Uruguay, Montevideo, Uruguay

*Reading References:*

Fitzgibbon, Russell H., *Uruguay: Portrait of a Democracy*, New Brunswick, N.J., Rutgers University Press, 1954.

*Guide to Uruguay Tourism*, Montevideo, Tourist Federation of Uruguay, 1954.

Pendle, George, *Uruguay: South America's First Welfare State*, London, Royal Institute of International Affairs, 1952.

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Street, John, *Artigas and the Emancipation of Uruguay*, New York, Cambridge University Press, 1959.

*Uruguay*, Pan American Union, Washington, D.C. 1954.

## Venezuela

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*Date of Independence:* 1821

*Capital:* Caracas

*Official Language:* Spanish

*Principal Religions of Local People:* Roman Catholic

*Climate in Capital City:* Caracas (elevation 3,418 ft.)

	Jan.	Feb	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec
<i>Av. max.</i>												
temp:	75	77	79	81	80	78	78	75	80	79	77	78
<i>Av. min.</i>												
temp:	56	56	58	60	62	62	61	61	61	61	60	58
<i>Av. in. rain-</i>												
fall:	1	0	1	1	3	4	4	4	4	4	4	2

*Electricity:* 60 cycles (50 in Caracas), 120 volts

*Schools for American Children:*

Academy le Castellana, N-12, Apartado del No. 11320, Caracas, Venezuela

The Roberts School, Avenida 2A No. 85-287, Maracaibo (Zulia), Venezuela

Colegio Internacional de Carabobo, Urbanizacion El Trigo!, Apartado 103, Valencia (Estado Carabobo), Venezuela

*Embassy:* 2415 Massachusetts Ave., N.W., Washington, D.C. 20008

*Consulates:* New York, Chicago, San Francisco, Houston

*Sources of Information:*

Venezuelan Chamber of Commerce, 441 Lexington Ave., New York 10017

*Reading References:*

Abercrombie, Thomas J., "Venezuela Builds on Oil," *National Geographic Magazine*, March, 1963.

Alexander, Robert J., *The Venezuelan Democratic Revolution*, New Brunswick, N.J., Rutgers University Press, 1964.

*Area Handbook for Venezuela*, Special Operations Research Office, American University, Washington, D.C., 1968.

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## Africa

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### READING REFERENCES

- Adloff, Richard, *West Africa: The French-Speaking Nations, Yesterday and Today*, New York, Holt, Rinehart & Winston, Inc., 1964.
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- , editor, *Five African States, Responses to Diversity*, Ithaca, Cornell University Press, 1963.
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## Angola

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*Date of Independence:* (Portuguese colony)

*Capitol:* Luanda

*Official Language:* Portuguese

*Other Languages Spoken:* tribal (Bakongo, Kimbundu, Ovimbunda, Chokwe)

*Principal Religions of Local People:* tribal, animist, Christian

*Climate in Capital City:* Luanda (elevation 194 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	83	85	86	85	82	77	74	74	76	79	82	83
Av. min. temp:	74	75	75	75	73	68	65	64	67	71	73	74
Av. in. rain- fall:	1	1	3	5	1	0	0	0	0	0	1	1

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Escola Inglesa de Luanda, K-7, C.P. 10510—BG, Luanda, Angola

*Embassy (Portuguese):* 2125 Kalorama Rd., N.W., Washington, D.C. 20008

*Reading References:*

Duffy, James, *Portuguese Africa*, Cambridge, Harvard University Press, 1959.

Wentzel, Volkmar, "Angola, Unknown Africa," *National Geographic Magazine*, September, 1961.

## Cameroon

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*Date of Independence:* 1960

*Capital:* Yaoundé

*Official Language:* French

*Other Languages Spoken:* English, 24 tribal languages

*Principal Religions of Local People:* Moslem, Christian, animist

*Climate in Capital City:* Yaoundé

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	75	76	76	75	75	73	72	72	73	73	74	75
Av. in. rain- fall:	1	3	7	9	8	7	3	3	8	12	5	1

*Electricity:* 50 cycles, 127 and 220 volts

*Schools for American Children:*

Hope School, 1-8, B.P. 31, Ebolawa, Cameroon

International School of Yaoundé', 1-8, c/o American Embassy, B.P. 817, Yaoundé, Cameroon

*Embassy:* 1705-07 New Hampshire Ave., N.W., Washington, D.C. 20009

*Reading References:*

Gardinier, David E., *Cameroon, United Nations Challenge to French Policy*, London, Oxford University Press, 1963.

LeVine, Victor T., *The Cameroons from Mandate to Independence*, Berkeley, University of California Press, 1964.

———, "One-Party State for Cameroon?" *Africa Report*, November, 1962.

## Chad

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*Date of Independence:* 1960

*Capital:* Fort-Lamy

*Official Language:* French

*Other Languages Spoken:* Arabic, tribal

*Principal Religions of Local People:* Moslem, animist, Christian

*Climate in Capital City:* Fort-Lamy (elevation 968 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	93	98	104	107	104	100	92	87	91	97	97	92
<i>Av. min. temp:</i>	57	61	70	74	77	76	72	72	72	70	63	57
<i>Av. in. rain-fall:</i>	0	0	0	0	1	3	7	13	5	1	0	0

*Electricity:* 50 cycles, 220 volts

*Embassy:* 1132 New Hampshire Ave., Washington, D.C. 20037

*Reading References:*

Delavignette, Robert, *French Equatorial Africa*, New York, Hastings House, 1957.

Gary, Romain, *The Roots of Heaven*, New York, Simon & Schuster, 1958.

Thompson, Virginia, and Richard Adloff, *The Emerging States of French Equatorial Africa*, Stanford, Stanford University Press, 1960.

## Central African Republic

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*Date of Independence:* 1960

*Capital:* Bangui

*Official Language:* French

*Other Languages Spoken:* Sango, tribal (Mandjia-Baya, Banda, M'Baka, Zandé)

*Principal Religions of Local People:* animist, Christian, Moslem

*Climate in Capital City:* Bangui

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	79	81	81	81	80	78	77	77	78	78	75	75
Av. in. rain- fall:	1	2	5	5	6	4	7	9	7	8	4	1

*Electricity:* 50 cycles, 220 volts

*Embassy:* 1618 22nd St., N.W., Washington, D.C. 20008

## Congo

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*Date of Independence:* 1960

*Capital:* Kinshasa (Leopoldville)

*Official Language:* French

*Other Languages Spoken:* tribal (Lingala, Kingwana, Kikongo, Swahili, Tshiluba)

*Principal Religions of Local People:* Christian, Moslem, fetishist

*Climate:* in Lubumbashi (Elizabethville) (elevation 4,035 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	82	82	82	82	81	79	79	83	89	91	87	82
Av. min. temp:	61	62	61	57	50	44	43	46	52	58	61	62
Av. in. rain-fall:	11	10	8	2	0	0	0	0	0	1	6	11

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

American School of Leopoldville, K-12, B.P. 4702, Leopoldville 2, The Congo (Kinshasa)

*Embassy:* 1800 New Hampshire Ave., N.W., Washington, D.C. 20009

*Reading References:*

Hoskyn, Catherine, *Congo Since Independence*, New York, Oxford University Press, 1965.

Lumumba, Patrice, *Congo, My Country*, New York, Frederick A. Praeger, Inc., 1967.

Lefevre, Ernest W., *Crisis in the Congo: A United Nations Force in Action*, Washington, D.C., Brookings Institution, 1965.

Merriam, Alan P., *Congo: Background of Conflict*, Evanston, Ill., Northwestern University Press, 1961.

O'Brien, Connor Cruise, *To Katanga and Back*, New York, Simon and Schuster, 1962.

Putnam, Anne Eisner, "My Life with Africa's Little People," *National Geographic Magazine*, February, 1960.

Weiss, H. F., *Political Protest in the Congo: The Parti Solidaire Africain During the Independence Struggle*, Princeton, N.J., Princeton University Press, 1967.

Young, Crawford, *Politics in the Congo: Decolonization and Independence*, Princeton, N.J., Princeton University Press, 1965.

## Congo Republic

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*Date of Independence:* 1960

*Capital:* Brazzaville

*Official Language:* French

*Other Languages Spoken:* tribal (Bacongo, Bateke, M'Bochi)

*Principal Religions of Local People:* animist, Christian

*Climate in Capital City:* Brazzaville

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	78	79	80	80	78	73	71	73	77	78	73	78
Av. in. rain- fall:	5	5	7	8	5	0	0	0	1	6	9	8

*Electricity:* 50 cycles, 220 volts

*Reading References:*

Kitchen, Helen, editor, *Footnotes to the Congo Story*, New York, Walker & Co., 1967.

Nkrumah, Kwame, *Challenge of the Congo*, New York, International Publishers Co., Inc., 1967.

Thompson, Virginia, and Richard Adloff, *The Emerging States of French Equatorial Africa*, Stanford, Stanford University Press, 1960.

## Dahomey

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*Date of Independence:* 1960

*Capital:* Porto-Novo

*Official Language:* French

*Other Languages Spoken:* tribal (Fon, Adja, Bariba, Yoruba)

*Principal Religions of Local People:* Moslem, Christian, animist, fetishist

*Climate:* in Cotonou

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	81	83	83	83	81	79	78	77	79	79	81	81
Av. in. rain- fall:	1	2	4	4	8	14	3	1	4	7	3	1

*Electricity:* 50 cycles, 220 volts

*Embassy:* 2737 Cathedral Ave., N.W., Washington, D.C. 20012

*Reading References:*

Argyle, William J., *Fon of Dahomey*, New York, Oxford University Press, 1966.

Forbes, Frederick E., *Dahomey and Dahomans* (2 vols.), New York, Barnes & Noble, Inc., 1966.

Herskovits, Melville J., *Dahomey: An Ancient West African Kingdom* (2 vols.), Evanston, Ill., Northwestern University Press, 1967.

## Ethiopia

*Capital:* Addis Ababa

*Official Language:* Amharic

*Other Languages Spoken:* Arabic, Tigrinya, native dialects

*Principal Religions of Local People:* Copt (Christian), Moslem

*Climate in Capital City:* Addis Ababa (elevation 8,038 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	75	76	77	77	77	74	69	69	72	75	73	73
Av. min. temp:	43	47	49	50	50	49	50	50	49	45	43	41
Av. in. rainfall:	1	2	3	3	3	5	11	12	8	1	1	0

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

American School in Addis Ababa, 1-9, c/o American Embassy, Addis Ababa, Ethiopia

Good Shepherd School, 1-11, Box 2060, Addis Ababa, Ethiopia

*Embassy:* 2134 Kalorama Road, N.W., Washington, D.C. 20008

*Consulates:* New York, San Francisco

*Reading References:*

Buxton, David, *Travels in Ethiopia*, New York, Frederick A. Praeger, Inc., 1967.

Greenfield, Richard, *Ethiopia: A New Political History*, New York, Frederick A. Praeger, Inc., 1965.

Kenney, Nathaniel T., "Ethiopian Adventure," *National Geographic Magazine*, April, 1965.

Levine, Donald Norton, *Wax and Fold: Tradition and Innovation in Ethiopian Culture*, Chicago. University of Chicago Press, 1965.

Luther, Ernest W., *Ethiopia Today*, Stanford, Stanford University Press, 1958.

Mosely, Leonard, *Haile Selassie: The Conquering Lion*, Englewood Cliffs, N.J., Prentice-Hall, 1965.

Toynbee, Arnold J., *Between Niger and Nile*, New York, Oxford University Press, 1965.

Ullendorf, Edward, *The Ethiopians, an Introduction to Country and People*, London, Oxford University Press, 1965.

## Gabon

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*Date of Independence:* 1960

*Capital:* Libreville

*Official Language:* French

*Other Languages Spoken:* Bantu dialects (Fang, Eashira, Adouma, Okande)

*Principal Religions of Local People:* Christian, Moslem, animist, fetishist

*Embassy:* 4900 16th Ave., N.W., Washington, D.C., 20011

*Reading References:*

Darlington, Charles and Alice, *African Betrayal*, New York, David McKay Co., Inc., 1967.

Schweitzer, Albert, *African Notebook*, Bloomington, Indiana University Press, 1958.

Weinstein, Brian, *Gabon, Nation Building on the Ogooué*, Cambridge, M.I.T. Press, 1967.

## Ghana

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*Date of Independence:* 1957

*Capital:* Accra

*Official Language:* English

*Other Languages Spoken:* tribal (Akan, Ashanti, Guan, Ga, Ewe, Moshi-Dagomba)

*Principal Religions of Local People:* tribal, Christian, Moslem

*Climate in Capital City:* Accra (elevation 88 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	87	88	88	88	87	84	81	80	81	85	87	88
Av. min. temp:	73	75	76	76	75	74	73	71	73	74	75	75
Av. in. rain-fall:	1	1	2	3	6	7	2	1	1	3	1	1

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Christ the King International School, K-6, Switchback Road, P.O. Box 4263, Accra, Ghana

Ghana International School, N-12, P.O. Box 2856, Accra, Ghana

*Embassy:* 2460 16th Ave., N.W., Washington, D.C. 20009

*Sources of Information:*

Ghana Information and Trade Center, 605 Fifth Ave., New York 10017

*Reading References:*

Anderson, Rosa C., *River, Face Homeward*, New York, Exposition Press, Inc., 1966.

Apter, David E., *Ghana in Transition*, New York, Oxford University Press, 1964.

Austin, Dennis, *Politics in Ghana, 1946-60*, New York, Oxford University Press, 1964.

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- Bourret, F. M., *Ghana: The Road to Independence, 1919-1957*, Stanford, Stanford University Press, 1960.
- Johnson, A. F., *A Bibliography of Ghana, 1930-61*, Evanston, Ill., Northwestern University Press, 1964.
- Nkrumah, Kwame, *Africa Must Unite*, New York, Frederick A. Praeger, Inc., 1963.
- Ward, W. E., *A Short History of Ghana*, New York, Humanities Press, Inc., 1966.

## Guinea

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*Date of Independence:* 1958

*Capital:* Conakry

*Official Language:* French

*Other Languages Spoken:* tribal (Foulah, Mandingo, Soussou)

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Conakry

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. temp:</i>	80	80	81	82	81	78	77	76	78	79	80	80
<i>Av. in. rain- fall:</i>	0	0	1	2	6	20	58	48	25	14	5	1

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

American School, B.P. 257, Conakry, Guinea, c/o USAID American Embassy

Mamou School for Missionaries' Children, 1-10, B.P. 50, Mission Protestante, Mamou, Guinea

*Embassy:* 2112 Leroy Pl., N.W., Washington, D.C. 20008

*Reading References:*

Attwood, William, *Reds and the Blacks*, New York, Harper & Row, 1967.

Bosman, William, *New and Accurate Description of the Coast of Guinea*, New York, Barnes & Noble, Inc., 1967.

Davidson, Basil, *African Slave Trade*, Boston, Little, Brown & Co., 1965.

Panikkar, Kavalam M., *Revolution in Africa*, New York, Taplinger Publishing Co., 1961.

## Ivory Coast

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*Date of Independence:* 1960

*Capital:* Abidjan

*Official Language:* French

*Other Languages Spoken:* tribal (Agnis, Ashanti, Baoule, Kroumen, Mandingo, Senoufo, Dnas-Gouros, Kona Kona)

*Principal Religions of Local People:* animist, Christian, Moslem

*Climate in Capital City:* Abidjan

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	80	81	82	82	81	79	77	75	77	79	81	81
Av. in. rain- full:	1	2	6	8	16	27	10	1	2	10	7	6

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Abidjan American School, 1-9, c/o American Embassy, Abidjan,  
Ivory Coast

*Embassy:* 2424 Massachusetts Ave., N.W., Washington, D.C. 20008

*Consulates:* New York

*Reading References:*

Wallerstein, Immanuel, *Road to Independence*, New York, Humanities Press, Inc., 1964.

Zolberg, Aristide R., *One-Party Government in the Ivory Coast*, Princeton, N.J., Princeton University Press, 1964.

## Kenya

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*Date of Independence:* 1963

*Capital:* Nairobi

*Official Language:* English

*Other Languages Spoken:* tribal (Kikuyu, Luo, Baluhya, Kamba, Kissii, Meru)

*Principal Religions of Local People:* tribal, Christian, Moslem

*Climate in Capital City:* Nairobi (elevation 5,971 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	77	79	77	75	72	70	69	70	75	76	74	74
Av. min. temp:	54	55	57	58	56	53	51	52	52	55	56	55
Av. in. rain-fall:	2	3	5	8	6	2	1	1	1	2	4	3

*Electricity:* 50 cycles, 240 volts

*Schools for American Children:*

Rift Valley Academy, K-12, P.O.B., Kijabe, Kenya

Hospital Hill School, 1-8, P.O. Box 6754, Nairobi, Kenya

*Embassy:* 1875 Connecticut Ave., N.W., Washington, D.C. 20009

*Reading References:*

Carey Jones, N. S., *Anatomy of Uhuru*, New York, Frederick A. Praeger, Inc., 1967.

Chenevix, Trench C., *Desert's Dusty Face*, New York, William Morrow & Co., 1966.

Cox, Richard H., *Kenya's Country*, New York, Frederick A. Praeger, Inc., 1965.

Hall, A. J., *East African Federation*, Baltimore, Penguin Books, 1962.

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Kariuki, Josiah, *Mau Mau Detainee*, Baltimore, Penguin Books, 1962.

Kenyatta, Jomo, *Harambee!* New York, Oxford University Press, 1964.

Leakey, Louis S. B., *Kenya: Contrasts and Problems*, Cambridge, Mass., Schenkman Publishing Co., 1966.

Mboya, Tom, *Freedom and After*, Boston, Little, Brown & Co., 1963.

Roberts, John, *Land Full of People: Kenya Today*, New York, Frederick A. Praeger, inc., 1967.

## Lesotho

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*Date of Independence:* 1966

*Capital:* Maseru

*Official Language:* English

*Other Languages Spoken:* tribal (Sesotho)

*Principal Religions of Local People:* Christian, tribal

*Electricity:* 50 cycles, 220 volts

*Embassy:* 1716 New Hampshire Ave., N.W., Washington, D.C. 20009

*Reading References:*

Ashton, Hugh, *The Basuto*, London, Oxford University Press, 1952.

Halpern, Jack, *South Africa's Hostages*, Baltimore, Penguin African Library, Penguin Books, 1965.

Lord Hailey, *The Republic of South Africa and the High Commission Territories*, London, Oxford University Press, 1963.

Stevens, Richard P., *Lesotho, Botswana, and Swaziland*, New York, Frederick A. Praeger, Inc., 1967.

## Liberia

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*Date of Independence:* 1847

*Capital:* Monrovia

*Official Language:* English

*Other Languages Spoken:* tribal (Kru, Mandingo, Gola)

*Principal Religions of Local People:* Christian, Moslem, tribal

*Climate in Capital City:* Monrovia (elevation 75 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	86	85	87	87	86	81	80	80	81	83	85	86
Av. min. temp:	73	73	74	73	72	73	72	73	72	72	73	73
Av. in. rain-fall:	1	2	4	9	20	38	39	15	29	30	9	5

*Electricity:* 60 cycles, 120 volts

*Schools for American Children:*

American Cooperative School, 1-9, c/o American Embassy, P.O. Box 98, Monrovia, Liberia

*Embassy:* 5201 16th St., N.W., Washington, D.C. 20011

*Consulates:* 55 W. 42nd St., New York; Chicago

*Reading References:*

Anderson, E. Earle, *Liberia*, Chapel Hill, University of North Carolina Press, 1952.

Clower, Robert W., George Dalton, Mitchell Harwitz, and A. A. Walters, *Growth Without Development, an Economic Survey of Liberia*, Evanston, Ill., Northwestern University Press, 1965.

Lemley, Luther H., *Liberia*, New York, Exposition Press, Inc., 1963.

McLaughlin, Russell U., *Foreign Investment and Development in Liberia*, New York, Frederick A. Praeger, Inc., 1965.

Marinelli, Laurence, *The New Liberia*, New York, Frederick A. Praeger, Inc., 1964.

Richardson, Nathaniel, *Liberia—Past and Present*, New York, International Publications Service, 1967.

## Malagasy Republic

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*Date of Independence:* 1960

*Capital:* Tananarive

*Official Language:* Malagasy

*Other Languages Spoken:* French

*Principal Religions of Local People:* Christian, animist

*Climate in Capital City:* Tananarive (elevation 4,500 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	79	73	79	76	73	69	68	70	74	80	81	80
<i>Av. min. temp:</i>	61	61	60	58	54	55	48	48	51	54	50	60
<i>Av. in. rain-fall:</i>	12	11	7	2	1	0	0	0	1	2	5	11

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Fort Dauphine (Tulear), B.P. 31, Malagasy Republic

Gilpin School, 9-12, Ampandrana, Tananarive, Malagasy Republic

*Embassy:* 2374 Massachusetts Ave., N.W., Washington, D.C. 20008

*Reading References:*

Kent, Raymond K., *From Madagascar to the Malagasy Republic*, New York, Frederick A. Praeger, Inc., 1962.

Marden, Luis, "Madagascar: Island at the End of the Earth," *National Geographic Magazine*, October, 1967.

Powersland, Pamela, *Prospero and Caliban*, New York, Frederick A. Praeger, Inc., 1964.

Stratton, Arthur, *The Great Red Island*, New York, Charles Scribner's Sons, 1964.

Thompson, Virginia, and Richard Adloff, *Malagasy Republic: Madagascar Today*, Stanford, Stanford University Press, 1965.

## Malawi

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*Date of Independence:* 1964

*Capital:* Zomba

*Official Language:* English

*Other Languages Spoken:* tribal (Bantu), Chinyanja, Swahili

*Principal Religions of Local People:* tribal, Moslem, Christian

*Climate in Capital City:* Zomba

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	73	73	72	71	67	63	63	66	70	76	76	74
Av. in. rain- full:	11	11	8	3	1	1	0	0	1	1	5	11

*Electricity:* 50 cycles, 220 volts

*Embassy:* 2019 Q Street, N.W., Washington, D.C. 20009

*Reading References:*

Debenham, Frank, *The Way to Ilala, David Livingstone's Pilgrimage*, London, Longmans, Green and Co., Ltd., 1955.

Mitchell, J. Clyde, *The Yao Village, a Study in the Social Structure in a Nyasaland Tribe*, Manchester, Manchester University Press, 1956.

Oliver, Roland, *Sir Harry Johnson and the Scramble for Africa*, London, Chatto and Windus, Ltd., 1957.

Pike, J. G., and G. T. Remington, *Malawi, a Geographical Study*, New York, Oxford University Press, 1965.

Ransford, Oliver, *Livingstone's Lake: The Drama of Nyasa, Africa's Inland Sea*, New York, Thomas Y. Crowell Co., 1967.

Rotberg, Robert L., *The Rise of Nationalism in Central Africa: The Making of Malawi and Zambia, 1873-1964*, Cambridge, Harvard University Press, 1965.

## Mali

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*Date of Independence:* 1960

*Capital:* Bamako

*Official Language:* French

*Other Languages Spoken:* Arabic, tribal

*Principal Religions of Local People:* Moslem, animist

*Climate in Capital City:* Bamako

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	77	82	87	90	89	84	60	79	80	82	80	77
Av. in. rain- fall:	0	0	0	0	2	6	10	13	9	2	0	0

*Electricity:* 50 cycles, 127 and 220 volts

*Schools for American Children:*

American Cooperative School, 1-7, c/o American Embassy, B.P. 34,  
Bamako, Mali

*Embassy:* 2130 R. Street, Washington, D.C. 20008

*Reading References:*

Bovill, E. W., *The Golden Trade of the Moors*, New York, Oxford University Press, 1958.

Foltz, William, *From French West Africa to the Mali Federation*, New Haven, Yale University Press, 1965.

Grundy, Kennedy W., "Mali: The Prospects of 'Planned Socialism,'" in Friedland and Resberg, *African Socialism*, Stanford, Stanford University Press, 1965.

Hargreaves, John D., *West Africa: The Former French States*, Englewood Cliffs, N.J., Prentice-Hall, 1967.

Senghor, Leopold S., *On African Socialism*, translated by Mercer Cook, New York, Frederick A. Praeger, Inc., 1966.

Snyder, Frank G., *One-Party Government in Mali*, New Haven, Yale University Press, 1965.

## Mauritania

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*Date of Independence:* 1960

*Capital:* Nouakchott

*Official Language:* French

*Other Languages Spoken:* Hassaniva, Arabic

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Nouakchott

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	71	73	77	78	81	83	82	83	85	85	79	71
Av. in. rain- fall:	0	0	0	0	0	0	1	3	2	0	0	1

*Electricity:* 50 cycles, 220 volts

*Reading References:*

Barbour, Neville, editor, *A Survey of Northwest Africa* (second edition), London, Oxford University Press, 1962.

Gerteiny, Alfred, *Mauritania: A Survey of a New African Nation*, New York, Frederick A. Praeger, Inc., 1966.

U.S. Department of Commerce Publications, *Mauritania Economic Summary for 1965*, DIB-66-31, *Basic Data on the Economy of Mauritania*, OBR-63-6, Washington, D.C., U.S. Government Printing Office.

## Mozambique

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*Date of Independence:* (Portuguese colony)

*Capital:* Lourenco Marques

*Official Language:* Portuguese

*Other Languages Spoken:* *triba!* (Tsonga, Changone, Sena, Manica, Nianja, Macua, Makonde)

*Principal Religions of Local People:* animist, fetishist, Christian, Moslem

*Climate in Capital City:* Lourenco Marques (elevation 194 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	86	87	85	83	80	77	76	78	80	82	83	85
Av. min. temp:	71	71	69	66	60	56	55	57	61	64	67	69
Av. in. rain-fall:	5	5	5	2	1	1	1	1	1	2	3	4

*Electricity:* 50 cycles, 220 volts

*Embassy* (Portuguese): 2125 Kalorama Rd., N.W., Washington, D.C. 20008

*Reading References:*

Duffy, James, *Portuguese Africa*, Cambridge, Harvard University Press, 1959.

Ehnmark, Anders, and Per Wastberg, *Angola and Mozambique*, translated by Paul Britten-Austin, New York, Roy Publishing Co., 1963.

Hailey, William M., *An African Survey*, New York, Oxford University Press, 1957.

Wentzel, Volkmar, "Mozambique, Land of the Good People," *National Geographic Magazine*, August, 1964.

## Niger

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*Date of Independence:* 1960

*Capital:* Niamey

*Official Language:* French

*Other Languages Spoken:* tribal (Hausa, Djerma-Songai, Peul, Touareg, Toubou)

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Niamey

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	76	81	88	93	93	87	83	80	82	86	83	77
Av. in. rain- fall:	0	0	0	0	2	3	7	8	4	1	0	0

*Electricity:* 50 cycles, 220 volts

*Embassy:* 2204 R Street, N.W., Washington, D.C. 20008

*Reading References:*

Thompson, Virginia, "Niger," in *National Unity and Regionalism in Eight African States*, Ithaca, Cornell University Press, 1966.

Williams, Harry, *Quest Beyond Sahara*, New York, International Publications Service, 1965.

## Nigeria

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*Date of Independence:* 1960

*Capital:* Lagos

*Official Language:* English

*Other Languages Spoken:* tribal (Hausa, Fulani, Yoruba, Ibo, Beni, Ijaw), Arabic

*Principal Religions of Local People:* Moslem, Christian

*Climate in Capital City:* Lagos (elevation 10 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	88	89	89	89	87	85	83	82	83	85	88	88
<i>Av. min. temp:</i>	74	77	78	77	76	74	74	73	74	74	75	75
<i>Av. in. rain-fall:</i>	1	2	4	6	11	18	11	3	6	8	3	1

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

International School Ibadan, 7-12, University of Ibadan Campus, Ibadan, Nigeria

Hillcrest School, 1-12, Box 652, Jos, Nigeria

American International School of Lagos, K-9, Victoria Island, P.O. Box 2003, Lagos, Nigeria

*Embassy:* 1333 16th St., N.W., Washington, D.C. 20036

*Consulates:* New York

*Sources of Information:*

British Information Services, 45 Rockefeller Plaza, New York 10020

*Reading References:*

Achebe, Chinua, *Things Fall Apart*, London, Heinemann Educational Books, Ltd., 1958.

Arikpo, Okoi, *Development of Modern Nigeria*, Baltimore, Penguin Books, 1967.

Coleman, James S., *Nigeria: Background of Nationalism*, Berkeley, University of California Press, 1958.

Crowder, Michael, *A Short History of Nigeria*, New York, Frederick A. Praeger, Inc., 1966.

- Flint, John E., *Nigeria and Ghana*, Englewood Cliffs, N.J., Prentice-Hall, 1966.
- Helleiner, Gerald K., *Peasant Agriculture, Government and Economic Growth in Nigeria*, Homewood, Ill., Richard D. Irwin, Inc., 1966.
- Hodgkin, Thomas, *Nigerian Perspectives*, New York, Oxford University Press, 1960.
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## Rwanda

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*Date of Independence:* 1962

*Capital:* Kigali

*Official Language:* French

*Other Languages Spoken:* tribal (Tutsi, Hutu)

*Principal Religions of Local People:* Roman Catholic, tribal

*Electricity:* 50 cycles, 220 volts

*Embassy:* 1714 New Hampshire Ave., Washington, D.C. 20009

*Reading References:*

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## Senegal

*Date of Independence:* 1960

*Capital:* Dakar

*Official Language:* French

*Other Languages Spoken:* tribal (Wolof, Fulani, Serere, Toucouleur, Diola, Mandingo)

*Principal Religions of Local People:* Moslem, animist, Christian

*Climate in Capital City:* Dakar (elevation 131 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	79	80	80	81	84	88	88	87	89	89	86	81
Av. min. temp:	64	63	64	65	68	73	76	76	76	76	73	67
Av. in. rain-fall:	0	0	0	0	0	1	4	10	5	2	0	0

*Electricity:* 50 cycles, 127 volts

*Schools for American Children* (all schools at Dakar are conducted in French):

Dakar Academy, K-8, B.P. 3103, Dakar, Senegal

Phosphate de Taibe, 1-12, B.P. 1713, Taiba, Senegal

*Embassy:* 2112 Wyoming Ave., N.W., Washington, D.C. 20008

*Sources of Information:*

French Government Tourist Office, 610 Fifth Ave., New York 10020

*Reading References:*

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## Sierra Leone

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*Date of Independence:* 1961

*Capital:* Freetown

*Official Language:* English

*Other Languages Spoken:* Krio, tribal (Temne, Mende)

*Principal Religions of Local People:* animist, Moslem, Christian

*Climate in Capital City:* Freetown (elevation 37 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	85	86	86	87	86	86	83	82	83	85	85	85
Av. min. temp:	75	76	77	77	77	75	74	73	74	74	75	76
Av. in. rain- fall:	1	0	1	2	6	12	35	35	24	12	5	2

*Electricity:* 50 cycles, 230 volts

*Schools for American Children:*

College School, Mt. Aureol, c/o Fourah Bay College, The University  
College of Sierra Leone, Freetown, Sierra Leone

Rupp Memorial School, 1-8, Kabala, Sierra Leone

*Embassy:* 1701 19th St., N.W., Washington, D.C. 20009

*Reading References:*

Clarke, John I., editor, *Sierra Leone in Maps*, London, University of  
London Press, 1966.

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University Press, 1960.

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Books, Ltd., 1960.

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University Press, 1965.

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versity Press, 1964.

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Harvard University Press, 1966.

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## Somali Republic

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*Date of Independence:* 1960

*Capital:* Mogadishu

*Major Languages Spoken:* Arabic, Italian, Somali, English

*Principal Religions of Local People:* Moslem, tribal

*Climate in Capital City:* Mogadishu

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	79	90	83	84	83	80	79	78	80	81	81	80
Av. in. rain- fall:	0	0	0	2	2	1	2	1	1	1	1	0

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

The American School of Mogadishu, 1-8, c/o American Embassy,  
Dept. of State Mailroom, Washington, D.C. 20521

*Embassy:* 1875 Connecticut Ave., Suite 1109, Washington, D.C.,  
20009

*Reading References:*

Castagno, A. A., Jr., *Somali, International Conciliation*, New York,  
Carnegie Endowment for International Peace, Pamphlet No. 522,  
March, 1959.

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Inc., 1964.

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Library, Inc., 1951.

Touval, Saadia, *Somali Nationalism*, Cambridge, Harvard University  
Press, 1963.

## Tanzania

*Date of Independence:* 1964

*Capital:* Dar es Salaam

*Official Language:* Swahili, English

*Other Languages Spoken:* tribal (Bantu, Niloaic, Hamitic, Zulu)

*Principal Religions of Local People:* animist, Moslem, Christian

*Climate in Capital City:* Dar es Salaam (elevation 47 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	87	88	88	86	85	84	83	83	83	85	86	87
Av. min. temp:	77	77	75	73	71	68	66	66	67	69	72	75
Av. in. rain- fall:	3	3	5	11	7	1	1	1	1	2	3	4

*Electricity:* 50 cycles, 230 volts

*Schools for American Children:*

International School of Tanganyika, 1-8, United Nations Rd., P.O. Box 2651, Dar es Salaam, Tanzania

Augustana Upper Primary, K-9, P.O. Kiomboi, Tanzania

*Embassy:* 2721 Connecticut Ave., N.W., Washington, D.C. 20008

*Reading References:*

Bienen, H., *Tanzania: Party Transformation and Economic Development*, Princeton, N.J., Princeton University Press, 1967.

International Bank for Reconstruction and Development, *Economic Development of Tanganyika*, Baltimore, Johns Hopkins Press, 1961.

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Taylor, J. Clagett, *The Political Development of Tanganyika*, Stanford, Stanford University Press, 1963.

## Togo

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*Date of Independence:* 1960

*Capital:* Lomé

*Official Language:* French

*Other Languages Spoken:* tribal (Evhé, Haoussa)

*Principal Religions of Local People:* animist, Christian, Moslem

*Climate in Capital City:* Lomé

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	80	82	82	82	80	78	76	76	78	79	80	80
Av. in. rain- fall:	1	1	3	4	6	8	2	1	2	6	1	0

*Electricity:* 50 cycles, 127 and 220 volts

*Embassy:* 2208 Massachusetts Ave., N.W., Washington, D.C. 20008

*Reading References:*

Coleman, James S., *Togoland*, New York, Carnegie Endowment for International Peace, 1956.

Froelich, J. C., *et. al.*, *Les Populations du Nord—Togo*, New York, International Publications Service, 1963.

## Uganda

*Date of Independence:* 1962

*Capital:* Kampala

*Official Language:* English

*Other Languages Spoken:* Swahili, Luganda, tribal (Bantu, Nilotic, Nilo-Hamitic, Sudanic)

*Principal Religions of Local People:* Christian, Moslem

*Climate:* in Entebbe

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	71	71	72	71	71	69	69	70	71	71	71	71
Av. in. rain-fall:	3	4	7	12	10	4	3	3	4	3	6	5

*Electricity:* 50 cycles, 240 volts

*Embassy:* 5909 16th Street, Washington, D.C. 20011

*Reading References:*

Apter, David E., *The Political Kingdom of Uganda*, Princeton, N.J., Princeton University Press, 1961.

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Moorehead, Alan, *The White Nile*, New York, Harper & Row, 1960.

Roscoe, John, *Baganda* (second edition), New York, Barnes & Noble, Inc., 1966.

## Upper Volta

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*Date of Independence:* 1960

*Capital:* Ouagadougou

*Official Language:* French

*Other Languages Spoken:* tribal (Mossi, Bobo)

*Principal Religions of Local People:* Moslem, tribal

*Climate in Capital City:* Ouagadougou

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. temp:</i>	78	82	89	91	88	84	80	79	80	84	83	78
<i>Av. in, rain- fall:</i>	0	0	0	1	5	5	7	10	7	2	0	0

*Electricity:* 50 cycles, 220 volts

*Embassy:* 5500 16th St., N.W., Washington, D.C. 20011

*Reading References:*

Skinner, Elliott P., *The Mossi of the Upper Volta: The Political Development of a Sudanese People*, Stanford, Stanford University Press, 1964.

## Zambia

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*Date of Independence:* 1964

*Capital:* Lusaka

*Official Language:* English

*Other Languages Spoken:* tribal (Bantu)

*Principal Religions of Local People:* Christian, tribal, Moslem

*Climate in Capital City:* Lusaka

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	71	71	70	69	66	61	61	66	71	76	74	71
Av. in. rain- fall:	9	8	3	1	0	0	0	0	0	1	3	8

*Schools for American Children:*

The International School of Lusaka, 3-9, P.O. Box R.W. 121, Lusaka, Zambia

*Embassy:* 2118 Kalorama Road, N.W., Suite 1103-08, Washington, D.C. 20009

*Reading References:*

Baldwin, Robert, *Economic Development and Export Growth, a Study of Northern Rhodesia, 1920-60*, Berkeley, University of California Press, 1966.

Gann, Lewis H., *The Birth of a Plural Society*, Manchester, Manchester University Press, 1958.

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- Taylor, Donald C., *Research on Agricultural Development in Selected Middle Eastern Countries*, New York, Agricultural Development Council, Inc., 1968.

## Algeria

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*Date of Independence:* 1962

*Capital:* Algiers

*Official Language:* French

*Other Languages Spoken:* Arabic, Berber

*Principal Religions of Local People:* Moslem, Christian

*Climate in Capital City:* Algiers (elevation 146 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	59	61	63	68	73	78	83	85	81	74	66	60
<i>Av. min. temp:</i>	49	49	52	55	59	65	70	71	69	63	56	51
<i>Av. in. rain-fall:</i>	4	3	3	2	2	1	0	0	2	3	5	5

*Electricity:* 50 cycles, 127 and 220 volts

*Schools for American Children:*

English-Speaking School, K-5, c/o American Embassy, Chemin Beaurapaire, Algiers, Algeria

*Embassy:* 2200 R Street, N.W., Washington, D.C. 20008

*Reading References:*

Behi, Edward, *The Algerian Problem*, New York, W. W. Norton & Company, Inc., 1962.

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Tillion, Germaine, *Algeria: The Realities*, New York, Alfred A. Knopf, Inc., 1958.

## Iran

*Date of Independence:* 1906 (constitution adopted)

*Capital:* Tehran

*Official Language:* Persian (Farsi)

*Other Languages Spoken:* Kurdish, Turkish, Arabic, English, French

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Tehran (elevation 4,002 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	45	50	59	71	82	93	99	97	90	76	63	51
<i>Av. min. temp:</i>	27	32	39	49	58	66	72	71	64	53	43	33
<i>Av. in. rain-fall:</i>	2	2	2	1	1	0	0	0	0	0	1	1

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

The American School, 1-12, c/o American Embassy, Tehran, Iran,  
or APO New York 09205

The Community School, N-12, Box 1505, Tehran, Iran

*Embassy:* 3005 Massachusetts Ave., Washington, D.C. 20008

*Consulates:* New York, San Francisco

*Reading References:*

Arasteh, A. R., *Man and Society in Iran*, New York, W. N. Heinman Imported Books, 1964.

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## Iraq

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*Date of Independence:* 1932

*Capital:* Baghdad

*Official Language:* Arabic

*Other Languages Spoken:* English, Kurdish

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Baghdad (elevation 111 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	60	64	71	85	97	105	110	110	104	92	77	64
Av. min. temp:	39	42	48	57	67	73	76	76	70	61	51	42
Av. in. rain-fall:	1	1	1	1	0	0	0	0	0	0	1	1

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

American Community Center School, 1-9, c/o American Embassy, Baghdad, Iraq

*Embassy:* 1801 P Street, N.W., Washington, D.C. 20020

*Consulates:* New York

*Reading References:*

Al-Marayati, Abid A., *Diplomatic History of Modern Iraq*, New York, Robert Speller & Sons, 1961.

Alnasrawi, Abbas, *Financing Economic Development in Iraq: The Role of Oil in the Middle Eastern Economy*, New York, Frederick A. Praeger, Inc., 1966.

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Shor, Jean and Franc, "Iraq—Where Oil and Water Mix," *National Geographic Magazine*, October, 1958.

Thesiger, Wilfred, *The Marsh Arabs*, London, Longmans, Green and Co., Ltd., 1964.

## Jordan

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*Date of Independence:* 1946

*Capital:* Amman

*Official Language:* Arabic

*Other Languages Spoken:* English

*Principal Religions of Local People:* Moslem, Christian

*Climate in Capital City:* Amman (elevation 2,400 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	51	55	62	70	78	84	87	88	85	80	66	56
<i>Av. min. temp:</i>	38	41	45	51	56	62	65	64	62	59	50	43
<i>Av. in. rain-fall:</i>	2	4	2	1	1	0	0	0	0	1	1	3

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

American Community School, K-8, c/o American Embassy, Amman, Jordan

International Community School, K-7, P.O. Box 2002, Amman, Jordan

*Embassy:* 2319 Wyoming Ave., N.W., Washington, D.C. 20009

*Reading References:*

Bar-Lavi, Ze'ev, *Political Regime of Jordan*, New York, Daniel Davey & Co., 1968.

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Harris, George, *Jordan*, New York, Taplinger Publishing Co., 1958.

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———, *Uneasy Lies the Head*, New York, Random House, Inc., 1962.

International Bank for Reconstruction and Development, *The Economic Development of Jordan*, Baltimore, Johns Hopkins Press, 1957.

- Marden, Luis, "The Other Side of Jordan," *National Geographic Magazine*, December, 1964.
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- Sanger, Richard H., *Where the Jordan Flows*, Washington, D.C., Middle East Institute, 1963.
- Wolf, Betty H., *Journey Through the Holy Land*, New York, Doubleday & Co., 1967.

## Lebanon

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*Date of Independence:* 1941

*Capital:* Beirut

*Official Language:* Arabic

*Other Languages Spoken:* French, English

*Principal Religions of Local People:* Christian, Moslem

*Climate in Capital City:* Beirut (elevation 111 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	62	63	66	72	78	83	87	89	86	81	73	65
<i>Av. min. temp:</i>	51	51	54	58	64	69	73	74	73	69	61	55
<i>Av. in. rain-fall:</i>	8	6	4	2	1	0	0	0	0	2	5	7

*Electricity:* 50 cycles, 110 volts

*Schools for American Children:*

American Community School, K-12, Beirut, Lebanon

International College, K-12 (boys only), Rue Bliss, P.O. Box 236, Beirut, Lebanon

Brummana High School, Brummana, Lebanon

*Embassy:* 2569 28th Street, N.W., Washington, D.C. 20008

*Consulates:* New York, Boston, Chicago, Detroit, Los Angeles

*Reading References:*

Abercrombie, Thomas J., "Young-Old Lebanon Lives by Trade," *National Geographic Magazine*, April, 1958.

Binder, Leonard, *Politics in Lebanon*, New York, John Wiley & Sons, Inc., 1966.

Christopher, John B., *Lebanon*, New York, Holt, Rinehart & Winston, 1966.

Glubb, John Bagot, *Syria, Lebanon and Jordan*, New York, Walker & Co., 1967.

Hitti, Philip K., *Lebanon in History*, New York, St. Martin's Press, 1967.

Qubain, Fahim I., *Crisis in Lebanon*, Washington, D.C., Middle East Institute, 1961.

Salibi, K. S., *Modern History of Lebanon*, New York, Frederick A. Praeger, Inc., 1965.

## Libya

*Date of Independence:* 1951

*Capital:* Tripoli and Benghazi

*Official Language:* Arabic

*Other Languages Spoken:* Italian

*Principal Religions of Local People:* Moslem, Christian

*Climate in Capital City:* Tripoli (elevation 72 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	61	63	72	72	76	81	85	86	85	80	73	64
Av. min. temp:	47	49	51	51	61	67	71	72	71	65	57	49
Av. in. rain- fall:	3	2	1	1	0	0	0	0	0	2	3	4

*Electricity:* 50 cycles, 127 volts

*Schools for American Children:*

American Community School, 1-9, P.O. Box 281, c/o Esso, Benghazi, Libya

*Embassy:* 2344 Massachusetts Ave., N.W., Washington, D.C. 20011

*Reading References:*

Copeland, Paul W., *The Land and People of Libya*, Philadelphia, J. B. Lippincott Co., 1967.

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Khadduri, Majid, *Modern Libya*, Baltimore, Johns Hopkins Press, 1963.

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Wendell, Wali, *Rivers to the Sea, a Profile of Modern Libya*, Wiesbaden, Germany, You and Europe Publications, 1966.

## Morocco

*Date of Independence:* 1956

*Capital:* Rabat

*Official Language:* Arabic

*Other Languages Spoken:* Berber, French, Spanish

*Principal Religions of Local People:* Moslem

*Climate:* in Casablanca (elevation 164 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	63	64	67	69	72	76	79	81	79	76	69	65
<i>Av. min. temp:</i>	45	46	49	52	56	61	65	66	63	58	52	47
<i>Av. in. rain-fall:</i>	2	2	2	1	1	0	0	0	0	2	3	3

*Electricity:* 50 cycles, 115 volts

*Schools for American Children:*

American School of Tanzier, K-12, 149 Rue Christophe Colomb, Tanzier, Morocco

The Rabat American School, 1-8, c/o American Embassy, Box 99, Rabat, Iraq, or APO New York 09544

*Embassy:* 1601 21st Street, N.W., Washington, D.C. 20009

*Consulates:* New York

*Reading References:*

Ashford, Douglas E., *Political Change in Morocco*, Princeton, N.J., Princeton University Press, 1961.

Barbour, Neville, *Morocco*, New York, Walker & Co., 1965.

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Landau, Rom, *Morocco*, New York, G. P. Putnam's Sons, Inc., 1967.

Westermarck, Edward, *Ritual and Belief in Morocco*, New Hyde Park, N.J., University Books, Inc., 1967.

## Saudi Arabia

*Date of Independence:* 1913 (from Turkey)

*Capital:* Riyadh

*Official Language:* Arabic

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Riyadh

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	60	63	71	77	85	92	92	93	88	79	69	60
Av. in. rain- fall:	1	1	1	0	0	0	0	0	0	0	0	1

*Electricity:* 60 cycles, 120 volts

*Schools for American Children:*

Dhahran Academy, 1-8, Dhahran, Saudi Arabia, American Consulate General, APO New York 09616

Parents' Cooperative School, Jiddah, Saudi Arabia, Box 167, c/o Saudi Arabian Airlines

*Embassy:* 1520 18th Street, N.W., Washington, D.C. 20008

*Consulates:* New York

*Reading References:*

Abercrombie, Thomas J., "Saudi Arabia, Beyond the Sands of Mecca," *National Geographic Magazine*, January, 1966.

Butler, Grant C., *Kings and Camels*, New York, Devin-Adair Co., 1960.

Kelly, John B., *Eastern Arabian Frontiers*, New York, Frederick A. Praeger, Inc., 1964.

Lipsky, George A., *Saudi Arabia: Its People, Its Society, Its Culture*, New Haven, Human Relations Area Files Press, 1959.

Sanger, R. L., *The Arabian Peninsula*, Ithaca, Cornell University Press, 1954.

Twitchell, Karl S., *Saudi Arabia*, Princeton, N.J., Princeton University Press, 1958.

Winder, R. Bayly, *Saudi Arabia in the Twentieth Century*, New York, St. Martin's Press, 1967.

## Sudan

*Date of Independence:* 1956

*Capital:* Khartoum

*Official Language:* Arabic

*Other Languages Spoken:* tribal

*Principal Religions of Local People:* Moslem, Christian, tribal

*Climate in Capital City:* Khartoum (elevation 1,279)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	90	93	100	105	107	106	101	98	102	104	97	92
Av. min. temp:	59	61	61	72	77	79	77	76	77	75	68	62
Av. in. rain- fall:	0	0	0	0	0	0	2	3	1	0	0	0

*Electricity:* 50 cycles, 240 volts

*Schools for American Children:*

Khartoum American School, 1-8, c/o American Embassy, Khartoum, Sudan

*Embassy:* 3421 Massachusetts Ave., N.W., Washington, D.C. 20007

*Reading References:*

Hasan, Yusuf F., *Arabs and the Sudan*, Chicago, Aldine Publishing Co., 1967.

Henderson, K. D., *Sudan Republic*, New York, Frederick A. Praeger, Inc., 1965.

Holt, P. M., *Modern History of Sudan*, New York, Frederick A. Praeger, Inc., 1963.

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## Syria

*Date of Independence:* 1946

*Capital:* Damascus

*Official Language:* Arabic

*Other Languages Spoken:* French, English, Kurdish, Armenian, Turkish

*Principal Religions of Local People:* Moslem, Christian

*Climate in Capital City:* Damascus (elevation 2,362 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	53	57	65	75	84	91	96	99	91	81	67	56
<i>Av. min. temp:</i>	36	39	42	49	55	61	64	64	60	54	47	40
<i>Av. in. rain-fall:</i>	2	2	0	1	0	0	0	0	1	0	2	2

*Electricity:* 50 cycles, 115 volts (Damascus also has 220)

*Schools for American Children:*

Damascus Community School, K-7, c/o Dept. of State Mailroom, Washington, D.C. 20521

*Consulates:* New York

*Reading References:*

Drower, M., *Syria Before 2000 B.C.*, New York, Cambridge University Press, 1968.

Fedden, Robin, *Syria and Lebanon*, London, John Murray and Co., 1965.

Glubb, John Bagot, *Syria, Lebanon and Jordan*, New York, Walker & Co., 1967.

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Torrey, Gordon H., *Syrian Politics and the Military: 1945-58*, Columbus, Ohio State University Press, 1964.

## Tunisia

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*Date of Independence:* 1956

*Capital:* Tunis

*Official Language:* Arabic

*Other Languages Spoken:* French, Italian

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Tunis (elevation 217 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	58	61	65	70	76	84	90	91	87	77	68	60
<i>Av. min. temp:</i>	43	44	47	51	56	63	68	69	66	59	51	44
<i>Av. in. rain-fall:</i>	3	2	2	1	1	0	0	0	1	2	2	2

*Electricity:* 50 cycles, 110 and 220 volts

*Schools for American Children:*

American Cooperative School of Tunis, 1-8, 186 Ave. de Paris, c/o American Embassy, Tunis, Tunisia

*Embassy:* 2408 Massachusetts Ave., N.W., Washington, D.C. 20008

*Consulates:* New York

*Reading References:*

Anthony, John, *Tunisia*, New York, Charles Scribner's Sons, 1961.

Ling, Dwight I., *Tunisia from Protectorate to Republic*, Bloomington, Indiana University Press, 1967.

Micaud, Charles, *Politics of Modernization*, Chicago, University of Chicago Press, 1965.

Moore, Clement Henry, *Tunisia Since Independence*, Berkeley, University of California Press, 1965.

Ziadeh, Nicola A., *Origins of Nationalism in Tunisia*, Beirut, American University of Beirut, 1963.

## Turkey

*Date of Independence:* 1923 (republic)

*Capital:* Ankara

*Official Language:* Turkish

*Principal Religions of Local People:* Moslem

*Climate in Capital City. Ankara (elevation 2,825 ft.)*

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	39	42	51	63	73	78	86	87	78	69	57	43
Av. min. temp:	24	26	31	40	49	53	59	59	52	44	37	29
Av. in. rain-fall:	1	1	1	1	2	1	1	0	1	1	1	2

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Robert College Community School, K-9, Bebek, P.K. 8, Istanbul, Turkey

American Collegiate Institute, 6-12 (girls only), Goztepe, Izmir, Turkey

*Embassy:* 1606 23rd Street, N.W., Washington, D.C. 20008

*Consular Offices:* Washington, New York, Chicago, Boston, Los Angeles, Dallas

*Consulates:* New York, Chicago, San Francisco

*Sources of Information:*

Turkish Information Office, 2144 East 52nd St., New York 10022

Turkish Information Office, 347 Stockton Street, San Francisco 94108

*Reading References:*

Bisby, Eleanor, *The New Turks*, Philadelphia, University of Pennsylvania Press, 1951.

Eren, Nuri, *Turkey, Today and Tomorrow*, New York, Frederick A. Praeger, Inc., 1963.

Fodor, Eugene, editor, *Turkey 1968*, New York, David McKay Co. (revised annually).

Kazamias, Andreas M., *Education and the Quest for Modernity in Turkey*, Chicago, University of Chicago Press, 1966.

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## United Arab Republic

*Date of Independence:* 1922

*Capital:* Cairo

*Official Language:* Arabic

*Other Languages Spoken:* French, English

*Principal Religions of Local People:* Moslem, Christian

*Climate in Capital City:* Cairo (elevation 381 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	65	69	75	83	91	95	96	95	90	86	78	68
Av. min. temp:	47	48	52	57	63	68	70	71	68	65	58	50
Av. in. rain- fall: <sup>a</sup>	0	0	0	0	0	0	0	0	0	0	0	0

<sup>a</sup> Less than .5 inch in any month

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Cairo American College, K-12, 40 Road 78, Maadi, or c/o American Embassy, Cairo, U.A.R.

*Embassy:* 2310 Decatur Place, N.W., Washington, D.C. 20008

*Consulates:* New York

*Sources of Information:*

United Arab Republic Tourist Office, 530 Fifth Ave., New York 10020

*Reading References:*

Casson, Lionel, *Ancient Egypt*, Morristown, N.J., Silver Burdett Co., 1965.

Cottrell, Leonard, *Egypt*, New York, Oxford University Press, 1966.

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- Wheelock, Keith, *Nasser's New Egypt*, New York, Frederick A. Praeger, Inc., 1960.
- Wilber, Donald N., editor, *United Arab Republic: Egypt, Its People, Its Society, Its Culture*, New York, Taplinger Publishing Co., 1968.

## Yemen

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*Date of Independence:* 1917

*Capital:* San'a (Taiz, seat of government)

*Official Language:* Arabic

*Principal Religions of Local People:* Moslem

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Taiz Community School, 1-8, c/o USAID, Taiz, Yemen

*Reading References:*

Bethemen, Eric W., *Yemen on the Threshold*, Washington, D.C., American Friends of the Middle East, 1960.

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- Wilcox, Wayne, *India, Pakistan and the Rise of China*, New York, Walker & Co., 1964.
- Williams, L. F. Rushbrook, *A Handbook to India, Pakistan, Burma, Ceylon*, New York, Barnes & Noble, Inc., 1965.

## Afghanistan

*Date of Independence:* 1747

*Capital:* Kabul

*Official Language:* Pashto

*Other Languages Spoken:* Persian, Turki

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Kabul (elevation 5,955 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	36	40	53	66	78	87	92	91	85	73	62	47
Av. min. temp:	18	22	34	43	51	56	61	59	51	42	33	27
Av. in. rain-fall:	1	1	4	4	1	0	0	0	0	1	1	0

*Electricity:* 50 cycles, 222 volts

*Schools for American Children:*

American International School of Kabul, K-12, USAID/AISK, APO New York 09668

American Community School of Kandahar, 1-8, USAID/Kabul, Dept. of State Mailroom, Washington, D.C. 20521.

*Embassy:* 2001 24th St., N.W., Washington, D.C. 20008

*Consulates:* New York

*Reading References:*

Abercrombie, Thomas J., "Afghanistan, Crossroad of Conquerors," *National Geographic Magazine*, September, 1968.

Caroe, Sir Olaf, *The Pathans*, New York, Macmillan Co., 1958.

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Fletcher, Arnold, *Afghanistan, Highway of Conquest*, Ithaca, Cornell University Press, 1965.

Frank, Peter G., *Afghanistan, Between East and West*, Washington, D.C., Washington National Planning Association, 1960.

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- Wilber, Donald N., *et al.*, *Afghanistan*, New Haven, Human Relations Area Files Press, 1962.

## Burma

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*Date of Independence:* 1948

*Capital:* Rangoon

*Official Language:* Burmese

*Other Languages Spoken:* English

*Principal Religions of Local People:* Buddhist, Moslem, Christian, Hindu

*Climate in Capital City:* Rangoon (elevation 18 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	89	92	96	97	92	86	85	85	86	88	88	88
<i>Av. min. temp:</i>	65	67	71	76	77	76	76	76	76	76	73	67
<i>Av. in. rain-fall:</i>	0	0	0	2	12	19	23	21	16	7	3	0

*Electricity:* 50 cycles, 230 volts

*Schools for American Children:*

International School, K-8, 61 Insulin Road, Kamayut, Rangoon, Burma

*Embassy:* 2300 S Street, N.W., Washington, D.C. 20008

*Consulates:* 888 Madison Avenue, New York 10021

*Sources of Information:*

Burma Tours and Travel Agency, 37 Golden Valley, Rangoon, Burma

*Reading References:*

Cody, John F., *A History of Modern Burma*, Ithaca, Cornell University Press, 1958.

Harvey, Godfrey E., *A History of Burma*, New York, Octagon Books, Inc., 1967.

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- Walinsky, Louis J., *Economic Development in Burma*, New York, Twentieth Century Fund, Inc., 1962.

## Cambodia

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*Date of Independence:* 1954

*Capital:* Phnom Penh

*Official Language:* Cambodian (Khmer)

*Other Languages Spoken:* French, Annamese

*Principal Religions of Local People:* Buddhist

*Climate in Capital City:* Phnom Penh

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	79	82	85	86	84	83	82	82	81	81	80	78
Av. in. rain- fall:	0	0	1	2	6	5	5	6	8	10	5	1

*Electricity:* 50 cycles, 220 volts

*Reading References:*

Abercrombie, Thomas J., "Cambodia: Indo-China's 'Neutral' Corner," *National Geographic Magazine*, October, 1964.

Hammer, Ellen T., *The Struggle for Indo-China*, Stanford, Stanford University Press, 1954.

Herz, Martin, *A Short History of Cambodia from the Days of Angkor to the Present*, New York, Frederick A. Praeger, Inc., 1958.

Lancaster, Donald, *The Emancipation of French Indo-China*, New York, Oxford University Press, 1961.

Leifer, Michael, *Cambodia*, New York, Frederick A. Praeger, Inc., 1967.

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Smith, Roger M., *Cambodia's Foreign Policy*, Ithaca, Cornell University Press, 1965.

Steinberg, David J., *et al.*, *Cambodia, Its Peoples, Its Society, Its Culture* (revised edition), New Haven, Human Relations Area Files Press, 1959.

## Ceylon

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*Date of Independence:* 1948

*Capital:* Colombo

*Official Language:* Sinhalese

*Other Languages Spoken:* English, Tamil

*Principal Religions of Local People:* Buddhist, Hindu, Moslem, Christian

*Climate in Capital City:* Colombo (elevation 24 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	86	87	88	88	87	85	85	85	85	85	85	84
<i>Av. min. temp:</i>	72	72	74	76	78	77	77	77	77	75	73	72
<i>Av. in. rain-fall:</i>	4	4	6	10	15	9	5	4	6	14	12	6

*Electricity:* 50 cycles, 230 volts

*Schools for American Children:*

Overseas Children's School, N-8, 40/1 Queens Street, Colombo 3, Ceylon

*Embassy:* 2148 Wyoming Ave., N.W., Washington, D.C. 20008

*Reading References:*

Arasaralam, S., *Ceylon*, Englewood Cliffs, N.J., Prentice-Hall, 1965.

Farmer, Bertram Hughes, *Ceylon, a Divided Nation*, New York, Oxford University Press, 1963.

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Singer, Marshall R., *The Emerging Elite: A Study of Political Leadership in Ceylon*, Cambridge, M.I.T. Press, 1964.

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Wriggins, W. Howard, *Ceylon: Dilemmas of a New Nation*, Princeton, N.J., Princeton University Press, 1960.

## India

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*Date of Independence:* 1947

*Capital:* New Delhi

*Official Language:* Hindi

*Other Languages Spoken:* English, 845 native languages and dialects

*Principal Religions of Local People:* Hindu, Moslem

*Climate in Capital City:* New Delhi (elevation 714 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	70	75	87	97	105	102	96	93	93	93	84	73
Av. min. temp:	44	49	58	68	79	83	81	79	75	65	52	46
Av. in. rain- fall:	1	1	1	0	1	3	7	7	5	0	0	0

*Electricity:* 50 cycles, 230 volts

*Schools for American Children:*

Kadaikanal School, 1-12, Kadaikanal (Madurai District, Madras State), South India

Woodstock School, K-12, Mussoorie (Uttar Pradesh), India

American International School, 1-12, New Delhi, India, c/o American Embassy, APO, New York 09675

*Embassy:* 2107 Massachusetts Ave., N.W., Washington, D.C. 20008

*Sources of Information:*

Indian Government Tourist Office, 19 East 49th Street, New York 10020

*Reading References:*

Karunakaran, Kotta P., *Religion and Political Awakening in India*, Mystic, Conn., Lawrence Verry, Inc., 1965.

Metraux, G. S., and F. Crouzet, editors, *Studies in the Cultural History of India*, Mystic, Conn., Lawrence Verry, Inc., 1965.

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- Spate, O. K. H., *India and Pakistan: A General and Regional Geography*, New York, E. P. Dutton & Co., Inc., 1964.

## Indonesia

*Date of Independence:* 1949

*Capital:* Djakarta

*Official Language:* Bahasa Indonesian

*Principal Religions of Local People:* Moslem

*Climate in Capital City:* Djakarta (elevation 26 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	84	84	86	87	87	87	87	87	88	87	86	85
Av. min. temp:	74	74	74	75	75	74	73	73	74	74	74	74
Av. in. rain-fall:	12	12	8	6	5	4	3	2	3	4	6	8

*Electricity:* 50 cycles, 127 volts

*Schools for American Children:*

American School Rumbai & Ruri, 1-8, c/o Caltex Pacific Indonesia, Kebon Sinh 52, Djakarta, Indonesia

International School of Djakarta, K-8, Djalan Patimura Block 1/2, Kobajoran Baru, Djakarta, Indonesia

*Embassy:* 2020 Massachusetts Ave., N.W., Washington, D.C. 20008

*Reading References:*

Alisjahbana, S. Yakdiv, *Indonesia: Social and Cultural Revolution*, New York, Oxford University Press, 1966.

Brackman, Arnold, *Indonesian Communism*, New York, Frederick A. Praeger, Inc., 1963.

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Grant, Bruce, *Indonesia*, Baltimore, Penguin Books, 1967.

Hanna, Willard A., *Bung Karno's Indonesia*, New York, American Universities Field Staff, Inc., 1961.

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McVey, Ruth, editor, *Indonesia*, New York, Human Relations Area Files Press, 1963.

Panglaykim, J., and H. W. Arndt, *The Indonesian Economy: Facing a New Era*, New York, Humanities Press, Inc., 1966.

Schreider, Helen and Frank, "Indonesia: The Young and Troubled Island Nation," *National Geographic Magazine*, May, 1961.

## Korea

*Date of Independence:* 1948

*Capital:* Seoul

*Official Language:* Korean

*Principal Religions of Local People:* Buddhist, Taoist, Confucian, Christian

*Climate in Capital City:* Seoul (elevation 285 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	32	37	47	62	72	80	84	87	78	67	51	37
Av. min. temp:	15	20	29	41	51	61	70	71	59	45	32	20
Av. in. rain-fall:	1	1	2	3	3	5	15	11	5	2	2	1

*Electricity:* 60 cycles, 100 volts

*Schools for American Children:*

Seoul Foreign School, K-12, 50 Yonhi Dong, Sudaemoon, Ku, Seoul, Korea

Korea Christian Academy, 1-12, 1330 Jung Dong, Taejon (Choong-Chung Namdo), Korea

*Embassy:* 2320 Massachusetts Ave., N.W., Washington, D.C. 20008

*Reading References:*

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## Laos

*Date of Independence:* 1954

*Capital:* Vientiane

*Official Language:* Laotian, French

*Other Languages Spoken:* tribal (Sinitic, Tibeto-Burran, Thai)

*Principal Religions of Local People:* Buddhist

*Climate in Capital City:* Vientiane

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. temp:	69	74	79	83	82	82	81	80	80	78	75	69
Av. in. rain- fall:	1	1	1	3	9	10	10	14	15	2	1	0

*Electricity:* 50 cycles, 127 and 220 volts

*Schools for American Children:*

American School of Vienniane, 1-12, c/o USAID, APO, San Francisco 95352

*Embassy:* 2222 S Street, N.W., Washington, D.C. 20008

*Reading References:*

Cady, John F., *Roots of French Imperialism in Eastern Asia*, Ithaca, Cornell University Press, 1954.

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## Malaysia

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*Date of Independence:* 1957

*Capital:* Kuala Lumpur

*Official Language:* Malay

*Other Languages Spoken:* Chinese, Tamil, English

*Principal Religions of Local People:* Moslem, Buddhist, Christian

*Electricity:* 50 cycles, 240 volts

*Schools for American Children:*

The International School of Kuala Lumpur, 6-12, 464 Jalan Maxwell, Kuala Lumpur, Malaysia

Uplands Preparatory School, K-8, Penang Hill, Penang, Malaysia

*Embassy:* 1825 Connecticut Ave., N.W., Washington, D.C. 20008

*Reading References:*

Brackman, Arnold C., *Southeast Asia's Second Front*, New York, Frederick A. Praeger, Inc., 1966.

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## Nepal

*Capital:* Katmandu

*Official Language:* Nepali

*Other Languages Spoken:* tribal

*Principal Religions of Local People:* Hindu, Buddhist

*Climate in Capital City:* Katmandu (elevation 4,388 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	65	67	77	83	86	85	84	83	83	80	74	67
Av. min. temp:	35	39	45	53	61	67	69	68	66	56	45	37
Av. in. rain-fall:	1	2	1	2	5	10	15	14	6	2	0	0

*Electricity:* 50 cycles, 220 volts

*Schools for American Children:*

Lincoln School, K-9, c/o American Embassy AID, APO New York 09674

*Embassy:* 2131 Leroy Place, Washington, D.C. 20003

*Reading References:*

Hagen, Toni, "Afoot in Roadless Nepal," *National Geographic Magazine*, March, 1960.

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## Pakistan

*Date of Independence:* 1947

*Capital:* Islamabad

*Official Language:* Urdu, Bengali

*Other Languages Spoken:* English, Punjabi, Hindi

*Principal Religions of Local People:* Moslem, Hindu

*Climate:* in Karachi (elevation 13 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Av. max. temp:	77	79	85	90	93	93	91	88	88	91	87	80
Av. min. temp:	55	58	67	73	79	82	81	79	77	72	64	57
Av. in. rain- fall:	1	0	0	0	0	1	3	2	1	0	0	0

*Electricity:* 50 cycles, 230 volts

*Schools for American Children:*

Karachi American Society, N-12, c/o American Embassy, APO New York 09271

Lahore American Society School, K-12, Lahore, West Pakistan, USAID, APO New York 09271

*Embassy:* 2315 Massachusetts Ave., Washington, D.C. 20008

*Consulates General:* 12 East 65th St., New York 10021, and 2606 Pacific Ave., San Francisco 94115

*Reading References:*

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## Philippines

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*Date of Independence:* 1946

*Capital:* Quezon City

*Official Language:* Filipino (Tagalog)

*Other Languages Spoken:* English, Visayan, Ilocano, Bicol

*Principal Religions of Local People:* Christian, Moslem

*Climate:* in Manila (elevation 47 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nor.	Dec.
<i>Av. max. temp:</i>	86	88	91	93	93	91	88	87	88	88	87	86
<i>Av. min. temp:</i>	69	69	71	73	75	75	75	75	75	74	72	70
<i>Av. in. rainfall:</i>	1	1	1	1	5	10	17	17	14	8	6	3

*Electricity:* 60 cycles, 110 and 220 volts

*Schools for American Children:*

Brent School, K-12, Baguio City, Philippines

The American School, K-12, Bel Air, Makati (Rizal), Philippines,  
P.O. Box 4065, Manila, Philippines

*Embassy:* 1617 Massachusetts Ave., N.W., Washington, D.C. 20036

*Sources of Information:*

The Philippine Association, 501 Madison Avenue, New York 10022

*Reading References:*

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## South Viet-Nam

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*Date of Independence:* 1954

*Capital:* Saigon

*Official Language:* Vietnamese

*Other Languages Spoken:* Chinese, Khmer, Montagnard, French

*Principal Religions of Local People:* Taoist, Buddhist, Roman Catholic

*Climate in Capital City:* Saigon (elevation 30 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<i>Av. max. temp:</i>	89	91	93	95	92	89	88	88	82	88	87	87
<i>Av. min. temp:</i>	70	71	74	76	76	75	75	75	74	74	73	71
<i>Av. in. rain-fall:</i>	1	0	1	2	9	13	12	11	13	11	5	2

*Electricity:* 50 cycles, 120 volts

*Embassy:* 2251 R Street N.W., Washington, D.C. 20008

*Reading References:*

Bator, Victor, *Vietnam, a Diplomatic Tragedy*, Dobbs Ferry, N.Y., Oceana Publications, Inc., 1965.

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## Thailand

**Capital:** Bangkok

**Official Language:** Thai

**Other Languages Spoken:** Chinese, Malay, English

**Principal Religions of Local People:** Buddhist, Moslem

**Climate in Capital City:** Bangkok (elevation 7 ft.)

	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
<b>Av. max. temp:</b>	89	91	93	95	93	91	90	90	89	88	87	87
<b>Av. min. temp:</b>	68	72	75	77	77	76	76	76	76	75	72	78
<b>Av. in. rain-fall:</b>	0	1	1	2	8	6	6	7	12	8	3	0

**Electricity:** 50 cycles, 220 volts

**Schools for American Children:**

International School of Bangkok, 1-12, 36 Soi Ruan Chai (15)  
Bangkapa, Bangkok, Thailand

Chiangmai Coeducational Center, K-8, P.O. Box 38, Chiangmai,  
Thailand

**Embassy:** 2300 Kalorama Road, Washington, D.C. 20008

**Sources of Information:**

Thailand Commercial Counselor's Office, 37 Wall Street, New York  
10005

**Reading References:**

Blanchard, Wendell, *et al.*, *Thailand*, New York, Taplinger Publishing Co., 1956.

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