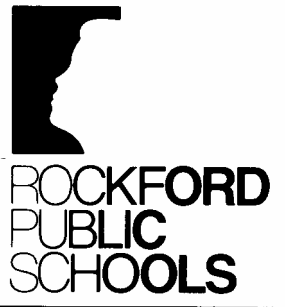


DISTRICT 205 RESEARCH PAPER GUIDE, 2nd Edition
MODERN LANGUAGE ASSOCIATION FORMAT



Department of Curriculum and Instruction
Revised 9/99

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Sample Research Paper

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Back Cover:

Margin Check Sheet

(Colors refer to hard copy version from Rockford Public Schools Print Shop)

THE RESEARCH PAPER PROCESS

A research paper is the culmination of a process composed of carefully orchestrated tasks, each of which must be completed in its turn:

1. Select a general subject of interest to you.
2. Find a topic within that general subject area.
3. Narrow your topic, limiting what you take on to something manageable.
4. Find appropriate sources.
5. Fashion a preliminary thesis.
6. Develop a preliminary outline.
7. Take notes.
8. Fashion a final thesis.
9. Develop a final outline.
10. Organize materials for study.
11. Take notes.
12. Analyze and interpret your notes.
13. Prepare a rough draft to be reviewed by your teacher.
14. Prepare your final draft.

Remember that research paper success requires preparation, organization, and determination. Approach the task positively. Grow with it and through it.

SIGNIFICANT DEFINITIONS [in order of usual need]

1. **Sense of purpose** is undertaking research for enlightenment's sake (a paper which does not result in new information for the preparer or the preparer's audience is without purpose).
2. **Thesis, preliminary** is a trial thesis which is eventually reduced to a clear proposition as your research unfolds and you clarify your focus.
3. **Thesis** is a conclusion drawn from careful analysis--or a proposal you defend against those with a differing view.
4. **Thesis sentence**
 - a) expresses your position in a full, declarative sentence, not a question, not a statement of purpose, not merely a topic
 - b) .limits your subject to a narrow focus.
 - c) establishes an investigative, inventive edge to your research and justifies your work.
 - d) points forward to your conclusion.
 - e) conforms to both the evidence you have accumulated in your research and to your title.
5. **Primary source** in researching American author Stephen Crane would be something he wrote or said.
6. **Secondary source** in researching American author Stephen Crane would be something others have written or said about Crane or his work.
7. **Bibliography cards sample, pp. 5-6** contain each new source you use in your research recorded on a card, including each piece of information which will help interested persons find that same source.

8. Note cards
sample, p. 7

contain information you discover which relates to your thesis and could prove useful once you begin writing your paper; you save on individual cards for later use. --Use ink to heighten readability.
 --Write on one side only of each card.
 --Place only one item of information on each card.
 --Place a label or slug at the top of each card, and it should be an entry from your outline so when you begin writing you will know precisely where this information fits.

9. Outline, tentative

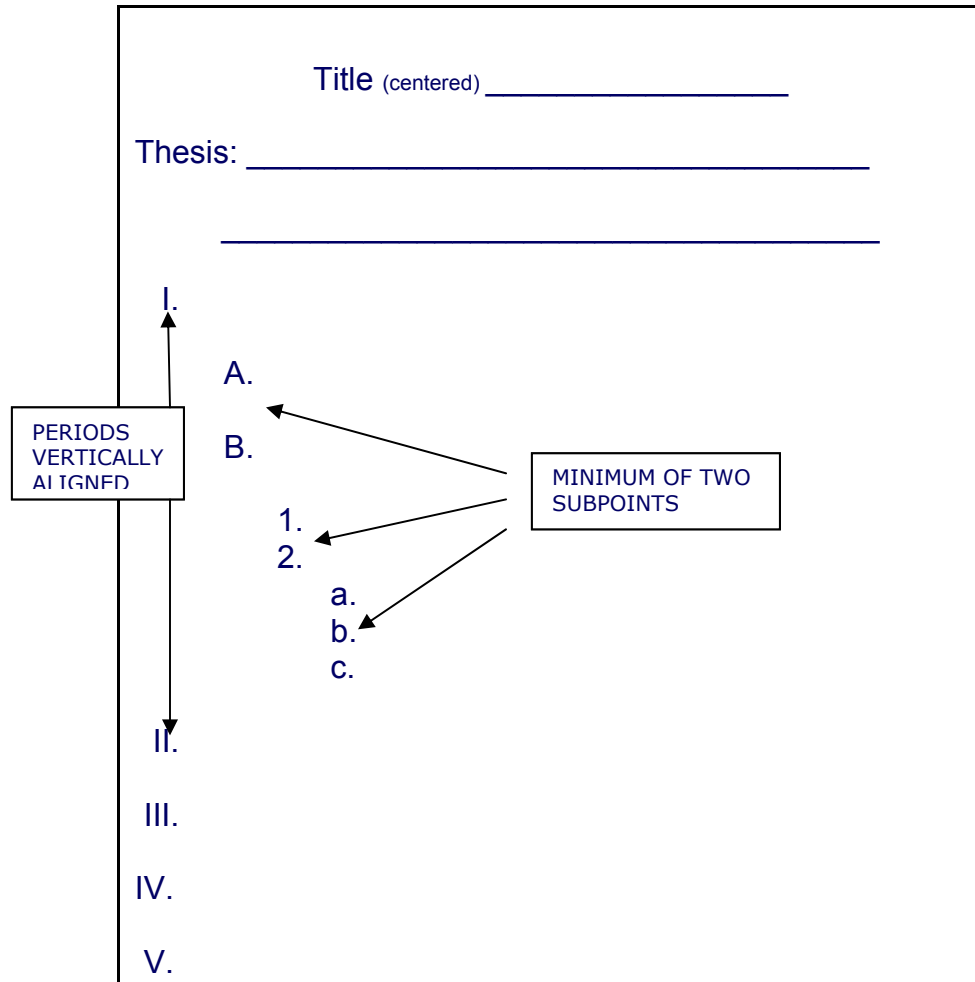
is a trial outline to give you a focus as you begin your research

10. Outline, final
see sample
research paper

a) is a topic outline format in parallel structure,
 b) its headings and subheadings should be a word, phrase, or dependent clause--and always minus a period at the end.

11. Outline format

a) presents the main categories of your investigation
 b) keeps you on target,
 c) leads you and your audience through the central issues of your topic,
 d) suggests order (chronological, cause-effect, importance of the issues).



12. Plagiarism

is presenting the work of another as if it were your own; once discovered, it is typically dealt with as severely as the situation will allow in both school--and in "real-world" settings

13. **Research paper parts:**
Introduction, suitable

is writing which reveals **your** analysis and **your** argument supported by the best of the information on **your** note cards which have been woven together to support **your** thesis.

unsuitable

is stringing out note card information minus your analysis, argument, and careful support of your thesis.

Body

- a) is the heart and core of your research,
- b) b) its paragraphs, with skillful transitions between them, help support your thesis,
- c) includes only the most important and interesting details of your research,
- d) statements are related as clearly and forcefully as possible.

Conclusion

- a) if effective is typically a closing paragraph and begins with your thesis paraphrased for variety,
- b) and it proceeds with your pulling together each of your research findings to persuasively support the validity your thesis.

14. **Documentation systems**

vary somewhat, and in District 205 parenthetical in-text MLA is required (as recommended by the Modern Association); other systems are quite similar and adjustment to them, if necessary at some later date, should come easily.

15. **Documenting sources rule is to acknowledge sources you have used, directly or indirectly.**

Reminders: Document when quoting another word-for-word.

Document when rewording another.

Do not document items of common knowledge

When in doubt, document

16. **Documenting options:**

| | |
|--|---|
| Fitzgerald quotes Shriver on pages 84 and 85 of Fitzgerald's book: "Probably the most important development in the future will be the impact of returning volunteers on American society." | |
| Option 1 | Shriver said, "Probably the most important development in the future will be the impact of returning volunteers on American society" (Fitzgerald 84-5). |
| Option 2 | Fitzgerald quotes Shriver as saying: "Probably the most important development in the future will be the impact of returning volunteers on American society" (84-5). |
| Option 3 | According to Fitzgerald, Shriver was emphasizing the important positive influence returned Peace Core volunteers will have on American society (84-5). |

17. **Absorbing a quote into a statement of your own:**

- a. Place the quote at the end of your statement:

His comment comes back to me after all these years, that "the real winners in life are the losers who keep trying" (Rather 2).

:

- b. Place the quote at the beginning of your statement His comment comes back to me after all these years, that "the real winners in life are the losers who keep trying" (Rather 2), and that remark made all the difference.

- c. Change the capitalization of the quote if you prefer. In "a" above, the first word of the quote was originally capitalized and is now properly adjusted.

18. **Works Cited page:**
- a) Include all works cited within your research paper.
 - b) Include every source used in preparing your paper, whether cited within it or not.
 - c) Exclude those works that proved irrelevant to your finished paper
 - d) Alphabetize by authors' last names

RESEARCH PAPER TECHNICAL DETAILS

- 1. **Ampersands (&)** should be omitted and replaced with "and" in research.
- 2. **Book titles** should be taken from the book's title page rather than its cover avoid trendy capitalization.
- 3. **Ellipsis (. . .)**
 - ... to show deletion within a sentence
 - ... to show deletion at the end of a sentence
 - ... to show omission of a complete sentence
- 4. **Lengthy quotations** should be set apart from the text of your paper by indenting ten spaces from the left margin if:
 - Prose:** is 5 or more lines long
 - Poetry:** is 4 or more lines long (1-3 lines retained within your text should each be separated by a diagonal line (/)).
- 5. **Periods** are used to close all sentences and all Works Cited entries.
- 6. **Tense of verbs** should be present, shifting to the past only for historical accuracy.
- 7. **Underlining** should be continuous rather than underlining words only: (Roget's Thesaurus rather than Roget's Thesaurus).
- 8. **Word hyphenation** at the ends of lines, if done at all, should be done as close to the middle of those words as possible.

RESEARCH PAPER LAYOUT

- 1. **Margins:** See Margin Check Sheet on the outside surface of back cover.
- 2. **Page numbering:** Upper right corner, but no numbering on either title or outline pages.
- 3. **Double space:** Double space everything except triple space after your title on page one of your text.
- 4. **Works Cited page:** a) Alphabetize by authors' last names, flush with left margin b) Indent five spaces from left margin each necessary additional line.
- 5. **Stapling:** Staple sheets in upper left corner as follows: title page, outline, text, works cited.

BIBLIOGRAPHY CARD TYPES

Book:

361.26/Fit
Fitzgerald, Merni Ingrassia. The Peace Corps Today. New York: Dodd, 1986.

Periodical Article, Specific Author:

Reese, Michael and Jennifer Foote. "California American Dream, American Nightmare." Newsweek 31 July 1989: 23-6.

Periodical Article, Anonymous Author:

"This Job is Jinxed." Time 31 July 1989: 41.

Editorial:

"Stop the Abuse Cycle Before It Starts," Editorial. Chicago Tribune 2 Feb. 1997, sec. 1:18.

Letter to the Editor:

Renfeldt, Jeff. Letter. Chicago Tribune 2 Feb. 1997, sec. 1:18.

Reference Work Article:

"The Peace Corps." Encyclopedia Americana.
1989 ed.

CD Rom, Periodical:

Angier, Natalie. "Chemists Learn Why Vegetables are
Good for You." New York Times 13 Apr. 1993,
late ed.: C1. New York Times Ondisc. CD-
ROM. UMI-Proquest. Oct. 1993.

CD Rom, Nonperiodical:

The CIA World Factbook. CD-ROM. Mineapolis:
Quanta, 1992.

Diskette:

"Nuclear Medicine Technologist." Guidance
Information System. 17 ed. Diskette.
Cambridge: Riverside-Houghton, 1992.

Electronic Sources:

Internet sources must be completely cited, initially on your bibliography cards, later on the Works Cited page of your research paper. Readers of your research paper need complete enough information from you to re-trace the steps you took in locating each of your sources--and teachers certainly must be able to do so to verify the authenticity of sources you use.

**World Wide Web Sites
Gopher Sites
E-mail Sites
Listserv
Newslist**

General rule: Provide the author's last name, author's first name. Provide "Title of the Work" (in quotes). Provide title of the complete work in which this specific work was found. Follow with. [complete protocol and address] (in brackets); finish with the date of access. **Examples of complete protocol and address follow**

[gopher://h-net.msu.edu:70/00/lists/H-AFRICA/internet-cit] 8 Feb. 1997.

[http://www.uvm.edu/-xli/reference/estyles.html] 8 Feb. 1997.

[http://www.cas.usf.edu/english/walker/mia.html] 8 Feb. 1997

NOTE CARD TYPES

Direct Quotation:

TODAY'S PEACE CORPS Fitzgerald 94

"I lived in a boarding house in a small town in Korea. The house was in a compound with wall around it. My room was on a corner so I had two windows facing out over the fields. All the kids in town would play right outside and when one got brave he would climb the wall to look in and watch 'the American.' When they finally did visit me, the kids loved to feel the hair on my arms, and one asked if I could really see with blue eyes."

SEE PAGE 5 OF
SAMPLE PAPER

Summary:

RESTATE AUTHOR'S
IDEA IN YOUR OWN
WORDS BUT IN LESS
SPACE

TODAY'S PEACE CORPS Askin and Engardio 62

Health, education, and agricultural assistance for the poor were still its main concerns, but the Corps started "getting down to business" by promoting business acumen – know-how.

SEE PAGE 3 OF
SAMPLE PAPER

Paraphrase:

RESTATE AUTHOR'S
IDEA IN YOUR OWN
WORDS AND IN
ROUGHLY THE
SAME SPACE

VOLUNTEERS BEFORE AND AFTER The Peace Corps"

One must be a U.S. citizen, be healthy though not necessarily handicap-free, be willing to serve for two years, and be at least eighteen years of age. Acceptance is commonly followed by three months of instruction in the language and culture of the volunteer's assignment.

SEE PAGE 6 OF
SAMPLE PAPER

Personal Note:

VOLUNTEERS BEFORE AND AFTER MINE

Somewhere include the recruiter's catchy line which has become part of the image of the Peace Corps: "The Toughest Job You'll Ever Love!"

SEE PAGE 7 OF
SAMPLE PAPER

Caution! Determine if your instructor wishes notes other than direct quotes to be written in sentence form--or written in phrases.

PARENTHETICAL, IN-TEXT DOCUMENTATION EXAMPLES

The following sample entries conform to the suggestions found in the *MLA Handbook for Writers of Research Papers*, 4th edition, Joseph Gibaldi, Modern Language Association, New York, 1995.

| | |
|--|---|
| 1. AUTHOR, SINGLE: | 1) President Smithfield said: "BMW's and the Almighty Buck are out" (Jones 12). 2) Jones quoted the President as saying "BMW's and the Almighty Buck are out" (12). |
| 2. AUTHOR, SINGLE, WITH TWO OR MORE WORKS IN WORK CITED: | 1) In <i>Script</i> , Frazier suggests we concede that we have no time for the project (26). 2) When we get to that point we will be finished with Phase I of Operation X (Frazier, <i>Futura</i> 10). |
| 3. TWO AUTHORS: | 1) "We concluded on May 6th that President Nixon was in trouble" (Bender and Smith 12). 2) Bender and Smith concluded on May 6th that President Nixon was in trouble (12). |
| 4. TWO AUTHORS WITH THE SAME LAST NAME IN WORK CITED: | 1) Mark Hoffman prefers Pact III (6). 2) "Chrysler should get the electronics because of their experience in it" (Brian Hoffman 217). |
| 5. THREE OR MORE AUTHORS: | 1) "We concluded on May 6th that President Nixon was in trouble" (Bender et al. 12). 2) Bender, Smith and Rossi concluded on May 6th that President Nixon was in trouble (12). |
| 6. ANONYMOUS AUTHOR: | Parenthesis should contain the title of the article--or a shortened version of it. |
| 7. CORPORATE AUTHOR: | In-text documentation + parenthesis should identify the authoring corporation or agency + the specific study to which reference is made. |
| 8. INDIRECT (secondhand) SOURCE: | If information from an indirect source is paraphrased or quoted (qtd), process as follows: x x x x x x x x (qtd. in Godfrey 43). |
| 9. REFERENCE WORK: | Parenthesis should contain the name of the reference work--or a shortened version of it. Page numbers are necessary if the reference work is alphabetized. |
| 10. REFERENCE TO AN ENTIRE WORK: | Provide the author's name within the text: Lincoln's Gettysburg Address remains the model of the concise, sincere, eloquent instrument. |
| 11. MULTIVOLUME: | Assume Churchill's four volume work is in your Works Cited and you are documenting material from Volume 2: x x x x x x x x (Churchill 2: 538-41). |
| 12. LONG QUOTATION SET OFF FROM TEXT: | Of course, the model of the concise, sincere, eloquent classic is still Lincoln's Gettysburg Address: Four score and seven years ago our fathers brought forth |

| | |
|-------------------------------------|---|
| | <p>on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal</p> <p>. . . and that a government of the people, by the people, for the people shall not perish from the earth (McDougal 270).</p> |
| <p>13. CLASSIC NOVELS:</p> | <p>Novels, plays, and poems are available in many editions. Provide more information than page numbers to help your readers locate passages in their editions. After the page number, add a semicolon and other appropriate information, using lower case abbreviations such as "pt.," "sec.," "ch."</p> <p style="text-align: right;">Examples: (457; ch. 9, sec. 2) (217; bk. 4, ch. 2)</p> |
| <p>14. CLASSIC PLAYS AND POEMS:</p> | <p>In citing classic plays and poems, omit all page numbers. Instead, document by divisions and lines with periods separating the various numbers (Odyssey 8.326 = Book 8, line 326 of Homer's Odyssey).</p> <p>Unless instructed otherwise by your teacher, replace Roman numerals with Arabic numbers (Macbeth III, iv.<Macbeth 3.4).</p> |

WORKS CITED PAGE ENTRY EXAMPLES

The following sample entries are anchored in the *MLA Handbook for Writers of Research Papers*, 4th edition, Joseph Gibaldi, Modern Language Association, New York, 1995.*

Organization for convenience is as follows:

- 1) The more traditional, non-technical and non-electronic-access entries conform to the suggestions of Gibaldi.
- 2) The more contemporary, technical and electronic-access entries are directly from Gibaldi and are readily identifiable by the page number of origin within Gibaldi which is provided in the lower right corner of the respective cells. [See Entry 12 below.] Accessing those pages will bring you quickly to related citations of a more unusual or complicated nature together with explanatory narratives.

| | |
|--|--|
| 1. ANTHOLOGY: | Montaigne, Sherman, and Elizabeth Murnane, Eds., <u>Selected Readings in School Administration</u> . New York: McGraw, 1996. |
| 2. AUTHOR WITHIN AN ANTHOLOGY: | Isenberg, Martin G. "The Pros and Cons of National Assessment of Students." <u>Selected Readings in School Administration</u> . Ed. Sherman H. Montaigne and Elizabeth M. Murnane. New York: McGraw, 1996. 59-68. |
| 3. AUTHOR, SINGLE: | Clark, Andrew. <u>Essence of a Masterpiece</u> . London: Thames, 1996. |
| 4. AUTHOR, WITH TWO OR MORE BOOKS BY THIS SAME AUTHOR: | Clark, Andrew. <u>Essence of a Masterpiece</u> . London: Thames, 1996. ---- <u>A Study of British Romanticism</u> . London: Thames, 1987. |
| 5. AUTHORS, TWO OR MORE: | McCrum, Robert, William Cran, and Robert MacNeil. <u>The Story of English</u> . New York: Viking Penguin, 1986. |
| 6. AUTHOR, CORPORATE: | American Council on Education. <u>Annual Report, 1995</u> . Washington: American Council on Educ., 1996. |
| 7. AUTHORED ARTICLE IN A MAGAZINE: ANONYMOUS ARTICLE IN A MAGAZINE: | Thomas, Evan. "Friends for Now." <u>Newsweek</u> 27 Jan 1997: 40-1. "No More Mr. Nice Guy." <u>Time</u> 1 Feb. 1988: 41. |
| 8. AUTHORED ARTICLE IN A NEWSPAPER: | Shay, Barbara. "Judge Wants Info on Clients." <u>Rockford Register Star</u> 1 Feb. 1997: 1A+. |
| 9. BIBLE: | [Follow general rules citing specific book, chapter, verse, use no underlinings or quotation marks in identifying books or versions of the Bible.] |
| 10. BOOK WITH ANONYMOUS AUTHOR: | <u>Island of Guernsey English Primer (Retired 1902)</u> . New York: Knopf, 1972. |
| 11. BOOK IN A SERIES: | Hinchcliffe, Arnold P. <u>Harold Pinter</u> . Rev. ed. Twayne's English Authors Series 51. Boston: Twayne, 1981. |
| 12. CD-ROM, PERIODICAL: CD-ROM, NON-PERIODICAL: | Angier, Natalie. "Chemists Learn Why Vegetables Are Good for You." <u>New York Times</u> 13 Apr. 1993, late ed.: C1. <u>New York Times Ondisc</u> . CD-ROM. UMI-Proquest. Oct. 1993. p. 154 <u>The CIA World Factbook</u> . CD-ROM. Minneapolis: Quanta, 1992. p. 156 |

*Copies available for student use within each high school

| | |
|---|--|
| 13. CONFERENCE, PUBLISHED: CONFERENCE, JOURNAL, OR NEWSLETTER, ELECTRONIC: | Freed, Barbara F., ed. <u>Foreign Language Acquisition Research and the Classroom</u> . Proc. Of Consortium for Language Teaching and Learning Conference, Oct. 1989, U of Pennsylvania. Lexington: Heath, 1991. p. 134 Alston, Robin. "The Battle of the Books." <u>Humanist</u> 7.0176 (10 Sept. 1993): 10 pp. Online. Internet. 10 Oct. 1993. p. 165 |
| 14. DISKETTE: | "Nuclear Medicine Technologist." <u>Guidance Information System</u> . 17th ed. Diskette. Cambridge: Riverside-Houghton, 1992. p. 157 |
| 15. EDITOR, LETTER TO: EDITORIAL: | Runfeldt, Jeff. Letter. <u>Chicago Tribune</u> 2 Feb. 1997, sec. 1:18. "Stop the Abuse Cycle Before It Starts." Editorial. <u>Chicago Tribune</u> 2 Feb. 1997, sec. 1:18. |
| 16. VIDEOCASSETTE, FILM, FILMSTRIP, SLIDE PROGRAM: | <u>Maurice</u> . Screenplay by Kit Hesketh-Harvey and James Ivory. Dir. James Ivory. Perf. James Wilby, Hugh Grant, Rupert Graves, Denholm Elliott, and Simon Callow. Cinecom, 1987. |
| 17. GOVERNMENT PUBLICATION: | United Nations. <u>Consequences of Rapid Population Growth in Developing Countries</u> . New York: Taylor, 1991. p. 133 |
| 18. INTERVIEW, PERSONAL: | Box, Mayor Charles. Personal interview. 27 Jan. 1997. |
| 19. INTERVIEW, PUBLISHED OR RECORDED/VIDEOTAPED: | Blackmun, Harry. Interview with Ted Koppel and Nina Totenberg. <u>Nightline</u> . ABC. WABC, New York. 5 Apr. 1994. p. 178 |
| 20. LETTER, PERSONAL: | Box, Mayor Charles. Letter to the author. 29 Jan. 1997. |
| 21. LETTER, PUBLISHED: | Thackeray, William Makepeace. "To George Henry Lewes." 6 Mar. 1848. Letter 452 in <u>Letters and Private Papers of William Makepeace Thackeray</u> . Ed. Gordon N. Ray. 4 vols. Cambridge: Harvard UP, 1946. 2:353-54. ** |
| 22. LETTER OR MEMO POSTED E-MAIL: PUBLIC ON-LINE: | Danford, Tom. "Monday Greetings." E-mail to Terry Craig. 13 Sept. 1993. p. 177 Shaumann, Thomas Michael. "Re: Technical German." 5 Aug. 1994. Online posting. Newsgroup comp.edu.languages.natural. Usenet. 7 Sept. 1994. p. 178 |
| 23. MULTIVOLUME WORK: | Churchill, Winston S. The Age of Revolution. Vol. 3 of <u>A History of the English-Speaking Peoples</u> . 4 vols. New York: Dodd, 1957. ** |
| 24. PAMPHLET: | [Treat as a book.] |
| 25. PERFORMANCES, LIVE: | <u>Hamlet</u> . By William Shakespeare. Dir. John Gielgud. With Richard Burton. Shubert Theatre, Boston. 4 Mar. 1964. p. 174 |
| 26. PUBLIC ADDRESS OR LECTURE: | Ciardi, John. Address. Opening General Sess. NCTE Convention. Washington, 19 Nov. 1982. ** |
| 27. RADIO/TV PROGRAM: | <u>The First Americans</u> . Narr. Hugh Downs. Writ. and prod. Craig Fisher. NBC News Special. KNBC, Los Angeles. 21 Mar. 1968. ** |
| 28. REFERENCE WORK: | "Mandarin." <u>Encyclopedia Americana</u> . 1993 ed. |

*The Peace Corps,
A Worthwhile Experience*

by

Jane Doe

English 4

31 January 1997

*The Peace Corps,
A Worthwhile Experience*

Thesis: Nearly thirty years after its birth, the Peace Corps remains committed to its original purposes and gives both active and returned volunteers the feeling they make a difference through their caring and hard work.

I. Birth of the Peace Corps

A. Significant people

- 1. Senator Hubert Humphrey*
- 2. President John F. Kennedy*
- 3. Sargent Shriver*

B. Purpose of the Corps

- 1. The Peace Corps Act of 1961*
- 2. Promotion of peace in the world*

II. Today's Peace Corps

A. Advances in new areas

- 1. Women in Development*
- 2. Information Collection and Exchange (ICE)*

B. Adjustments to new realities

- 1. Impact of the Reagan administration in the 1980s*
- 2. Today's volunteers*
 - a. Appeal of the Corps*
 - b. Diverse types of volunteers*
 - c. Evolution of Peace Corps programs in the mid 1990s*

III. Volunteers, before and after

A. Aspiring volunteers

- 1. Wish to improve the world*
- 2. Relate to personal growth possibilities*
- 3. Hope to achieve peace within*
- 4. Meet requirements for acceptance*

B. Returned volunteers

- 1. Changed people*
- 2. Impact on American society*
- 3. Organizations of former Corps members*

*The Peace Corps,
A Worthwhile Experience*

In the early 1960s, the idea of having an organization of volunteers promoting peace across the world arose and the idea became reality as an organization called the Peace Corps. It works to eliminate the conditions that bring about poverty, war, disease, sickness, and disaster. Over the years the Corps has experienced many changes, but it remains constant in its essentials. Nearly thirty years after its birth, the Peace Corps remains committed to its original purposes and gives both active and returned volunteers the feeling they make a difference through their caring and hard work.

Several people were of significant importance in the establishment of the Peace Corps. Senator Hubert H. Humphrey introduced a "peace corps" bill in June of 1960. Although the bill failed to pass, Humphrey was the first person to use the name Peace Corps. President John F. Kennedy, however, receives credit as the founder of the Corps. It was officially born when he signed the executive order on 1 March 1961, and the Corps remains his most enduring legacy. President Kennedy used a number of Senator Humphrey's ideas, including the organization's name. Kennedy found the name most appropriate because of the foundation's peaceful purpose (Lent 23). Sargent Shriver, Kennedy's brother-in-law, was important in getting the Corps started by

...serving as its first director. All three men played a part in making the Peace Corps possible.

The Peace Corps Act of 1961 states the purposes of the Peace Corps, purposes which reflect an American philosophy of liberty. Americans prize liberty at home and seek to spread it abroad. The Corps is a possible vehicle for sowing seeds of liberty as it pursues its mission. The direct mission of the Corps remains the same as at its inception and is threefold: to help interested countries train their workers, to help interested countries better understand Americans, and to help Americans better understand others (Fitzgerald 18). The Corps has succeeded in each of these areas and has probably enhanced the image of liberty simultaneously.

The promotion of world peace is a priority for the Peace Corps. Its volunteers want to help people in other countries and create strong, lasting relations with them. Over three-fourths of volunteers in the 1980s worked in education, agriculture, and health/nutrition ("The Peace Corps"). Volunteers live in intimate contact with the citizens of the country they are serving. "The Peace Corps provides people-to-people development assistance at the grassroots level as well as cross-cultural exchange and does so by fielding as many volunteers around the world as it can appropriately recruit, train and program" (The Peace Corps in International Relations). They see this contact as the foundation of understanding and mutual trust without which world peace is fiction. Volunteers are our peace ambassadors to the world.

Today's volunteers are paying more attention to the women in the countries they serve. Fitzgerald reports that when native women were included with men in planning and execution, projects that might not have otherwise been successful were. These

successes were the result of women's dedicated work and care. The Peace Corps calls its new focus on women's inclusion, *Women in Development*. One volunteer defined it by saying, "It is a focus on women's roles and needs, and an acknowledgement that women are full members of every community" (Fitzgerald 42). Developments such as this one are what make the Corps successful.

The Information Collection and Exchange (ICE) is also new to the Peace Corps. This program collects information from volunteers and distributes it to other volunteers around the world. Through ICE, one Peace Corps volunteer's knowledge and experience can help people in many places (Fitzgerald 48). The information collected can be made into manual form, or appear in the ICE Almanac section of the Peace Corps Times, which is a magazine published to inform the volunteers of the activities of the director and staff. ICE is important to the communication within the Peace Corps and helps make that communication possible.

The Peace Corps experienced certain changes under the administration of President Ronald Reagan in the 1980s. Health, education, and agricultural assistance for the poor were still its main concerns, but as Askin and Engardio put it, the Corps started "getting down to business" by promoting business acumen (62). Much of the Third World lacks entrepreneurial know-how or business sense. Teaching these people business skills, no matter how simple, enables them to learn how to better themselves. The Peace Corps in the eighties is still fulfilling the dreams of yesterday while keeping up with the needs of today.

Some of the changes in the Corps are attributable to today's volunteers themselves. Those in today's Peace Corps are similar to, yet different from those of the

past thirty years. "Peace Corps volunteers join today for the same reasons as before--a desire to help people, to learn about new countries, to travel to far-off places, and to share skills and knowledge" (Fitzgerald 31). In the beginning most volunteers were young college students. Today many different kinds of people of varying educational backgrounds have discovered the Peace Corps. The young and old, single and married, the retired, and minorities are joining now. "They come from nontraditional quarters: executives yearning for midcareer adventures, financially secure retirees enlisting in the war on hunger, and growing numbers of yuppie dropouts" (Askin and Engardio 62). Both young and old have joined together to accept the Corps' challenge to make the world a better place. It is fortunate that many people today can look beyond themselves and through their caring, help the needy of the world.

Other changes in the Corps in the mid 1990s are attributable to changes in the world community and have evolved from these new circumstances. For instance:

While the need has remained for volunteers to work in agriculture, education, forestry, health, engineering, and skilled trades, countries are increasingly requesting help in new areas: business, the environment, urban planning, youth development, and the teaching of English for commerce and technology. Emerging democracies such as those of the former Soviet republics have turned to Peace Corps for assistance for the first time, while previous Peace Corps hosts such as Chile and Ethiopia have reestablished relationships to address more advanced development issues (Making a World of Difference).

Such an evolution of programs is entirely consistent with the Corps' founding philosophy of promoting peace, enhancing liberty, and creating strong and lasting ties with the countries it serves.

Those who apply to the Peace Corps have their own reasons for doing so. Whatever these reasons, "the single strongest unifying motivation of volunteers appears to be the desire to improve the world as individuals on their own" (Fuchs 38). One person gave his reason for wanting to become a volunteer when he said, "The Peace Corps seems an ideal way for me to serve my country and to be of assistance to other people . . . it is not a charity or relief organization that hands out money, but it lends its people" (Luce 4). Its people share their talents and hopes generously.

Volunteers are able to spontaneously relate episodes showing how their generosity enables them to grow as persons. They place themselves in give-and-receive relationships with those they serve. One volunteer recalls:

I lived in a boarding house in a small town in Korea. The house was in a compound with walls around it. My room was on a corner, so I had two windows facing out over the fields. All the kids in town would play right outside and when one got brave he would climb the wall to look in and watch 'the American.' When they finally did visit me, the kids loved to feel the hair on my arms, and one asked if I could really see with blue eyes (Fitzgerald 94).

The new volunteer's enhanced awareness and understanding of the world community comes from having been a positive force within it on a personal level as well as a professional one.

Generosity toward those in need is commonly followed by deep peace within the giver. Corps volunteers offer themselves to others with a hope, and sometimes with an expectation of personal peace. One wrote:

. . . I also hope to find some sort of personal peace, to salve my conscience, that I and my peers were born between clean sheets when others were issued into the dust with a birthright of hunger. Perhaps afterward, when I hear the cry of humanity, I shall be unashamed . . . because I helped to still a part of it (Luce 7).

Neither volunteers nor returned volunteers are given to self-praise. It seems, however, that in both there is a deep sense of having done a very good thing. This is coupled with an enduring sense of quiet satisfaction--a sense of deep personal peace.

Those wishing to apply to the Corps, 6,500 strong in 1997, do not have to meet many requirements. One must be a U.S. citizen, be healthy though not necessarily handicap-free, be willing to serve for two years, and be at least eighteen years of age. Acceptance is commonly followed by three months of instruction in the language and culture of the volunteer's assignment ("The Peace Corps"). There is no attempt to form volunteers into a model representative of the United States.

Returned Peace Corps volunteers are changed people because of their experience, and they continue to work by the values they learned while serving in the Corps. Indeed talk of eliminating the Corps in 1981 as a budget-cutting measure was squelched, in part, by the outcry of the 120,000 Corps alumni (Donziger 30), alumni which in 1997 total over 140,000. Humanistic values continue to supersede materialistic values as these alumni return to American life, and these values endure

over the years. Their continued work with organizations devoted to the improvement of society within the U.S. is also edifying. Fitzgerald quotes Sargent Shriver as having said, "Probably the most important development in the future will be the impact of returning volunteers on American society" (84-5). The positive effects that past volunteers have back at home will significantly help America and its people if everyone can learn from, and benefit from, their experiences.

Returned Peace Corps members commonly form local or regional organizations of former Corps members. This helps returned volunteers to keep in touch with those of like mind and keep shared values in sharp focus. "Such organizations may include activities such as speakers bureaus and exhibits to help keep the Corps message before the American people. The Corps' motto is "The Toughest Job You'll Ever Love," a phrase which has become central to the image of today's Peace Corps. "As returned volunteers, we bring our international perspective to local organizations dedicated to providing assistance to people throughout the developing world. . . ." (Area Peace Corps Association).

Through its volunteers' commitment to peace and understanding, the Peace Corps continues to make a positive difference both in other countries and at home. The hard work and trust required in day-to-day life bring Peace Corps people and citizens of their countries closer together as they achieve practical goals. Additional developments include emphasis on the importance of women, exchanging information among volunteers, and teaching business skills. Hopefully, the Corps will continue to see new ways to make the work of volunteers attractive, successful, and fulfilling. Caring volunteers minister to people throughout the world. Returned volunteers enhance

America's self-image and remain actively involved in concern for the needy. These volunteers will hopefully continue to receive fulfillment both from their accomplishments and from the feeling that through their caring and efforts they serve both the U.S. and the cause of world peace.

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