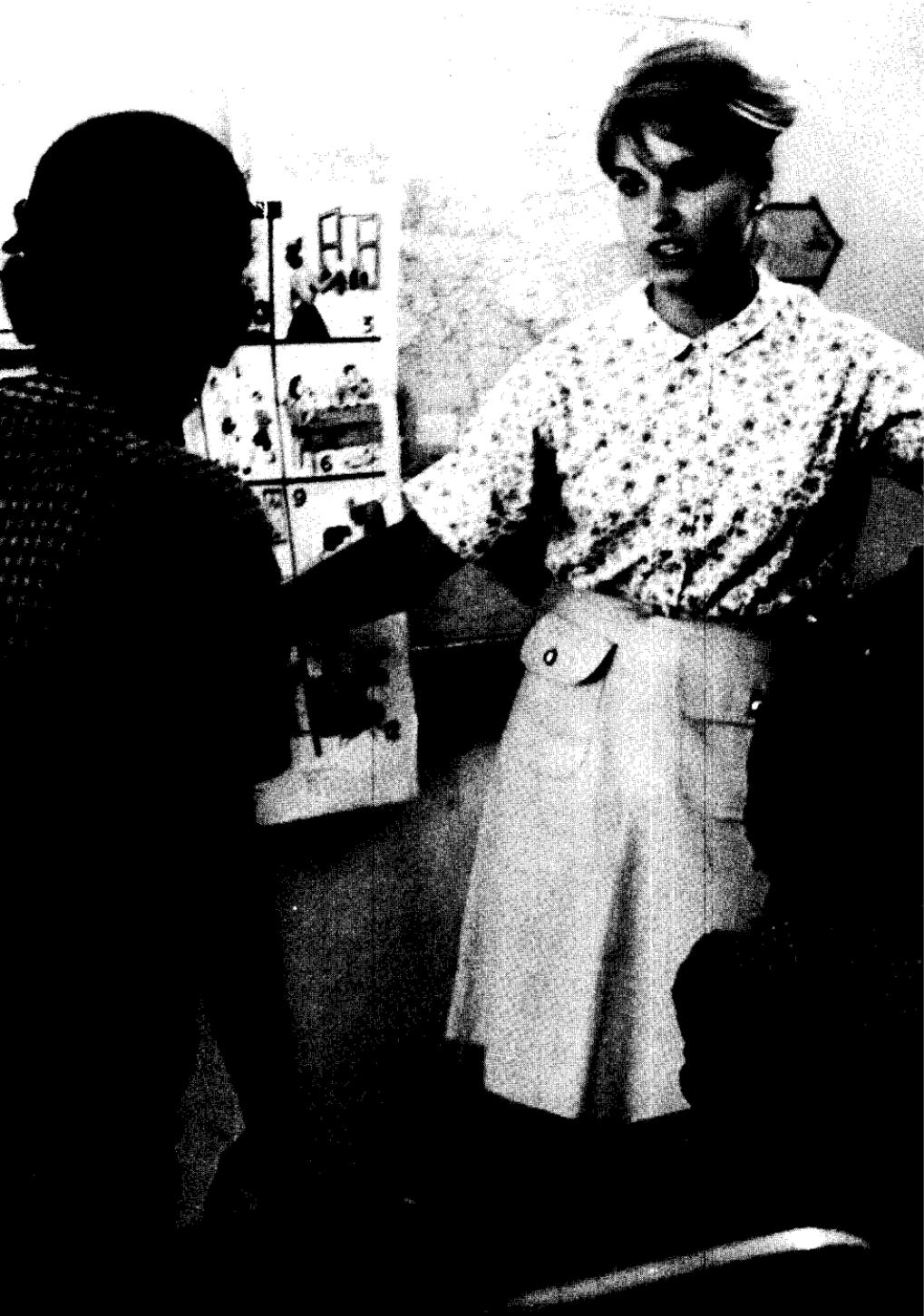

4th Annual

PEACE
CORPS

Report

Judy Danielich, of Homestead, Pa., teaches English in a secondary school in Isfahan, Iran.



PEACE CORPS

4th Annual Report

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I. INTRODUCTION

The fourth year of the Peace Corps provided a disappointment and a discovery. In the Spring of 1965 the program in Indonesia was discontinued by mutual agreement because the political climate between the two nations had deteriorated to a point where the Volunteers were rendered ineffective in their jobs. But closer to home, Peace Corps Volunteers remained in the Dominican Republic during the turbulence and dangers of the rebellion, and came through with honors from all sides. On the precarious middle-ground of a civil war, both the Volunteers and the agency learned something about the capabilities of the Peace Corps that they had not really understood before.

From the early days of the Peace Corps, Volunteers and staff members have been troubled by the difficulty of articulating the salient features of the Peace Corps experience. There was always the sense among those who shared the experience that they were on to something special which was more than merely winning friends for America overseas. Yet to say, as so many observers did, that the Peace Corps was "applied altruism," or "ideals in action," or that it expressed "the best in the American spirit," was to name a truth without describing the truth.

The press habitually celebrated the Peace Corps in capsule success stories about the Volunteers, sufficient both to the purposes of popular journalism and the limited curiosity of the readership. Collectively these stories created an engaging folklore of attractive young Americans piping the wayward masses of the underdeveloped world to the paths of progress and enlightenment.

The result of this facile image-making on the one hand and the failures of articulation on the other was a suspension of serious public inquiry about the Peace Corps. Congress alone continued its scrutiny each year, but the national mood was one of self-congratulation over an unexpected gift horse. Accordingly, it came to be the mixed fortune of the Peace Corps that it was loved without being understood.

The Washington staff itself sensed the importance of the Corps without fully comprehending it. Volunteers were constantly exhorted to trust in the validity of their efforts. A quarter century hence, they were assured, a new generation would be the willing judge of their effectiveness. But beneath this assurance there were persistent doubts among the staff that these few thousands scat-

tered across the continents could write any significant page in the history of their time.

The problem of defining the special experience of the Peace Corps was underscored during the Conference of Returned Volunteers held at the State Department in March 1965. Some participants in the Conference expressed disappointment that the Volunteers appeared to have few concrete proposals to make for the betterment of American life. The notion that Volunteers returning from two years abroad would bring with them some packaged and marketable product of their new wisdom was one more comment on the general foginess about the work of the Peace Corps overseas. Yet the Conference also managed, for the first time, to present the Volunteers as a national reality instead of the vague, distant speculators in idealism they had always seemed. By the end of the Conference, the Peace Corps had made the difficult crossing from the Sunday supplements to the

Volunteer James Kutella, of Stevens Point, Wis., and co-worker prepare cement for foundation of palm-oil plant in Wongifong, Guinea. The project, begun by the U.S. Agency for International Development, was designed to help the Guinean government turn the country's palm groves to profit.





Patients wait in line as Peace Corps nurse Lois Hamilton of Bonita, Cal., provides medical attention in village of Phaggi, near Jaipur, India.

more serious journals of opinion, where observers noted their growing awareness of a "remarkable group of young people, surfacing in our midst," who had at least a very different sort of experience from their contemporaries.

At approximately the same time, the energetic and contentious student activist movement was coming into full view in America. Given the temper of the Sixties, this was more than coincidence.

In the worst days of the cold war, the forces balanced against each other seemed so awful and volatile that a sense of hopelessness was, for many people, almost the only rational response. With the gradual easing of tensions in recent years, it has been more possible for men to believe again that they had the power to affect the climate of their lives. The ardent response to the Peace Corps was one indication of this renewal of belief. Since the not very long ago day of the Kennedy inaugural address, more than

150,000 Americans have volunteered for Peace Corps service. Some 15,000 have served abroad in 49 nations. Nearly 5,000 have successfully completed service and returned to the United States, large numbers of them joining in the War on Poverty, the civil rights movement, or in individual efforts to help the victimized poor. Thirty nations in Europe, Latin America, Asia and Africa have established international or national voluntary service agencies modeled on the Peace Corps.

The Peace Corps is clearly, in its own right, a movement of considerable force, running outward and inward again, and laterally across the earth. But its sources have much in common with those which feed the burgeoning student movement in America. The adherents of both these movements are no longer, like so many Americans of recent years, "aware of everything and resigned to everything." They are men and women who, for whatever reasons, have finally brought themselves to the point of doing something about the events and conditions that distress them. Some expend their protest on the picket line. Others take direct action in the slums, and ghettos, and rural backwaters of the world; their trials, their risks, and their eventual discoveries are the more remarkable because they are lonely ones.

Two major happenings of the past year — the rebellion in the Dominican Republic and the quieter rebellion on the campuses of America — have thus helped the Peace Corps to understand better its own strength and potential. As an official of the agency remarked in a speech at Stanford University, "We have turned a corner and seen ourselves in a mirror and we have been surprised to find that we are more than we thought."

At the end of June 1965, with more than 8,500 Volunteers serving abroad in 46 countries, it is possible to define the Peace Corps both by its deeds and its aims. In the report that follows there are pages devoted to both.

The Peace Corps continues to provide evidence that while the United States may become embroiled in war, it is urgently concerned with finding the ways to peace. Wars and rumors of wars still threaten, but as a former Volunteer makes clear in one section of this report, what the Volunteers and their co-workers have been trying to do in remote corners of the world is to set down that elusive common language through which men of different origins and beliefs can begin, finally, to talk with each other in their search for a better life.

The Peace Corps can look back on the work of these Volunteers in the past year and find a promise that their efforts will one day be recorded not only as an event in the history of the times, but as an expression of the very quality of the times.



Elizabeth Plotkin is a community development worker in one of the favelas—or slums—of Rio de Janeiro, Brazil. She spends her mornings working in a clinic, her afternoons with recreation groups, and her evenings teaching adult literacy classes. Elizabeth is from Newton Highlands, Mass.

II. REGIONAL MAPS

LATIN AMERICA



VOLUNTEERS BY PROGRAM

Agriculture — 437	Adult Education — 16
Rural Community Action — 1,600	Health — 754
Urban Community Action — 903	Public Works — 56
Elementary Education — 53	Public Administration — 33
Secondary Education — 461	Vocational Education — 95
University Education — 292	Physical Education — 204

TURKEY

NEAR EAST and SOUTH ASIA

IRAN

AFGHANISTAN

Disputed
Status

WEST PAKISTAN

NEPAL

EAST
PAKISTAN

ARABIAN SEA

INDIA

BAY
OF
BENGAL

INDIAN OCEAN

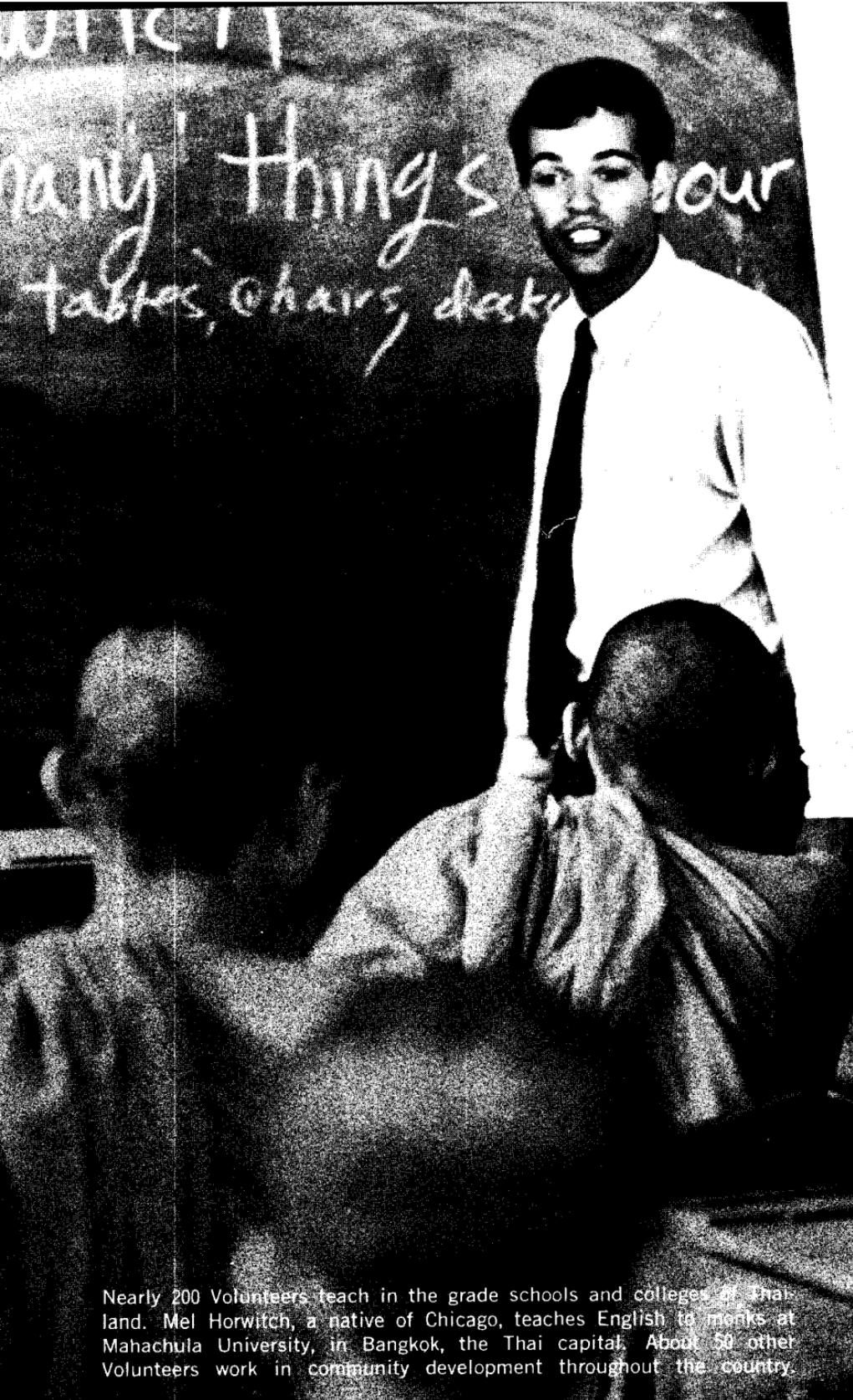
	In Training	Overseas
Afghanistan	56.....	136
India	266.....	401
Iran	139.....	149
Nepal	38.....	120
Pakistan	28.....	141
Turkey	336.....	338
Total	863.....	1285

VOLUNTEERS BY PROGRAM

Agriculture — 424
Rural Community Action — 369
Urban Community Action — 60
Secondary Education — 970
University Education — 4

Vocational Education — 72
Health — 101
Multipurpose — 1
Public Works — 99
Public Administration — 48





Nearly 200 Volunteers teach in the grade schools and colleges of Thailand. Mel Horwitz, a native of Chicago, teaches English to monks at Mahachula University, in Bangkok, the Thai capital. About 50 other Volunteers work in community development throughout the country.

FAR EAST

	In Training	Overses-
Malaysia	65	378
Philippines	487	227
Thailand	237	242
Total	789	847

PACIFIC OCEAN

THAILAND

PHILIPPINES

SOUTH

CHINA

SEA

CELEBES
SEA

M

YUNNAN

YUNNAN

YUNNAN

YUNNAN

YUNNAN

YUNNAN

VOLUNTEERS BY PROGRAM

Health — 180

Education — 3

Other — 1

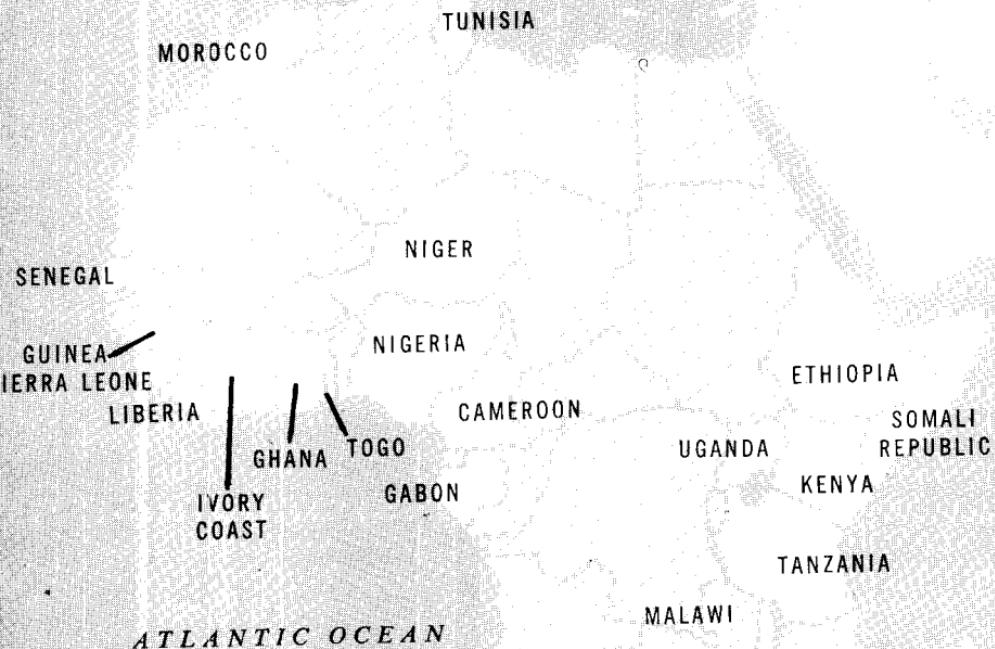
University Education — 45

Adult Education — 10

Women's Work — 10

Other — 16

AFRICA



In
Training Overseas

Cameroon	47.....	103	Nigeria	180.....	634
Ethiopia	275.....	565	Senegal	—.....	51
Gabon	62.....	35	Sierra Leone	122.....	150
Ghana	74.....	110	Somali Republic	—.....	58
Guinea	—.....	95	Tanzania	85.....	326
Ivory Coast	20.....	55	Togo	—.....	56
Kenya	1.....	129	Tunisia	116.....	135
Liberia	166.....	335	Uganda	—.....	35
Malawi	32.....	230	Advanced Training Prog.	72.....	—
Morocco	34.....	133	Total	1286.....	3278
Niger	—.....	43			

VOLUNTEERS BY PROGRAM

Agriculture — 136
 Rural Community Action — 396
 Urban Community Action — 34
 Elementary Education — 665
 Secondary Education — 2,673
 University Education — 64
 Adult Education — 33

Vocational Education — 130
 Physical Education — 24
 Health — 162
 Public Works — 176
 Lawyers — 13
 Public Administration — 58



Something new on the Sierra Leone landscape is this "African school," the first to appear in that West African nation. Volunteer Bill Hawn of Raytown, Mo., designed it, and here another volunteer, the architect, Steve Mulfinger, helps to build it. There are over 100 volunteers in Sierra Leone, most of them teaching in the 1,000 schools and free clinics that are being developed.

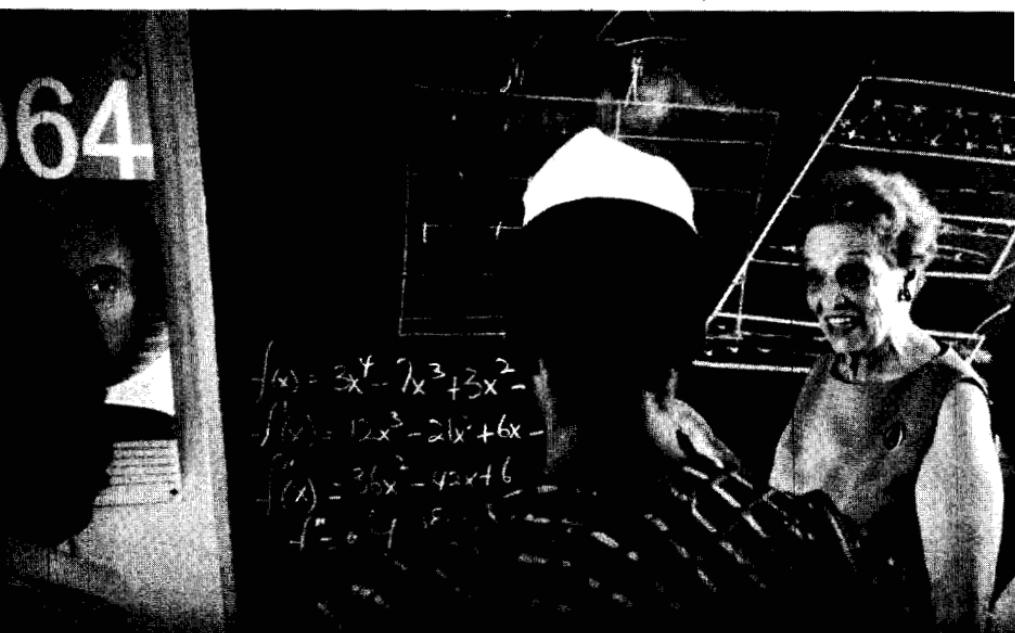


Katherine Hughes, of New Orleans, La., teaches biology, physics, and mathematics at a secondary school in Nairobi, Kenya.



In an Ethiopian hospital, Volunteer Lee Maloney shows a co-worker how to operate an autoclave. Lee is from Pueblo, Colorado.

Gary Costello, Danbury, Conn., works in school construction in the town of Rivo Hido, in Somalia. He also teaches mathematics and science.



Mr. and Mrs. Virgil Payne of Little Silver, N.J., are the oldest couple in the Peace Corps, at 54 and 50. Both teach in rural Nigeria. Above:

III. FOUR YEARS: *Past and Present*

The most awesome burden that any President bears is the responsibility for making a decision that sends the pride of our young manhood . . . to foreign battlefields . . . Today I shall sign into law another kind of authority that will send Americans abroad. And I pray — I pray — in the years to come only this kind of authority will ever be required by an American President, because it is an authority not for joining a conflict but for continuing the works of peace throughout the world.

— from the remarks of President Lyndon Baines Johnson at the signing ceremony of the Extension of the Peace Corps Act, 1965.

Finding Acceptance

When the Peace Corps began operations overseas in mid-1961 with some 120 Volunteers in three countries, its goals seemed, to many people, inconsequential. Yet, after only a year in the field, the Peace Corps had "caught on." In nations long since grown cynical about the motives of the great world powers, the Peace Corps approach was not only refreshing, but effective.

A letter from one of the earliest Volunteers, published in the First Annual Report, quite innocently defined this approach. Leo Pastore of East Boston, Mass., had been in the Philippines only a few months when he wrote:

To be perfectly frank, there has been no specific accomplishment so big that I can point to it . . . but . . . there have been many small accomplishments by the Volunteers that are putting this project over, just little things like attending the barrio elections, showing interest in the barrio council meetings, playing ball in the town plaza with the kids . . .

By June 1962 over 1000 Volunteers were at work in 15 countries and nearly 2000 were in training. Agreements for Volunteers had been reached with 37 countries.

The next year was critical. It was the time to "dig in," to make good an early promise. This called for cautious but continual



President Johnson greets former Volunteers in the Rose Garden of the White House.

expansion and diversification of programs. The first year had mainly consisted of teaching projects and community development — and they are still the staple programs of the Peace Corps. But the host countries seemed both eager and able to absorb a wider variety of Volunteer talents. Thus, during the second year, the Peace Corps sent abroad architects, geologists, nurses, doctors, mechanics, construction teams, fishermen, and planned a program for lawyers.

By June 30, 1963, there were some 4000 Volunteers overseas in over 40 countries, with another 2000 in training. A year later there were over 6000 Volunteers at work, with another 4000 in training. In three years the Peace Corps had evolved from a promising idea to a considerable force for assistance and incentive in 44 developing nations.

In Tunisia, for instance, 40 Peace Corps architects and city planners were engaged in designing new schools, youth centers, low-cost housing units and municipal buildings all over the country. They were responsible for almost 150 projects including 27 schools, 15 low-income housing projects, and a new community

outside Tunis for 25,000 people. Peace Corps architects, too, were put in sole charge of designing two international airports.

Poultry development figures in India in the first half of 1964 showed that the number of Peace Corps-assisted units had doubled — from 287 to 540; that the number of chickens in these units had doubled — from 65,500 to 150,000; and that the number of eggs had doubled as well.

During 1964, 25 Volunteers working in the credit cooperative program in Ecuador helped to increase the number of credit unions from 74 to 174, which in turn tripled the membership. The total assets of the credit unions increased from \$86,600 to \$1,000,000.

In some nations, the Peace Corps has been responsible for the very changes that now require it to expand even further. In others, natural evolution over a four-year period has enlarged the Peace Corps' responsibilities.

In Colombia, Volunteers have helped a fledgling community development agency establish a firm position in the governmental power structure. And in three other Latin American countries, the efforts of the Volunteers led to the formation of official community development organizations.

In six African nations, more than half of all degree-holding high school teachers are Peace Corps Volunteers.

As of June 30, 1965, there were 8,624 Volunteers in 46 countries with 4,604 in training. By the fall of 1965 there will be more than 10,000 overseas.

This greater number of Volunteers does not necessarily mean a more even distribution among the 46 nations. Some countries need, and would gladly accept 1000 Volunteers — or more. Others can fully utilize only 100, or less. Nigeria, a large, forward-looking African country, has been making enormous strides in education; there are currently close to 550 Volunteers, most of them teachers, who reach over 50,000 Nigerian students each year. Niger, its larger, but far less populous neighbor to the North, contains vast, uninhabited desert territory; there, the Peace Corps consists of only 43 Volunteers, with a small but steady growth anticipated for the years ahead.

The Peace Corps program in Afghanistan, although it contains some unusual features, comes close to mirroring the Peace Corps as a whole. Its token beginnings, its steady but contained rate of growth, its increasing variety, its present status as a welcome agent of change, and its potential as catalyst of the future, provide a capsule of Peace Corps history to date.

Afghanistan

Had it come to a vote in September 1962, the Peace Corps program in Afghanistan might well have been named least likely to succeed.

It consisted of a mere nine Volunteers — nurses, teachers, mechanics — whose number and youth stood in almost pathetic contrast to the large, ambitious foreign aid programs that preceded it. As Robert Steiner, the Peace Corps Director in Afghanistan, put it: "The Afghans viewed the Volunteers with curiosity, not unmixed with a healthy dose of skepticism. They assumed these young Americans were just one more breed of foreign technical assistance — and a pretty inexperienced breed at that."

And there were other difficulties. Afghanistan is a stark, arid, Texas-size country, bordered for 1500 miles on the north by Russia, and touching Communist China on the east. Its provinces, until recent times, were undeveloped and communications with the capital city, Kabul, were poor. Afghanistan had never had a

Volunteers are greeted by the King and Queen of Afghanistan at a special reception held last summer.



national election. In the cities, women rarely appeared in public when not wearing the traditional *chaudhry* (veil), and seldom took part in social gatherings, which, in turn, seldom took place outside walled family compounds.

The Afghanistan of 1962 was an insular society. The men and machinery of foreign aid had only recently begun to open new doors to the future. The nine newly-arrived Peace Corps Volunteers, restricted to Kabul, were, like children in a Victorian home, seen but not heard.

Clearly, the Peace Corps in Afghanistan was an anachronism — a free-floating idea in a country that seemingly was not ready for it.

During the early days, Steiner recalls, "the cautious Afghan sat back, watching and waiting at his accustomed distance. Then, gradually, some undefined attraction for the Volunteers seemed to take place in the Afghan mind. Technical assistance, yes; the Volunteers appeared, after all, to be skilled and efficient. But more than that. They spoke passable Farsi; and that alone set them apart from other foreigners. Then, they had an enthusiasm for their jobs; they weren't glory-seekers. Even more disarming, their public conduct belied the libertine hero of American movie fame.

"Perhaps," says Steiner, "it was partly the lurking allure of novelty that prompted the Afghans to ask for additional Volunteers, and in June 1963, another 26 arrived."

Under the circumstances, this was taken as an encouraging sign, although the new arrivals were also confined to the capital city. However, in March of 1963, the King appointed for the first time a commoner as Prime Minister, a position traditionally held by a member of the royal family. Gradually, a forceful shaking up of traditions, programs and ideas began to take place. The new leadership saw in the Peace Corps a potential force for expediting social change in the country.

Several Peace Corps English teachers were soon dispatched to provincial locations, some of which few foreigners had ever seen. These Volunteers were among the vanguard of a trend the government sought to encourage.

"This move," says Steiner, "was a major breakthrough . . . and after six months in the provinces, the Volunteers' assignments were made permanent. After this vote of confidence, things moved quickly."

As of June 30, 1965, there were 136 Volunteers in Afghanistan, located in 19 different towns and villages, including such isolated mountain areas as Nuristan and Pactia.

The Peace Corps in Afghanistan is a growing and creative force with exciting diversity, deeply involved in the business of nation-building. In addition to nurses, mechanics and teachers, there are Peace Corps accountants, secretaries, warehousemen, irrigation workers, agriculturists, an expert in hotel management, even a commercial artist. In a nation on the move, every imaginable skill plays a part in development.

One thinks first of education, the key to any kingdom. Peace Corps teachers reach nearly 40 per cent of all Afghan students at the secondary and university levels. Twenty-six more teachers are scheduled to arrive in September 1965.

Education in Afghanistan suffers the same ills as in all developing nations: too few schools, too few experienced teachers, a shortage of books, and reliance on rote learning.

Volunteers are filling a need during what Education Minister Mohammed Anas calls "a very critical period." It is, he says, "a time when the Afghanistan educational system has tremendous growing pains — the majority of the people are understanding more and more what they lack, and the school population rises continuously."

Nursing in Afghanistan, too, suffers from entrenched ideas, outmoded theory and practice. Even as determined a developing nation as Afghanistan does not take instantly to a complete overhauling of medical techniques governed by centuries-old attitudes about illness. But Afghanistan, in any case, needs nurses, and the Peace Corps is presently supplying 11, with 24 more due next winter.

The Peace Corps nurses work in hospitals both in Kabul and Bost (a provincial town over 400 miles southwest of Kabul) where they have three basic goals: to augment the work of veteran staff members, to teach student nurses, and to demonstrate that the nursing profession is an honorable one. (The idea of a girl working at all has not met widespread acceptance in Afghanistan; a girl working as a nurse is, to many a conservative Afghan, almost inconceivable.)

Five new nurses' training centers have just been established throughout the country, and some of the 24 Volunteer nurses expected to arrive near the end of 1965 will help staff them.

On the horizon is a new major medical project. In October, four doctors, a pharmacist and three lab technicians — all Peace Corps Volunteers — will come to work in a new medical school in Jalalabad. This school was designed to train Afghan doctors for provincial service, which is, as Robert Steiner says, "a difficult task in *any* country because doctors gravitate to the cities unless strongly motivated to serve at the grass roots. This problem is,

Nancy Holland of Exeter, New Hampshire, teaches at a boys' school in Kunduz, a small town near the Russian border. A 1963 graduate of Wells College, Aurora, N. Y., she majored in history, minored in sociology — but here she teaches English.



After classes, she shops at a local grocery stall, accompanied by one

of course, compounded in Afghanistan where the ties that bind the educated Afghan to Kabul are especially strong." But Steiner is optimistic. He thinks it is "significant that the Peace Corps has been asked to undertake this job because Peace Corps goals and philosophy are so akin to those set by the new medical school."

Projects such as this can make a quickly visible difference in a country like Afghanistan, particularly when government and Volunteer are in complete accord as to need and approach.

The goals of community action projects, on the other hand, are never so clear cut, nor do they achieve such high visibility. But they rank with any other Volunteer effort in their importance to over-all national development. The community action Volunteer does not impart a specific craft or skill; he seeks to cultivate in the villager (or urban slum dweller) a hopeful new way of approaching daily life.

Eleven rural development Volunteers arrived in Afghanistan in June. An American anthropologist on the scene predicted they would be "the most frustrated Americans in Afghanistan," but that they would at least lay the groundwork for future efforts in the villages.

The Peace Corps warehousemen, accountants, secretaries — even the mechanics — are the self-styled organizers of the Afghanistan program. The accountants, who in earlier days were given almost no responsibility, are now working in the finance ministry, each with at least one Afghan counterpart, and are installing a new accounting system (drawn up by the Public Administration Service, a private American organization operating under an AID contract) in 30 agencies in Kabul, and in central offices in 29 provinces. Ten more Peace Corps accountants will arrive in September. This is a top-priority project; until recently, the Finance Ministry had no means of getting over-all statistics and information for there were so many different systems.

Joe Michaud retired from the Air Force after 22 years as an oil and gasoline storage specialist; he is now Volunteer Joe Michaud, patiently doing battle with a haphazard system. His goal is to establish a central receiving warehouse for the entire agriculture department — a model other ministries hope will be useful to them.

The slow progress with which Joe Michaud must content himself is also experienced by the Peace Corps mechanics. It is, again, "the system" — no proper inventory procedures, no record of supplies, etc. But the mechanics have made some basic and important changes.

Volunteers Barry Hammel, Milwaukee, Wisc., and Dave Lemery, Grand Rapids, Mich., liberal arts majors, with mechanical

talent, work in a garage. They have set up a new accounting system, and prepared the shop's first budget in addition to performing general mechanical chores and teaching. Volunteer William Waidner, Cincinnati, Ohio, an experienced mechanic, teaches, repairs, and invents when necessary. He has also done special repair and installation work in hospitals. The Volunteer mechanics work in government garages, Hammel and Lemery in one that services UNICEF vehicles used by several government ministries, Waidner in a Ministry of Agriculture garage that maintains a variety of farm vehicles.

The recent Third Annual Peace Corps Hootenanny, held in the University gymnasium in Kabul, was attended by 3000 Afghans. Starring 20 Velunteers, it presented a skit in Farsi, folk songs sung in Pushtu, and finally, a chorus of "Old MacDonald Had A Farm" — sung in Farsi, with audience participation.

The Hootenanny falls under the broad heading of "extra-curricular activities," for which the Peace Corps is, unfortunately, almost more famous than for its basic programs. It is the stuff that images are made of — the sort of heartwarming vignette that is apt to appear in hometown newspapers around America to "prove" that the Peace Corps (and/or America) is loved in some fairly unlikely places. But the Peace Corps is four years old, and its aim is to be loved wisely rather than too well. While the spirit and attendance at the Hootenanny does indicate popularity and a certain measure of social acceptance, it is, of course, just one aspect of the broad Peace Corps effort in Afghanistan.

Extra-curricular activities are engaged in by the Peace Corps teachers mostly during their summer vacations. They work in school libraries, plan field trips with students and Afghan friends, organize English clubs, and most recently, they have been helping the Ministry of Planning take Afghanistan's first census.

In Afghanistan, the key to development and progress is variety — variety of skill, approach, and movement. Steiner calls it "a dissemination of ideas," and he puts no limit on category; he invites the unusual.

If in September 1962 it seemed almost futile for the Peace Corps to be in Afghanistan in view of its history and geography, it now seems eminently right. It has been good for Afghanistan, and good for the Volunteers. The attitude of Afghanistan toward the Peace Corps has moved, in three years, from skepticism to trust, from standoffishness to active interest. In other words, the work has just begun. In summing up Peace Corps progress in Afghanistan to date, Robert Steiner can be as cautious as the "cautious Afghan."



Helen McGowan of Winchester, Mass., one of eleven Peace Corps nurses in Afghanistan, examines a young patient at Masturat Hospital in Kabul.

"The past," he says, was a "testing period." The present is "an exciting period of political and social change in which institution and nation are replacing personal loyalties, individual fiefs and fragmented tribal ties.

"Girls are graduating from schools into jobs, and the first national elections will take place in September of this year. The Afghan government has enlisted the Peace Corps to help make this transition period as natural, as evolutionary as possible."

Steiner sees it as "a formidable challenge for the Peace Corps groups to come."

He regards the Peace Corps Volunteers not as a group of miracle workers, or as the lone saviors of a grateful nation; nor does he regard himself as the hero of a tiny, inconspicuous project which has grown ever larger and stronger. He sees the Peace Corps in Afghanistan as a remarkable idea that happened to come along at a "fortuitous time."

IV. NEW DIMENSIONS

With a firm base of acceptance and approval in 46 countries, the Peace Corps continues to experiment with new approaches in training, recruiting, and programming, and to improve on established methods. These were some of the developments in Fiscal Year 1965:

Special Medical Program

While nurses and public health workers have been attracted to Peace Corps service from the beginning, Volunteer doctors have always been in short supply because, among other reasons, by the time they have graduated from medical school, many of them have wives and families. Thus, few doctors applied for Peace Corps service, and fewer have actually served overseas as Volunteers.

At first this situation did not seem acute. The Peace Corps, by serving at the "grass roots", was attacking health conditions where they are most critical — in the sanitary habits and diet of rural villagers and urban slum dwellers. Some Peace Corps nurses worked in clinics and hospitals, but most Peace Corps "health teams" concentrated on changing attitudes and making specific improvements in the communities where they lived.

During the past year, however, there was a re-evaluation of host-country need and subsequently, in a speech at the Albert Einstein School of Medicine in New York in November 1964, Peace Corps Director Sargent Shriver discussed plans for increased emphasis on medical programs abroad. "These programs must be designed to involve relatively few highly-trained medical personnel", Shriver said, "but they must engage a great number of others throughout the country . . . we can use liberal arts graduates, giving them accelerated technical training, and putting them to work under trained medical leadership. For this, however, we need that leadership — we need hundreds of doctors and nurses and skilled technicians."

By June 1965, there were firm plans to train and send more doctors overseas than had served in the preceding four years of the Peace Corps.

Eighteen doctors were scheduled to enter training in mid-July. Some will be designated as Volunteer leaders. Under Peace Corps policies, this will permit them to take their wives and children with them. As with all other Peace Corps trainees, their per-

formance during training will be closely observed, and not until the end of training will final selection be made. In October 1965, those selected will depart for overseas service.

They will serve in seven different countries — Turkey, India, Afghanistan, Iran, Tunisia, Ethiopia and Malawi. Their assignments in the host countries will, of course, differ somewhat; however, it is now planned that each doctor will spend about one-third of his time in curative medicine or surgery; a third in teaching host-country doctors, medical students and health workers in village medical centers, and a third in disease prevention work.

In Iran, for example, four Peace Corps doctors will work as a team — two of them functioning principally in community health

Dr. Norman Haug, from Lakewood, Colo., is assigned to the Alor Star General Hospital, Kedah, Malaya. Dr. Haug and a hospital assistant are examining a boy suffering from malnutrition.



work, the other two in regular hospital teaching and staff work. All four will be working with young Iranian doctors. (Two of the four doctors' wives are trained nurses; they will be working in public health, also as Volunteers.)

The Nangrahar Medical School in Jalalabad, Afghanistan, is the newest of only two medical schools in the country. Established in 1963 to train doctors for provincial service, its staff of seven Afghan doctors and five technicians will soon be augmented by four Peace Corps Volunteer doctors.

All 18 doctors will be trained at Duke University in Durham, North Carolina, with the cooperation of staff from the University of North Carolina at Chapel Hill. The Universities will teach the seven necessary languages in addition to area studies, and will provide specialized medical training in diseases not usually found in the United States (such as filariasis, hookworm, bilharzia and hydatid disease). Depending upon the conditions in the various countries, training will also include techniques in mass immunization, disease control, nutrition, and water and sewage control.

The wives who are Volunteers will receive training appropriate to their assignments. Language training and courses in area studies will also be given to those wives who, because of family responsibilities, will not serve as Volunteers. Some of the children will sit in on the training programs as well.

Exchange Peace Corps

Five Indian volunteers, all of them English-speaking college graduates experienced in Indian community development, were scheduled to arrive in the United States in July 1965 to help train Peace Corps Volunteers bound for India. In September, the Indian volunteers will join a training program for VISTA (Volunteers in Service to America), and then take up assignments in America's war on poverty for the balance of their year's stay. In a sense a Peace Corps in reverse, this experimental program is exploring the potential for a world-wide exchange of volunteers while training qualified people who will return to work in their own countries' volunteer service programs.

For three months the Indian volunteers will teach Hindi and area studies to India-bound Peace Corps Volunteers at St. John's College, Annapolis, Maryland. Both groups will live and study together, familiarizing each other with their respective languages and culture. After the Peace Corps Volunteers leave for India, the Indian volunteers will undergo a brief VISTA training program at Columbia University School of Social Work and then

begin their assignments in urban community development in New York, New Haven, Philadelphia, and Cleveland, alongside VISTA Volunteers. Upon return to India, the Indian volunteers will involve themselves in their own country's national service efforts.

This program, which is being financed by a private foundation and by the Indian and United States governments, underscores the recognition that volunteers from every culture can make an important contribution to world social and economic development. Just as American Peace Corps Volunteers have brought their own culture to thousands of overseas communities, foreign volunteers in the United States can most dynamically bring theirs to American communities and classrooms. In any discussion of world affairs in the classroom, a volunteer teacher from Africa or Asia could add valuable perspective. In language studies, which are gaining greater emphasis in many American schools, a volunteer teacher from, say, Latin America would be a most welcome addition. In California, for example, a foreign language is now a requirement beginning in late elementary school, and thousands of language teachers are needed.

Social workers from other nations can also add a fresh approach to the growing anti-poverty programs in this country, especially when working among recently-arrived immigrants speaking the same language.

It is hoped that the five Indians now at work in America, and those who might follow, will go beyond their original vocational assignments, providing their knowledge and insights to community activities wherever they live. In turn, such an involvement would add much to their own understanding of America. The deeper the involvement in community life, as Peace Corps Volunteers learn overseas, the richer the experience for everyone concerned.

Through an exchange Peace Corps, it is felt, a genuinely international reservoir of skilled people might be created. A continual flow of volunteers from other countries would be coming to this country to work, then returning to their homelands to add new vitality to domestic programs, and perhaps, to work alongside Peace Corps Volunteers.

Voluntary Service Movement

With the encouragement of the United States Peace Corps and the International Secretariat for Volunteer Service, there were further developments in the field of voluntary service programs in 1965.

Bill Myers, of Moorpark, Cal., works with farmers who live on small islands off the north coast of Panama and commute to the mainland to do their farming. Bill has introduced some new crops, including orange trees, beans, and a new variety of coconut.



As of June 30, 1965, there were 14 foreign volunteer programs in existence, patterned along the lines of the Peace Corps, and more than 40 other countries were operating or planning programs similar to the VISTA and Job Corps operations in this country.

During the past year alone, Canada announced formation of a governmental "Company of Young Canadians", which will have 2,000 volunteers — half working at home and the other half abroad.

Liechtenstein, with a population under 20,000, announced its own volunteer program and sent its first two volunteers to Algeria and Tanzania.

The five organizations associated with the British Council of Service Overseas expanded their programs and sent 1,327 volunteers to 88 different countries and territories.

Japan began training 34 young men and women to work in countries of the Far East.

Argentina announced an integral plan of sending teachers and social workers to other countries in the Americas and to developing areas at home.

134 seniors at Haile Selassie I University completed one year of teaching and other work related to their studies in the first year of Ethiopian University Service.

More than 10,000 soldiers in Iran's new Education Corps opened public schools and taught adult literacy classes.

Expanded Language Training

Ability to speak and understand the language of the host country has often proved to be the most critical factor in the success or failure of Peace Corps Volunteers. Those Volunteers who are most effective in both their regular jobs and their personal relationships with the community usually also have the highest language competence.

Increasing recognition of that fact has made the Peace Corps the largest producer and consumer of language materials in the world. Language training has been intensified until trainees now devote approximately 300 hours, or more than half their instructional time, to this phase of their training. While few Volunteers can expect to attain mastery of the language spoken in their assigned locality, at least a modest degree of ability is essential. An increasing number of Volunteers are demonstrating that superior language training in this country, plus continued study and usage overseas, can greatly broaden their involvement in the lives of another people.

Since 1961, approximately 20,000 trainees have received language instruction in one or more of about 60 languages in the Peace Corps training curricula. Volunteers are expected to continue their language study while they are overseas; study materials, classes, or even local tutors are paid for by the Peace Corps.

The constant improvement of Peace Corps language instruction is helping to expand United States linguistic resources. Peace Corps programs are being developed for languages never before taught in this country and other languages perhaps never before formally taught anywhere. More foreign language teachers are being trained in effective new methods. Many colleges and universities are giving intensive language courses for the first time.

One of the most effective methods employed in Peace Corps training has been the "Immersion Environment", in which English is proscribed and only the language being studied is spoken. Native speakers of the language are usually employed, and often the culture of the country for which the trainee is bound is simulated as well, so that immersion in the language becomes complete.

Where the curriculum formerly focused on the major language of a given region, trainees may now receive instruction in obscure local dialects. For example, this year trainees for French-speaking African countries learned not only French but an indigenous regional language as well. These included Hausa and Djerma for Niger, Wolof for Senegal, Bassa for Cameroon, Baoule for the Ivory Coast, Fang for Gabon, Moroccan Arabic and Tunisian Arabic. New ones to be added soon are Susu for Guinea, Kanouri for Niger, Ewe for Togo, and Douala for Cameroon. As many as 20 additional languages are under consideration for inclusion in future training programs.

Experiments in Training

Traditionally, Peace Corps trainees prepare for overseas service in special programs set up for the Peace Corps at various colleges and universities. After three years of observing and learning from these programs, the Peace Corps decided to undertake one of its own, using members of its Washington staff and returned Volunteers as instructors.

This experiment began in the spring of 1964 at Camp Crozier, one of two Peace Corps training camps in Puerto Rico. A group of agriculture and community development workers bound for the Dominican Republic spent 11 weeks there, followed by three weeks working for various Puerto Rican agencies. This program, with its emphasis on realistic field work, proved so

effective that it has been repeated for many subsequent Peace Corps groups.

This year, the Peace Corps expanded this new approach to include another new training center of its own on St. Croix in the Virgin Islands. The trainees, in addition to their regular courses in language, area studies, etc., spend four hours each week improving the existing buildings on the site, as well as constructing sports and recreational facilities and a weather station. Trainees bound for a teaching project in Nigeria this winter will do three weeks of practice teaching in Virgin Islands schools.

The College of the Virgin Islands will provide consultants and administrative support, and the trainees will be expected to participate in educational and welfare programs of the local government.

As still another approach to making the training experience more realistic and engrossing, some Volunteers now receive part of their training in the country where they will serve. Two such programs are currently in their first phase at Princeton University, in New Jersey, and at Portland State College, in Oregon.

Around 200 trainees at Princeton will depart in July for Robert College in Istanbul, Turkey. During eight weeks of "on the job" training as English teachers they will be taught the Turkish language, and area studies, and they will conduct practice teaching classes in conversational English for 1,000 Turkish youths.

In July, also, some 60 trainees now at Portland State College will go to the Middle East Technical University near Ankara, Turkey, for training in rural community development work. During on-the-job-training they will live in mud brick houses in a partly abandoned village and will rebuild some of the dwellings. The male Volunteers will also make waterseal privies, build communal laundries, hot water facilities, iceless refrigerators and fruit presses. The female Volunteers will be trained in home improvement, sewing, canning and preserving, weaving, nutrition and child care.

The Trainees will travel by bus between the village and the University where they will be taught Turkish language and culture.

Beginning in early July, 33 trainees will get the first part of their training at the University of Missouri. The second part, consisting of on-the-job-training alongside Bolivian co-workers, will be at the Belen and Paracaya Centers of Bolivia's Rural Development Agency. The Volunteers will work with specially selected and trained Bolivians to develop local leadership in small villages in Bolivia's Altiplano.

V. BUDGET

As the number of Volunteers in the Peace Corps has risen, the cost per Volunteer has declined. In Fiscal Year 1965 decreased use of personnel on overtime reflected greater efficiency and resulted in reduced cost. International travel costs were reduced by use of overseas personnel to conduct completion of service conferences. The increasing availability of returned Volunteers who assist by recruiting near their homes helped cut the cost of recruiting. Staff employment increased by six during the period from 30 June 1963 to 30 June 1965, bringing the total staff to 1,061. In that same span of two years the number of trainees and Volunteers doubled, growing from 6,554 at the end of June, 1963 to 13,248 at the end of June, 1965.

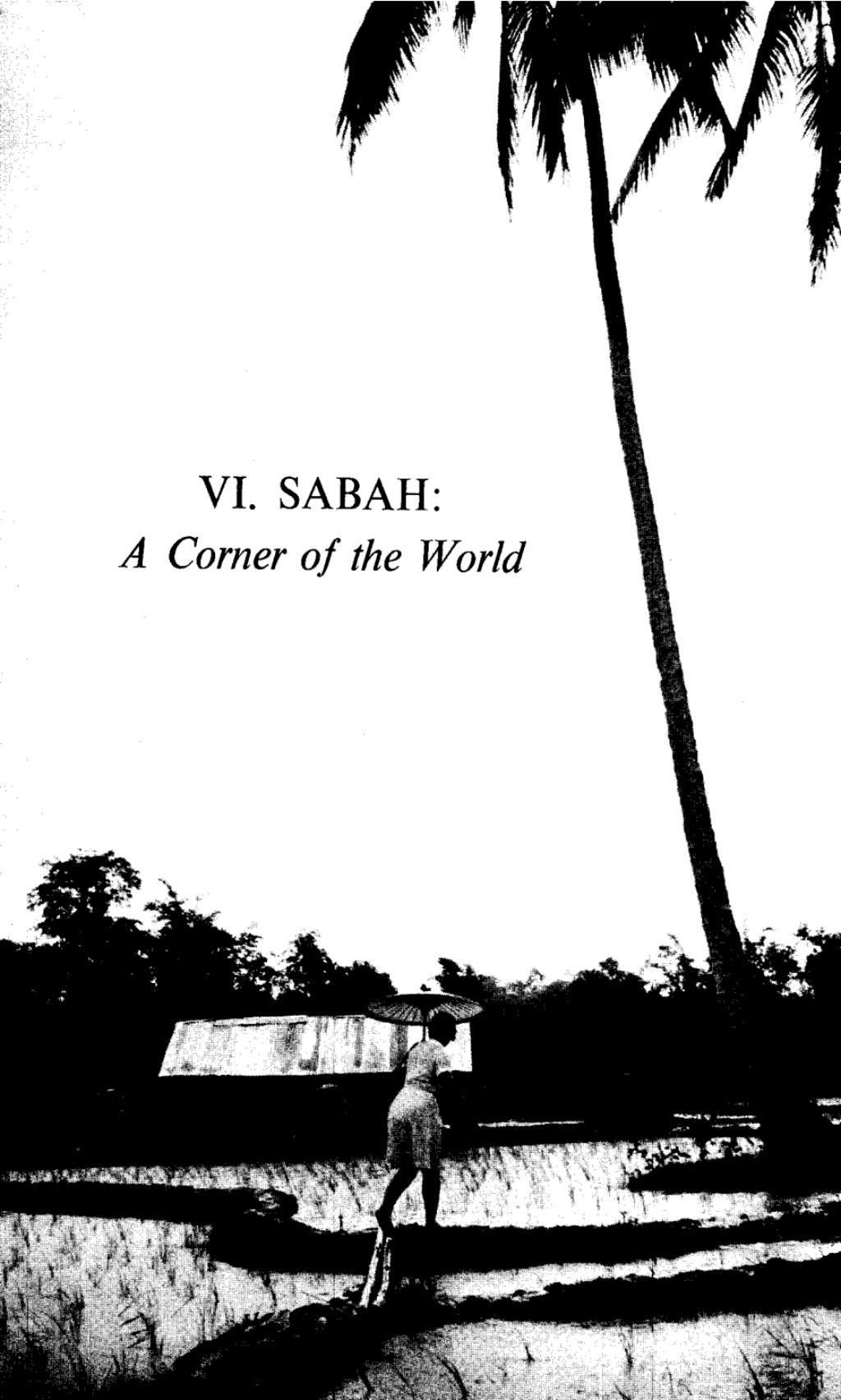
Host countries continued their contributions to the support of Peace Corps programs in their countries. In 1965 host country contributions amounted to \$3.5 million as against \$2.8 million in 1964. Total host country contributions since the initiation of the Peace Corps have exceeded \$8 million.

In order to improve the training of Volunteers, the average length of training programs has been increased from 12 to 13 weeks, with some experimental programs running considerably longer. In particular, training now includes substantial field work, more intensive language study, some based on materials especially developed by the Peace Corps, and greater use of nationals from the host countries and small discussion groups rather than large lectures. The result has been far better training at somewhat greater cost.

The estimated average cost per Volunteer is set forth in the table below which compares fiscal 1963, 1964 and 1965 data with the forecast for 1966. An additional reduction in the average cost per Volunteer is expected in 1966 as a result of the increase in the average length of service and the implementation of further cost-saving actions.

ANNUAL COST PER VOLUNTEER

Fiscal Year 1963	\$9,074
Fiscal Year 1964	\$8,214
Fiscal Year 1965	\$8,028
Fiscal Year 1966	\$7,832



VI. SABAH: *A Corner of the World*

Located on the South China Sea, Sabah (formerly North Borneo) begins, figuratively speaking, at Jesselton, its bustling capital city on the coast, and ends at Tambunan, a valley in the interior hemmed in by two mountain ranges.

Though it is remote, there is nothing wild about Tambunan. It is quiet, pastoral, and orderly; the ancient cycle of planting, cultivation, and harvesting goes on undisturbed. Moreover it is important, for it is located in one of Sabah's chief rice-producing regions.

Ron Kuhl, a gregarious 24-year-old from Elkins, West Virginia, arrived in Sabah a year ago as one of about 60 Volunteers assigned to teach English in the primary schools. After the difficult trip to Tambunan — part of it on foot — he plunged into a demanding schedule that includes 40 sessions of English a week at the local government school.

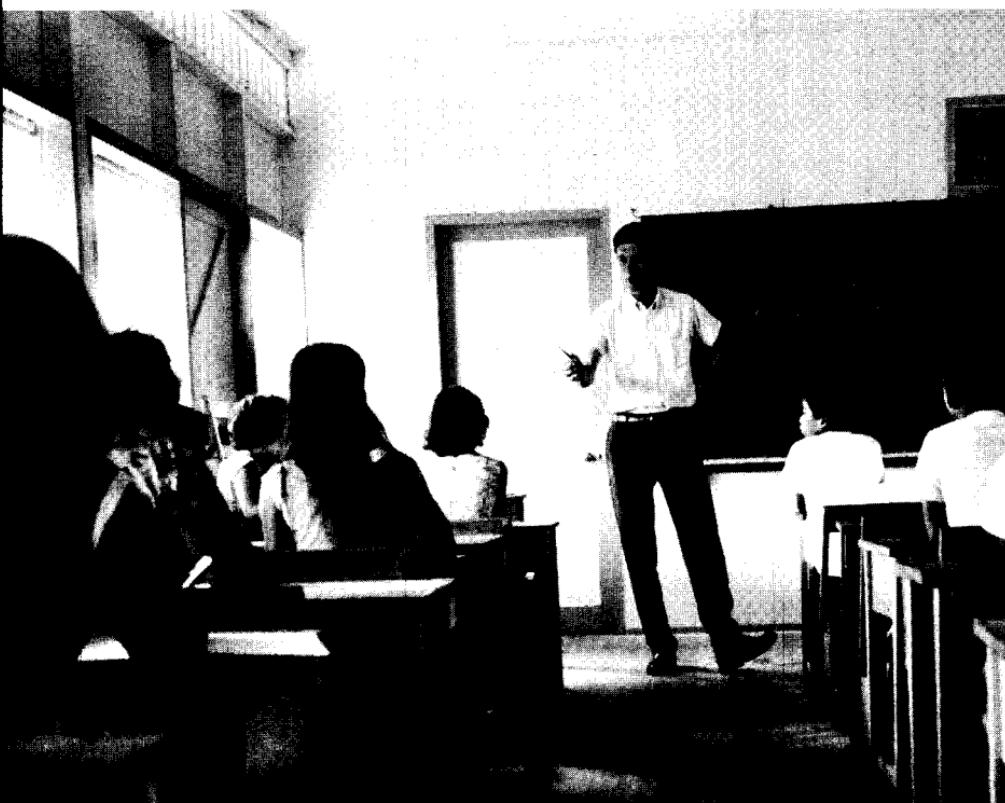
The fly rod Ron optimistically brought with him stands unused



in a corner. When classes are finished he generally holds open house for the village children. Toward evening he frequently drops in at a Chinese "Kadai" (general store) where most of the valley's business and social life is centered. On his way home at dusk, he makes his way across the rice paddies, sometimes stopping at a student's house for a visit with the family.

In a short year he has become a familiar part of the local scene. What is helping most, Ron feels, is the Malay language. During a school vacation, he persuaded his headmaster and two other teachers to tutor him in the language eight hours a day in three shifts. "It gave me a headache," he says, but he continues to study. Difficult Malay words are tacked around the walls of his house like posters, and his headmaster still drops in two nights a week for a two-hour tutoring session by lantern light.

What it has meant to him in his work, he says, is this: "People are beginning to talk to me about personal things. I'm becoming just another person around here, and that's the way I want it."







Another Peace Corps Volunteer in the Tambunan district is Beth Halkola, a rural public health nurse from Lake Linden, Michigan. Known to everyone as "Sister", Beth is attached to one of many government-run dispensaries scattered throughout the country. Most of her work is done in eight outlying rural clinics which she visits each week.

Beth works with two local public health nurses; together, they make their rounds in the dispensary's UNICEF Land Rover, with Beth riding in front balancing a canister of vaccines on her lap.

Most clinics in Tambunan are structures of bamboo and tin, with an earthen floor, open on three sides, and containing a few old pieces of furniture. By the time the health crew reaches the clinic, up to 80 mothers and children may be waiting for them. The children are weighed, and given inoculations against the usual childhood diseases. Should a child need something more than routine treatment, the Land Rover serves as an ambulance for the trip back to the dispensary.

At 2:00 p.m., Beth starts on her home visits, through the paddies and down slippery roads. Most of her patients speak Kadazan, and do not understand Malay. So twice a week, she comes in from the field for a Kadazan lesson.

Beth, too, has begun to feel acclimated in Tambunan. "You slowly discover the things you need to be content. It takes time," she says, "but you learn to communicate."

"...but you learn to communicate."



VII. THE RETURNING VOLUNTEER

By June 30, 1965, 4,545 Volunteers had completed service and returned to the United States. Some 54 per cent of them changed their career plans while serving in developing nations overseas, and the great majority of those who had no career goal when they joined the Peace Corps found one in the course of their Peace Corps service.

The most significant trend in career choices was in the direction of teaching, both among those who originally planned to enter other fields and those who had no definite plans. In all, one third of the returned Volunteers who have gone to work have gone into teaching.

Approximately fifty per cent of the former Volunteers have returned to school, to seek graduate degrees or to finish their undergraduate education. During the 1964-65 school year, at least 320 Volunteers held scholarships, fellowships and assistantships, worth over \$612,400, at some 60 institutions.

Others channeled their commitment to the Peace Corps idea into further public service. Eleven per cent work for the federal government, and 13 per cent went into local or state government, Civil Rights work and non-profit organizations (such as the United Nations, and social service agencies).

Over 75 former Volunteers are working in federal, state and local poverty programs. The majority work as teachers or counselors in Job Corps camps; 24 are helping to plan and administer the Poverty program in Washington. Returning Volunteers have also held a number of special human rights internships under the auspices of the Eleanor Roosevelt Memorial Foundation.

A substantial number of returning Volunteers are taking jobs with private industry at home and overseas. Agriculture, business, and self-employment account for 20 per cent of the former Volunteers now at work.

The Peace Corps' Career Information Service functions as a job and scholarship "clearinghouse" for the returning Volunteer, informing him of job openings in business, government, on college and public school faculties. It also keeps the "Establishment" aware of the availability of returning Volunteers with the skills and background best suited to its needs.

The Career Information Service reports that during the past year major progress was made in reducing teacher certification barriers faced by returning Volunteers. The California State Board of Education led the way by agreeing to award a general teaching certificate to any former Peace Corps teacher with a bachelor's degree and major requirements in the academic field to be taught. The California State legislature then passed a bill creating a new certification category for returning Peace Corps teachers.

The Peace Corps' School-to-School Program began in 1964 with a pilot project in Colombia and possible projects in two other countries. By June, 1965, over 50 schools were either completed or under construction in 14 countries: Ethiopia, Guinea, Ivory Coast, Senegal, Somalia, Tanzania, Philippines, Brazil, Colombia, El Salvador, Guatemala, Peru, Honduras, and West Pakistan. The schools in each country are sponsored by a United States school whose students raise about \$1,000 for the purchase of building materials. In each country, people of the community provide the labor for construction, working with Peace Corps Volunteers.

The school in first stages of construction above is being built by villagers in Babol, Iran, with the assistance of Volunteer Ian Smith, who is from Annapolis, Md.



More states seem headed in the same direction. In New York, Kentucky and Washington, the chief state school officer urged all teacher training institutions and school superintendents to fully utilize the talents of Peace Corps teachers and encouraged the review of their qualifications on an individual basis. New York State went a step further, appointing a consultant to study the most effective ways to use Peace Corps teachers.

Special teaching internships were developed by a number of cities, permitting returning Volunteers to teach while earning certification.

A detailed summary of the activities of returned Volunteers as of June 30, 1965, follows:

CONTINUING EDUCATION	TOTAL
<i>Graduate School</i>	
Social studies, including area studies	357
Humanities, including journalism and language	92
Technical, including engineering, science, math, architecture, etc.	140
Health, recreation & physical education	41
Education	183
Law	52
Business & Management	20
Agriculture/Forestry	15
Other fields & not specified	51
Overseas	26
Total Graduate	977 (26%)
<i>Undergraduate education</i>	
Social studies, including area studies	170
Humanities, including journalism & language	60
Technical, including engineering, science, math, architecture, etc.	84
Health, recreation, & physical education	20
Education	54
Business/Management	15
Agriculture/Forestry	60
Other fields & not specified	64
Overseas	2
Total Undergraduate	529 (13%)
TOTAL CONTINUING EDUCATION	1506 (39%)*

* This figure does not include those former Volunteers who finished their schooling during the year and found employment.

EMPLOYED	TOTAL
<i>Federal Government</i>	
Peace Corps	189
State Department	11
AID	44
USIA	7
War on Poverty (Federal only)	24
All other domestic agencies	146
Congressional staff	2
Total Federal	<u>423</u> (11%)
<i>State and Local Government</i>	
State Government	36
County Government	53
Municipal Government	34
Total State and Local	<u>123</u> (4%)
<i>Job Corps Centers</i>	
Teachers	11
Administrators/Technicians	11
Not Specified	23
Total Job Corps	<u>45</u> (1%)
<i>International organizations and Foreign Governments</i>	
United Nations	7
Foreign Governments:	
Teaching	16
Other	8
International organizations	2
Total international	<u>33</u> (1%)
<i>Teaching</i>	
Elementary teacher or administrator	114
Secondary teacher or administrator	265
Special education	23
College teacher, administrator or employee (includes secretaries, researchers, etc.)	92
Overseas teachers or administrators	22
Peace Corps training site teachers & administrators	39
Total teachers	<u>555</u> (15%)

Non-profit organizations

Health worker	91
Labor Union worker	5
Social service worker	109
War on Poverty contractor	7
All non-profit overseas	34
Total non-profit	246 (7%)

Profit-making organizations

Agriculture & related	30
Business:	
Secretarial & clerical	26
Management	61
Technical	58
Sales & retail	37
Semi-skilled	58
Other	64
Communications	18
Self employed, professional	19
All profit organizations overseas	30
Total profit making	401 (11%)
TOTAL EMPLOYED	1826 (49%)

OTHER

Extended/re-enrolled	182
Housewife	160
Military	40
Traveling	32
Retired	12
TOTAL OTHER	426 (11%)
GRAND TOTALS	3758 (100%)

Summary of Overseas Careers

Employed by the Peace Corps or other	
Federal agency with international interests	251
Studying overseas	28
Employed overseas other than U. S. agency	119
Extended Peace Corps service or traveling	214
Total in Overseas Careers	612

War on Poverty Employment

Employed by the Office of Economic Opportunity	24
Employed by OEO Contractors	52
Total War on Poverty Employment	76

The Conference

From March 5-7, 1965, over 1000 former Volunteers voluntarily underwent a concentrated form of public scrutiny, officially designated as the first Conference on the Returned Peace Corps Volunteer (sub-titled "Citizen in a Time of Change").

Held in the State Department in Washington, D. C., the Conference was attended by 250 leaders of the American "Establishment." College and corporation presidents, ambassadors, Congressmen, political journalists, government agency heads, the Secretaries of State and Defense, the Chief Justice of the Supreme Court, a Special Assistant to the President, and the Vice President were among those who came to engage in serious, unprecedented, and occasionally heated discussions with the Volunteers.

The subjects were politics, government, business, labor, education, international service and local communities. The Volunteers present represented one-third of their number in the United States at that time. They saw in the Conference a chance to put on record, and to impress on the minds of their influential guests, how they felt about their two years of service in developing nations -- and most of all, how they felt it equipped them to deal with difficult and challenging work in the United States.

The guests, by and large, came to the Conference already pre-disposed toward the Peace Corps, but, like so many Americans, more in the abstract than in its particulars. Some attended primarily to indicate their support of the Peace Corps, others to analyze the calibre of the returning Volunteers, still others to openly test them. A few came shamelessly to recruit.

A member of the Philadelphia Board of Education told the Volunteers:

We desperately need teachers in all the large urban school systems. If we could work it we could take as many as five or six hundred of you, and would love nothing better. We think you have a special kind of motivation which too many people do not have.

Public opinion expert Elmo Roper, who participated in the panel discussion on local communities, noted the returned Volunteers' impatience to "shake things up," and offered this endorsement: "Of all the groups I've met recently, there is none I would rather see batter down the walls of the Establishment than [this one]."

"But don't expect a bed of roses," warned Abram Chayes, the former Legal Advisor to the State Department. "No establishment ever welcomes the agents of change."



Peace Corps Director Sargent Shriver introduces the next speaker at Returned Volunteers Conference in State Department auditorium.

Vice President Humphrey admonished them on a loftier note:

I ask you not to lose your sense of idealism . . . I ask you to help America achieve its old dreams . . . Let America continue to be what it was meant to be: a place for the renewal of the human spirit. And you, my dear fellow Americans, have come back with the zeal and the faith to renew that human spirit.

To Bill Moyers, Special Assistant to the President, (and former Deputy Director of the Peace Corps), the returned Volunteer was "a person with a split personality — wondering on the one hand if he can really make a difference, and knowing that he *must* make a difference."

Moyers added that if the Volunteers did not think themselves "special", they would "disappear into the bog of affluent living — you *won't* make a difference."

George Johnson, who served in Tanzania as an engineer and is presently a law student at Yale, defined the challenge to the returned Volunteer in similar terms:

Just as we had hoped that Volunteers were the agents for change abroad, so we can be agents of change here at home by involving ourselves in the new forms of political

Before addressing Conference audience, Chief Justice Earl Warren talks with returned Volunteers.



Vice-President Humphrey stands amid a sea of faces as he chats with Conference participants.



action. For us, as Volunteers, a little baffled by America, hesitant to give up on our own ideals and unwilling to join the Establishment as we find it, this kind of political action affords an opportunity to engage creatively in the same kind of action here at home that we found abroad. I suspect that such creative, active involvement with others is what we miss most. But it is here, it is here — we must find it. If we do not, we will ourselves become aliens.

NBC news commentator Ray Scherer, who attended the Conference, noted that through it, the returned Volunteers had "re-affirmed their sense of commitment."

Political journalist Richard Rovere, another Conference guest, wrote in a subsequent issue of *The New Yorker*:

There are only 3,300 of these exhilarated and highly intelligent young people at large in this country at the present time, but by 1970 there are expected to be about 50,000 of them. If large numbers of them infiltrate federal, state and local governments and the educational system, the impact of the Peace Corps will be great — great enough, perhaps, to threaten its existence.

Letters from Home

In spite of the largely favorable attention given the Conference by the nation's press, much of the reporting was vague. The mood of the Volunteers was characterized often in conflicting adjectives, some accounts were second-hand and fragmentary, and one, written before the Conference actually took place, greatly exaggerated the frustrations of the returned Volunteers.

Far too much has been said, for example, about the so-called "re-entry crisis" — a peculiar syndrome in which the returned Volunteer supposedly has trouble communicating, trouble finding a job, and trouble finding himself. To one degree or another, most Volunteers do experience such difficulties in the homecoming; however, few would describe it as a "crisis." As the statistics on pages 7-13 indicate, the overwhelming majority of Volunteers are usefully occupied either in jobs or on the campus. But the communications from former Volunteers reprinted in the section that follows help to explain how the Peace Corps experience retains its hold on them long after it is finished, and why the search for a parallel experience remains important.

* * *

Linda Bergthold joined the Peace Corps upon graduation from U.C.L.A. in June 1962. Along with her husband, Gary,

she served as a Volunteer for two years in Addis Ababa, Ethiopia, where she taught English to 11th and 12th graders at the Haile Selassie I Day School. Gary now works at Peace Corps headquarters, and Linda teaches in a Washington, D. C., high school. The following letter was written by Linda to a friend earlier this year:

As you know I've been pretty restless ever since we came back from Ethiopia. At first it was great seeing old friends and talking about the Peace Corps. But after the sixty-third comment, "Yes, now let's see . . . Ethiopia is over there by India, isn't it?" we got tired of trying to explain what it was really like.

Settling back into American life was not without its own kind of "culture shock". I became well acquainted with Washington, D. C., as I pounded the streets looking for an apartment, and I didn't like what I saw. I've been trying for months to put my feelings into words, but it's very difficult. I suppose poverty does essentially the same things to people all over the world; yet to me it seems worse here in Washington than it was in Addis Ababa. There were more poor people in Addis but there was not the tragedy of comparison — the wealthy were not so visible, so elusively accessible. A woman living on 1st and L Sts., N.W., Washington, is only three blocks away from the downtown area where she can watch other people buying electric can openers. She probably works in a spacious Chevy Chase house during the day and comes home at night to a three-room apartment crammed with people, rats, roaches and the smell of urine.

Poverty in Africa just didn't hurt as much. Why not? Was it because it was *not* *our* responsibility, our people? Was it tolerable because it was in a foreign place? Were we able to be more effective because we could keep an emotional distance? I don't know the answers. I do know that it has hit me hard back home and I had to become involved. I applied for a teaching position in one of Washington's worst slum schools.

Several months later I was offered a job as a temporary teacher of English in a high school. I decided that this was my chance to find out what I could do. This high school was in the poorest section of the city. When I went over to take a look at it, I must admit I was scared. I had heard so many terrible things about knifings and fights in these schools. You can imagine how foolish I felt when I saw everything running in a very smooth and orderly way. I accepted the assignment, figuring that it couldn't be that bad, and if it were, the year was almost over. So much for my motivations.

If I protest too much you won't believe me. I seem to have

the same problem explaining Washington that I had explaining Ethiopia and the PC. I don't think it's an exaggeration to say that the past few months have been the most exciting of my entire life. I hate sounding like a "living testimonial" for deodorant, but I'm sold on slum school teaching. I think my success in Washington was due mainly to what happened to me in the Peace Corps.

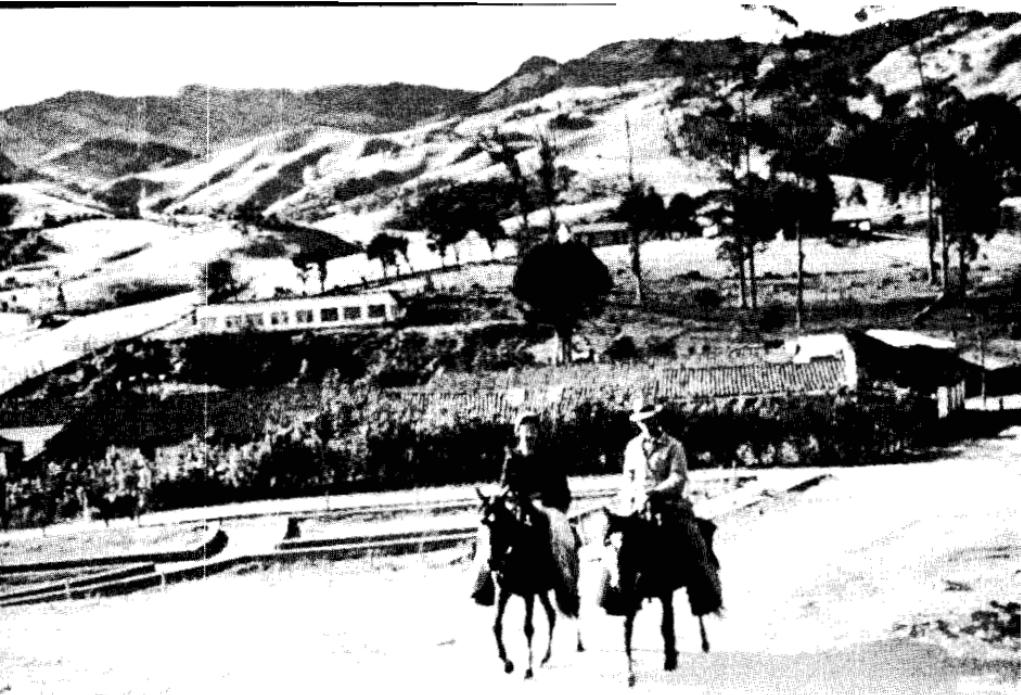
I won't bore you with the details. Naturally there were some rough spots; but at the end of the year I could list some partial victories: a 200 lb. girl who finally volunteered to read a dramatic part in front of the class; at least 50 samples of original dramatic scenes written during a unit on drama; a touching poem written by a real tough kid who had never shown any interest in school before; a girl who said she didn't think of me as being "white" anymore.

I didn't work any miracles. This experience was not unique; in fact, lots of other teachers had similar things happen to them. There was only one difference: they got more frustrated in the process, and they tended to regard their successes as minor when stacked up against their failures. It was only a matter of perspective.

"Middle-class values" is just a cliché term until something *you* believe in is threatened.

Both in Ethiopia and Washington, D. C., I learned that there were profound differences in attitude between me and my students. In Ethiopia I was shocked at the blatant cooperation of my students on examinations. To them it was the logical thing to do — one helped out his friend in time of need. It was simply a matter of loyalty. To me it was cheating. In Washington there were differences too. When I asked the students to turn in a paper on Friday, I didn't reckon with military drill after school, televisions blaring at home, and very little value put on "getting things in on time."

If a teacher isn't prepared for such differences in attitude and behavior, he may eventually give up and leave. What makes teachers stay in these situations? In Ethiopia I stayed partly because I had a big responsibility on my shoulders. I was not just representing myself, I was representing the United States Peace Corps. Some of our neighbor children used to call us "yinya ferenj" which means "*our* foreigner". To some of our students we were the only Americans they had ever known. Naturally I felt obligated to stay and do the best job I could. I think this might have implications for the National Education



Earl and Susan Williams of Granite, Oklahoma, work in Paispamba, Colombia, a mountain village of 500 people, encouraging the campesinos to raise chickens, rabbits, and vegetable gardens. Horses provide local transit.

If a campesino builds the rabbit shelter, Williams provides the rabbits, and the advice.



Association and some of our teacher organizations here in the United States. Can we make our teachers feel so much a part of an organization or a profession that they feel an obligation to it and a love for it? Can we give them enough support and security so that they don't turn and run when things get tough?

Immersing yourself in a totally different culture is sometimes more like drowning than swimming. It's very difficult to explain how "different" Ethiopia was: the smells, language, food, housing . . . the different faces and expressions. I had to learn to read faces as if I were learning another language. An idiom in Amharic can't be translated directly into English, and neither can a facial expression. That "inscrutable" look might conceal great emotion or curiosity, so I couldn't say the students weren't interested because they didn't *look* interested. While almost drowning, I learned one very important thing about teaching students who were very different from me. I was almost as incomprehensible to them as they were to me. My combination of Right Guard, Gleem, Yardley and Revlon Hair Spray was just as "repulsive" in a sense as 35 pairs of worn tennis shoes.

In Ethiopia, besides the support I received from the Peace Corps, I also had the support of my fellow Peace Corps teachers. We could talk to each other about mutual problems. For instance, I remember asking a friend one day, "Why are those students so rude? This one kid got up in class and said to me, 'Madam!' They always called me 'madam' — I tried to explain that it meant something different in my country, but — 'Madam! it would be better if we read aloud today.'" I was very upset because I felt that he was trying to tell me what to do. My fellow Peace Corps teacher replied, "Yes, that sounds familiar. Some of my students have been saying that, and I finally found out that it is a direct translation from the Amharic. The closest translation in English is more like 'Could we possibly read aloud in class?' and it isn't meant to be rude at all."

Another thing that helped me in my first teaching experience was excellent supervision by a teacher who had been in Ethiopia for ten years. She was able to help me over some of my roughest spots. I'm sorry to say that I have not found anyone that helpful in the United States. I have not found the comradeship. There seems to be a subtle one-upmanship, a gamesmanship going on among teachers. If you come into the coffee room to tell something exciting that has happened, the other teacher might answer, "Oh, yes, that happened to me five years ago when . . ." and she's off on a personal anecdote. What you really wanted was someone to listen to you and sympathize with you.

One of the things I enjoyed most about the Peace Corps was the freedom to experiment and develop new curricula. While I was in Ethiopia I had very few books and so I taught English as a foreign language for two years without texts. I was forced to rely on other sources and to be imaginative. It was a very good experience for me; I'm not so sure how good it was for the students. When I came back to the United States, eager to innovate and put my experiences to work, one school principal said to me, "We are not an experimental school, Mrs. Bergthold. We cannot afford to experiment with the lives of these young children." I wanted to go back.

Of all the reasons I stay in teaching, the most important by far is the students themselves and being able to touch them in a meaningful way.

What I learned in the Peace Corps was to view things in a new way. I think I had to go all the way to Addis to do it. It had to be a trauma, a crisis. It had to be that long trip from Pasadena to make the shorter one to Washington a less painful adjustment. People can talk and talk about cultural differences and one can nod wisely; but it takes an immersion, a plunge, perhaps a nosedive, to really understand.

* * *

Albert C. Ulmer of Indian Rocks, Florida, joined the Peace Corps after receiving his Masters Degree from Florida State University in 1961. After two years as a Volunteer in Nigeria, he went into civil rights work in the South. He wrote the following letter to Peace Corps Director Sargent Shriver early last March:

Dear Sargent Shriver:

Sunday evening I left the Returned Volunteer Conference . . . If there was any theme evident during the weekend's workshops and speeches it was "get involved" in this time of change. I had come to the conference hopeful of the chance to talk about ways volunteers could work in the civil rights movement, especially as it exists in the South. There was not a large representation from the South however and many of the problems we discussed in the local community workshop I attended were those of the future, not of the present.

Monday evening my work with the Council took me to Selma, Alabama. I drove a car from Montgomery Airport taking great care not to exceed the speed limit because a Negro minister was one of our passengers and if we were stopped the chance



Flavia Williams is assigned to the Sultan Ibrahim girls' school in Johore Baru, Malaysia. Flavia, from Baltimore, Md., teaches science, mathematics, and English and also works as a laboratory technician in a nearby hospital.

of being charged with some fictitious violation was more than good. Another man, also a minister, rode with us. His name was James Reeb.

The march they say was a success for both sides. A remarkable engineering job said others. I'm not sure I know if the march was either, in fact, I'm not exactly sure why the march was. I do know, however, that all the men who are qualified to vote in the South cannot do so and that policemen wait like hungry animals to pounce on their prey, clubbing and kicking.

But you know these things I'm sure, as do many other people in the establishment, whatever that is. The question is, what are you going to do about it?

You and many others at the conference mentioned the necessity of our working within the establishment, the government, politics, etc. I am not sure I want to or even if I could if I wanted to, for the establishment here in the South is what we are fighting not joining. But you are part of a larger establishment, one which has the power to change some of the things so very badly needing change here in my homeland. I guess in

a way as a Volunteer in Nigeria I helped make you a part of the establishment.

You asked at the conference what we were doing now that we were home. Well, last Monday night I took Reverend Reeb to Selma so that he could march in protest to voting discrimination and repeated police brutality. They say he is going to die tonight and I'm kind of wondering what, if he dies, we can say he died for.

What I guess I really want to know is what you and the rest of whatever the establishment is are going to do about voting and police brutality here in the South, because we're outnumbered here and we need your help.

Al Ulmer

* * *

In May 1964, Dennis P. Murphy returned from Nepal, where he had been a Peace Corps science and math teacher, and went to work for the Lockheed Missiles and Space Company near San Francisco. The following letter was addressed to a friend on the Peace Corps staff in Washington:

In spite of the objectively limited success most Volunteers would claim, I feel that Peace Corps service generally has a profound and lasting influence on us. But I had best speak only for myself, lest I be accused of misrepresenting the famed individuality of the Peace Corps Type.

Personally, it has broadened my horizons to an invaluable degree, and awakened a restlessness which may or may not diminish with passing time and events. As an educational experience it was unique; as a humanistic experience it was — well, I'm not sure whether it is possible to love people in the mass, but I don't know how else to describe my feeling for the Gurkhali hillmen of Nepal.

Socially, it has demolished my vague and rather comfortable disapproval of Want And Injustice In The World, and replaced it with what can be typified by the nagging question which annoys me these days whenever I annihilate a good-sized steak: how many of *my* personal acquaintances in Nepal have died of malnutrition since I've been gone? If this seems rather a morbid and exaggerated thought, remember that Nepal's agricultural and economic condition is unusually underdeveloped. I once was watching a stray dog in a town bazaar for about five minutes. It wandered in circles for a bit, then quietly lay down, and in a moment was unobtrusively dead. The rib-cage of the body bore a remarkable resemblance to those of some of the people who were passing by at that moment.

Being of solid, traditional Irish peasant stock, I tended to



A major part of the Peace Corps effort in Uruguay is the organization and direction of 4-H clubs. Irene Bechtel of Ackworth, Iowa, is shown above with a 4-H sewing class in San Javier in the northern part of the country. She also works with several other 4-H groups on a wide variety of projects.

prefer the company of the uneducated, unaffected Nepalese to that of many of those of the more privileged classes. While keeping such company I was sometimes impressed with how much potential these illiterate, circumscribed people exhibit and by their eagerness for improvement; and was very depressed by considering the probability of their developing their potential. Before becoming concerned with a "great society" I feel concerned about the problems of basic necessity. I find it difficult to think of social evils in the abstract any more. I don't know whether "poverty" is an evil; all I know is that I have walked with hungry people, and called some of them friends. I don't understand the intricacies of international economics, so the gold drain doesn't personally disturb me; but I have *seen* districts where money was worthless, simply because there was nothing to buy with it.

Politically, my Peace Corps experience has — if you will forgive me a moment of dewy-eyed flag waving — rather made a patriot of me. I think that I had never realized before how extraordinary and remarkable, for all its foibles and imperfections, the day-to-day working-out of our American government really is. But at the same time it has given me a more objective view of what the position of the United States in the world is.



Getting a fresh perspective on things at the Livingstonia school in Malawi, two students and Volunteer Tom Cooper dangle in the school-yard. Tom, who coaches athletics, is from Sturgis, N. D.

If you cannot understand why the rest of the world doesn't love us more for our generosity and democratic way of life, identify for a couple of years with a small, harassed country in Asia. Look at the United States from a distance of ten thousand miles and see a strange foreign giant making deals with and struggling with other giants — an essentially amiable giant perhaps (you hope), but nevertheless when giants struggle little people sometimes get stepped on. I have gained more appreciation for the immensity of the difficulties which challenge our government in the international sphere, and a great deal of respect for the talent and ability with which, on the whole, it meets them.

The reasons are complex, the attempt to explain adequately could run on for pages; but the essence of the fruit of this experience politically has been that I have moved a considerable distance from being a resident of the United States to being a citizen of the United States.

Finally there comes the big question: After the Peace Corps, What? At present I am working in the aerospace industry. There was a time when I was fascinated with the prospect of being involved with man's conquest of space. Now I find myself more concerned with the prospects for man on earth. I would

like to return to Asia in a professional capacity, on a career basis, but such opportunities, especially for someone educated in the sciences, seem few and far between. And after the Peace Corps one hates to settle for anything less. So now I am working at fitting into the affluent society again and achieving a position in it — while at night I dream of a hardy, jovial mountain people and the mountains they walk.

* * *

David Schickele served as an English teacher in Nigeria from 1961-1963, assigned to the University of Nigeria at Nsukka. Since returning to the United States, he has been involved in film-making. The following article by Schickele is reprinted from the Swarthmore College Bulletin:

'WHEN THE RIGHT HAND WASHES THE LEFT'

A Volunteer who served in Nigeria looks back on his Peace Corps experience:

The favorite parlor sport during the Peace Corps training program was making up cocky answers to a question that was put to us 17 times a day by the professional and idle curious alike: Why did you join the Peace Corps? To the Peace Corps training official, who held the power of deciding our futures, we answered that we wanted to help make the world a better place in which to live; but to others we were perhaps more truthful in talking about poker debts or a feeling that the Bronx Zoo wasn't enough. We resented the question because we sensed it could be answered well only in retrospect. We had no idea exactly what we were getting into, and it was less painful to be facetious than to repeat the idealistic clichés to which the question was always a veiled invitation.

I am now what is known as an ex-Volunteer (there seems to be some diffidence about the word "veteran"), having spent 20 months teaching at the University of Nigeria at Nsukka in West Africa. And now I am ready to answer the question.

My life at Nsukka bore little resemblance to the publicized image of Peace Corps stoicism — the straw mat and kerosene lamp syndrome. The university, though 50 miles from anything that could be called a metropolis, was a large international community unto itself, full of Englishmen, Indians, Pakistanis, Germans, and, of course, Nigerians. I lived in a single room in a student dormitory, a modern if treacherous building with running water at least four days a week and electricity when the weather was good. I ate primarily Western food in a cafeteria. I owned a little motorcycle and did my share of traveling and

roughing it, but the bulk of my life was little different from university life in the States, with a few important exceptions.

In the first place, the university was only a year old when I arrived, and a spirit of improvisation was required at all times and in all areas, particularly the teaching of literature without books. The library was still pretty much a shell, and ordered books took a minimum of six weeks to arrive if one was lucky, and I never talked to anyone who was. The happier side of this frantic coin was that in the absence of organization many of us had practically unlimited freedom in what and how we were to teach, and we made up our courses as we went along according to what materials were available and our sense of what the students needed. This was a tricky freedom which I still blame, in my weaker moments, for my worst mistakes; but it allowed an organic approach to the pursuit of an idea with all its nooks and crannies, an approach long overdue for students trained in the unquestioning acceptance of rigid syllabi.

The longer I was there the more I became involved with a nucleus of students, and the weaker became the impulse to disappear over the weekend on my motorcycle in search of external adventure. My social and professional lives slowly fused into

In the village of Conceicao do Castelo, Brazil, George Seay has started a gardening club as one of his community development projects. George is from Buffalo, New York.



one and the same thing. I shared an office with another Volunteer, and we were there almost every evening from supper until late at night, preparing classes and talking to students, who learned that we were always available for help in their work or just bulling around . . . We sponsored poetry and short-story contests and founded a literary club which was the liveliest and most enjoyable organization I've ever belonged to, joyfully subject to the imperative of which all remote areas have the advantage: if you want to see a Chekhov play, you have to put it on yourself.

In some ways I was more alive intellectually at Nsukka than I was at Swarthmore, due in part to the fact that I worked much harder at Nsukka, I'm afraid, than I did at Swarthmore, and to the fact that one learns more from teaching than from studying. But principally it has to do with the kind of perspective necessary in the teaching of Western literature to a people of a different tradition, and the empathy and curiosity necessary in teaching African literature to Africans. It is always an intellectual experience to cross cultural boundaries.

At the most elementary level, it is a challenge to separate thought from mechanics in the work of students who are not writing in their native language. Take, for example, the following paragraph, written, I would emphasize, not by a university student, but by a cleaning man at the university in a special course:

TITLE: "I enjoy certain tasks in my work but others are not so enjoyable."

"It sings a melody in my poor mind, when a friend came to me and said that: I enjoy certain tasks in my work, but others are not so enjoyable. I laughed and called him by his name, then I asked him what is the task in your work. He answered me and then added, for a period of five years, I have been seriously considering what to do to assist his self as an orphan, in this field of provision. That he should never play with the task of his work. But others who are not so enjoyable could not understand the bitterness to his orphanship. He said to those who are not so enjoyable that they have no bounding which hangs their thoughts in a dark room."

I regard this passage with joy, not to say a little awe, but beneath its exotic and largely unconscious poetic appeal there is a man trying to say something important, blown about in the wilderness of an unfamiliar language by the influences of the King James Version and the vernacular proverb. Where writing like this is concerned, it is impossible to be a Guardian of Good Grammar; one must try to confront the roots of language —

the relationship between thought and word, with all the problems of extraneous influences and, in many cases, translation from a native tongue.

'THEY SPOKE WHAT WAS IN THEIR HEADS'

At another level, the intellectual excitement came from a kind of freshness of thought and expression in minds that have not become trapped by scholastic conventions, or the fear of them. I remember times at Swarthmore when I kept a question or thought to myself because I feared it might be in some way intellectually out of line. But most of my Nsukka students had no idea what was in or out of line, what was a cliché and what was not, what critical attitudes were forbidden or encouraged (though I did my share, I confess, of forbidding and encouraging). They were not at all calculating, in a social sense, in their thought. They spoke what was in their heads, with the result that discussion had a lively, unadulterated, and personal quality which I found a relief from the more sophisticated but less spontaneously sincere manner of many young American intellectuals. It was also a little infuriating at times. I am, after all, a product of my own culture. But one has only to look at a 1908 PHOENIX (the Swarthmore student newspaper) to realize how much sophistication is a thing of style and fashion, and how little any one fashion exhausts the possible ways in which the world can be confronted and apprehended.

In Nigeria, literature became the line of commerce between me and my students as people, a common interest and prime mover in the coming together of white American and black African. Ours was a dialogue between equals, articulate representatives of two articulate and in many ways opposing heritages. Because literature deals more directly with life than other art forms, through it I began to know Nigeria as a country and my students as friends. An idealized case history might read something like this: A student brings me a story he has written, perhaps autobiographical, about life in his village. I harrumph my way through a number of formal criticisms, and start asking questions about customs in his village that have a bearing on the story. Soon we are exchanging childhood reminiscences or talking about girls over a bottle of beer. Eventually we travel together to his home, where I meet his family and live in his house. And then what began, perhaps, as a rather bookish interest in comparative culture becomes a real involvement in that culture, so that each new insight does not merely add to one's store of knowledge, but carries the power of giving pain or pleasure.



Marie and George Hornbein of Akron, Ohio, are community development workers in Gama, Brazil, one of the poorest slum districts of the otherwise ultra-modern inland capital of Brasilia. Above, Marie chats with some of her neighbors.

If there is any lesson in this, it is simply that no real intellectual understanding can exist without a sense of identification at some deeper level. I think this is what the Peace Corps, when it is lucky, accomplishes.

This sense of identification is not a mysterious thing. Once in Nsukka, after struggling to explain the social and intellectual background of some classic Western literature, I began teaching a modern Nigerian novel, Achebe's *No Longer At Ease*. I was struck by the concreteness of the first comments from the class: "That place where the Lagos taxi driver runs over the dog because he thinks it's good luck . . . it's really like that . . ." It seems that the joy of simple recognition in art is more than an accidental attribute — not the recognition of universals, but of dogs and taxicabs. Before going to Africa I read another book by Achebe, *Things Fall Apart*. I enjoyed it, and was glad to learn something about Ibo culture, but I thought it a mediocre work of art. I read the book again at the end of my stay in Nigeria and suddenly found it an exceptional work of art. It was no longer a cultural document, but a book about trees I had climbed and houses I had visited in. It is not that I now

ignored artistic defects through sentimentality, but that my empathy revealed artistic virtues that had previously been hidden from me.

We in America know too much about the rest of the world. Subjected to a constant barrage of information from books, TV, photographers, we know how Eskimos catch bears and how people come of age in Samoa. We gather our images of the whole world around us and succumb to the illusion of being cosmopolitan. We study comparative literature and read books like *Zen* and *The Art of Archery* and think of ourselves as citizens of the world when actually vast reading is simply the hallmark of our parochialism. No matter how many Yoga kicks we go on, we still interpret everything through the pattern of our own American existence and intellectual traditions, gleaning only disembodied ideas from other cultures.

If, as the critics have it, ideas are inseparable from their style of expression, it is equally true, in the cultural sense, that ideas are inseparable from the manner and place in which they are lived. This, to me, is the meaning of the Peace Corps as a new frontier. It is the call to go, not where man has never been before, but where he has lived differently, the call to experience firsthand the intricacies of a different culture, to understand from the inside rather than the outside, and to test the limits of one's own way of life against another in the same manner as the original pioneer tested the limits of his endurance against the elements. This is perhaps an impossible ideal, surely impossible in the narrow scope of two years; but it was an adventure, just the same. It was an adventure to realize, for instance, to what extent irony is an attribute, even a condition, of Western life and thought, and to live for nearly two years in a society in which irony, as a force, is practically nonexistent. But that is too complex a thing to get started on right now.

'HUNDREDS OF 23-YEAR-OLD SPIES'

Life at Nsukka was not always the easiest thing in the world, and the friendships I talk of so cavalierly were not the work of a day. Our group arrived at Nsukka shortly after the Peace Corps' first big publicity break, the famous Post Card Incident, which was still very much on Nigerian minds. We were always treated with a sense of natural friendliness and hospitality, but there was also quite a bit of understandable mistrust. Nigeria became a nation only in 1960, and the present university generation is one bred on the struggle for independence and the appropriate slogans and attitudes. I tended to feel guilty rather than

defensive, except when the accusations were patently ridiculous, such as the idea that we were all master spies — hundreds of 23-year-old master spies — or when facts were purposefully ignored, as in the statement that the Peace Corps was run by the CIA. America is a large, rich, powerful, feared, and envied nation; Nigeria is a new country naturally jealous of its independence and autonomy. All things considered, I am a little amazed at the openness and frankness of our reception.

There were other problems. Many Nigerians have an over-developed sense of status and found it hard to believe that we were paid practically nothing. Many reasoned that because we lived in the dormitories with the students instead of in big houses as the rest of the faculty, we must be second-raters, or misfits that America was fobbing off on them. But insofar

Jay Klinck of Concord, Mass., is a working and teaching mechanic in Hyderabad, India.



as we made names for ourselves as good teachers, and made ourselves accessible as people (something that few of my friends had ever known a white man to do), our eventual acceptance into the community was assured. Shortly after our arrival a petition circulated among the students asking the administration to dismiss the Peace Corps. Months later, student grievances erupted into a riot that forced the school to close down for more than two weeks, but in the long list of grievances, the Peace Corps was not now mentioned.

I do not wish to imply that we "won them over"; indeed, I think they won us over in the final analysis. It's just that the intransigence of our preconceptions of ourselves and others gradually dissolved into a kind of affectionate confusion. Ideas often try to live a life of their own, independent of and separate from the people and objects with which they supposedly deal. In the intellect alone they are self-proliferating, like fungus under glass, without regard for what the weather is doing outside. But the kind of personal contact we had with Nigerians helped break up the false buttressing of formal thought, and when that happens, personal friction creates a warmth conducive to further understanding, and not a heat with which to light incendiary fires. A glass of beer can make the difference between fanatics and worthy opponents.

I was at first surprised by how little I felt the presence of any racial feeling in Nigeria. What little I did notice had a kind of second-hand quality, as if it were merely a principled identification with the American Negro, or a historical commitment. Though well-informed about civil rights events in the United States, most Nigerians I talked to showed little understanding of the state of mind of the American Negro as differentiated from themselves. Most Nigerians have had little contact with hardcore prejudice backed by social force. They have good reason to resent, sometimes to hate, the white man in Africa, but they have never been subjected, as people, to the kind of daily and lifelong injustice that confronts the American Negro.

Racial feeling sometimes crops up in strange circumstances. A friend writes me, "Before Nsukka, the only whites I had ever known were reverend fathers in school who interpreted everything I did as a sure sign of fast-approaching eternal damnation . . ." In Africa as in America all whites are, to a certain extent, guilty until proven innocent, but in a very short time we were joking about our respective colors with a freedom and levity which is not always possible in America. Color has its own pure power, too; and I soon felt ashamed of my chalky, pallid skin against the splendor of the African's.

Much has been written recently about the contradictory feelings of the Negro toward the white man — hating him, and yet buying facial creams to be more like him, and I think the same sort of contradictory relationship exists in Nigeria, but with a cultural rather than a racial basis. The African stands in a very delicate psychological position between Western industrial culture and his own . . .

America is not so much interested in changing as exporting its society; Nigeria is interested in change, and is of necessity much less parochial than ourselves in the sources of its inspiration.

'THE ONLY THING THAT CUTS A LITTLE ICE'

"Africa caught between two worlds" — it is a cliché, but it is no joke. To the race problem it is at least possible to postulate an ideal resolution: racial equality and the elimination of intolerance. But in its cultural aspect — the struggle between African traditions and the heritage of the West — there is no indisputable resolution, not even in the mind. If I have learned anything from living in Nigeria, it is the unenviably complex and difficult position in which the young Nigerian finds himself; and if I have learned anything from the poems and stories written by my students, it is the incredible grace, honesty, and sometimes power with which many Nigerians are examining themselves, their past, and their future.

I don't know how friendship fits into all this, but somehow it does. My instincts revolt against the whole idea of having to prove, in some mechanistic or quantitative way, the value of the Peace Corps. If the aim is to help people, I understand that in the sense of the Ibo proverb which says that when the right hand washes the left hand, the right hand becomes clean also. E. M. Forster has said that "love is a great force in private life," but in public affairs, "it does not work. The fact is we can only love what we know personally, and we cannot know much. The only thing that cuts a little ice is affection, or the possibility of affection." I only know when I am infuriated by some article in a Nigerian newspaper, I can summon up countless images of dusty cycle rides with Paul Okpokam, reading poetry with Glory Nwanodi, dancing and drinking palm wine with Gabriel Ogar, and it suddenly matters very much that I go beyond my annoyance to some kind of understanding. That my Nigerian friends trust me is no reason for them to trust Washington, or forgive Birmingham; but something is there which was not there before, and which the world is the better for having.

VIII. DOMINICAN REPUBLIC: *'The Human Quotient'*





Background

Rafael Leonidas Trujillo Molina, General, President, and Dictator of the Dominican Republic since 1930, was assassinated in May, 1961. A year and a half later, Juan Bosch, who had lived in exile for 25 years, won the Presidency in the first free election under a freely adopted constitution ever held in the nation. But seven months after his February 1963 inauguration, Bosch was back in exile. A bloodless Golpe (coup) de Estado had removed him from office, abolished his government, suspended the constitution, and established as the governing power a triumvirate later headed by Donald Reid Cabral. It was against this regime that elements of the armed forces and the civilian population led a rebellion in the Spring of 1965 with the avowed aim of restoring constitutional government.

Amid stories of mounting casualties and destruction as the fighting progressed in Santo Domingo, and the controversy surrounding the landing of United States Marines, there were sketchy reports of Peace Corps Volunteers working in hospitals, driving ambulances, and distributing food with apparent safe conduct through partisan lines. Before long the Volunteers themselves were subjects of controversy. One news story reported a rebel soldier had asked a Volunteer nurse why she was assisting him when he would only return to the battle and shoot at U. S. Marines. According to the *New York Times* the Volunteers working in the hospitals were heroes and heroines "in the eyes of the rebels among whom they have lived so long." A reporter for the *New York Herald Tribune* wrote, "This is a war in which the U. S. War Corps is at odds with the U. S. Peace Corps."

The Richmond, Virginia *Newsleader* was troubled by the thought of Peace Corps Volunteers "giving aid and comfort to an enemy at the same time the enemy's troops are still shooting at American soldiers in the streets of Santo Domingo." Other newspapers also expressed editorial concern over the ambiguous role played by the Peace Corps.

Commended by some, censured by others, the Volunteers during the rebellion were doing essentially what they had been doing since their arrival: helping where help was needed. Before the outbreak of fighting, the Volunteers had been advised to avoid political partisanship, and this was still the operative rule for their behavior during the civil strife. An injured man was an injured man, and food went to those who were hungry.

Beginning in July of 1962, a total of 293 Volunteers had been sent to the Dominican Republic to build schools and teach in

schools, establish cooperatives, teach nursing, help in agriculture and forestry, drill wells, and work in community development. The major focus, as in the rest of Latin America, was on the latter. One Volunteer explained his job this way: "I believe community development, glibly phrased as 'helping the people to help themselves', rests on two assumptions. One is that what is best for the host country is, in the long run, best for us. Second is that we must truly believe — and act in accordance with the belief — that the ordinary citizen has the right and the responsibility to make decisions affecting his own welfare. The job of the community developer — the Peace Corps Volunteer — is to teach and stimulate the human skills and attitudes necessary for self-determination. That means teaching the characteristics which are usually so absent — pride, dignity, and self-respect . . . It is the task of the Volunteer to call attention to his fragmented community, to ease the sense of alienation; to function, in short, as a witness to the existence of the majority of the nation's citizens."

When the Volunteers arrived, their goals were by no means so clear, and the problems were formidable. Two months after they began work, a staff member wrote to Sargent Shriver

Roger Weiss, Everett, Wash., helps villagers lay out foundation of a new school in La Vega, D.R.





Volunteer Travis Ward, La Jolla, Cal., conducts classes in and around his home in a Santo Domingo barrio.

outlining the situation that preceded the Volunteers' arrival:

"The 30-year Trujillo dictatorship had finally ended. A seven-man Council of State had just taken over the country's executive and legislative duties. The treasury was empty. Trained or experienced administrators for government work were not available. Technicians were non-existent. Rioting and street disorders were common. Unemployment soared; the economy was almost paralyzed; the citizens were insecure and dissatisfied, and functional government programs or agencies did not exist. I can see why, from many angles, a Peace Corps program in the Dominican Republic appeared hopeless, impractical and impossible."

By March of 1965, what had appeared impossible was beginning to seem at least feasible. After a tour of Peace Corps work sites, another staff member wrote:

"The Volunteers in the Dominican Republic seem to be in rhythm with the country and its people. Not a single Volunteer interviewed, barring the two who were in the process of resigning,

expressed serious disappointment or disillusionment with his experience. All had some sort of a job and were working — not in a knuckles to the bone manner — but in a steady, deliberate and undramatic way . . . The Volunteer in the Dominican Republic enjoys as nearly complete acceptance by the Dominican people as could be wished. He is liked as a person, not manipulated as a door-knob to other American aid. Particularly in the urban barrios, the Volunteers are protected and cared for by their neighbors."

That was where matters stood when the revolt began six weeks later.

The War

"White ambulances with Peace Corps Volunteers at the wheels race up and down the streets, in the rebel as well as the junta districts, picking up the dead and wounded in cooperation with the Dominican Red Cross. The Volunteers work night and day, without food or sleep, in hospitals where major operations are performed without anesthesia on filthy floors under flashlight beams because there is no kerosene for emergency lamps . . ."

From a news article in the
New York Herald Tribune,
May 3, 1965.

On the Saturday morning when the uprising began there were 108 Peace Corps Volunteers in the Dominican Republic, 34 of them in Santo Domingo. Shooting, shouting, horn-blowing, and blasting radios informed members of the Peace Corps staff, gathered for a meeting in their headquarters, that a major disturbance was underway. The Volunteers had been told that in the event of any civil disorder, they were to remain with their friends in the barrios, where they could await further instructions from the staff. But as the fighting and bloodshed swept across the capital the Volunteers were caught up in it. This was how the events looked to one of them:

"As the initial fighting broke out, some of our Dominican friends actively participated, while others preferred to wait in their homes patiently, caught in the uprising with which they sympathized, but in which they preferred a vocal rather than physical involvement. This vocal participation was, nevertheless, no less important or real than that of those actually fighting. It was with this group that we remained during the early days of the fighting. As the conflict was centered around the Duarte Bridge,

a few kilometers south of most of the barrios, we were able to hear the rifle fire as a steady background to the sight of dive-bombing P-51's attacking the bridge.

"It was only a few days until the fighting reached into the barrios. Armed bands of civilians — mostly comprised of 17-23-year-old kids — roamed the area freely where they confronted and fought the National Police. By Wednesday, April 28th, the entire northern area was under the control of the Constitutional forces. Up until this point, I had shared the confusion with all of my neighbors. Nobody really knew exactly what was happening — there was just a confusion of guns, shooting, planes, radio fanatics from both sides, and death. I had little sense of real personal danger as I felt completely safe surrounded by people I had grown to trust completely. But the problem was that nobody was able to predict with accuracy what might happen from one hour to the next and, hence, the Peace Corps staff felt that I would be wiser if I moved to a nearby hospital where I would be a bit safer. I did not want to leave because I felt that my place was with my friends. We had been sharing our lives and work for over a year and a half and I wanted to share their times of crisis as well.

These Santo Domingo teen-agers are members of a work-and-recreation club organized by Volunteer Kirby Jones (second from left), of New York City. Here they take time out from street repair work.



"I arrived at the hospital on Thursday morning. Already there and working were some Peace Corps nurses, working 16-18 hours a day assisting with the waves of wounded and generally supervising all phases of the hospital operations. Other than the nurses, there were we non-medical types who performed odd jobs from folding bandages, washing instruments, and carrying water to assisting with the operations. I had never been in a hospital before, much less one faced with a disaster. There was no electricity, short supply of water, few medicines, standards of sanitation were understandably low, and blood literally covering the floors. Luckily, during the first days, there was so much to do there was little time to collect our thoughts. I guess most of us were so involved in our work and the real necessity of being there, that it never occurred to us what was happening all around. It was hopeless to do nothing — there was work to be done and we did what we could. As things slowed down though, I began to realize the horribleness of the whole situation. This was not just another Golpe — but a real war. A war that resulted in 16- and 17-year olds dying by the dozens, 14-year-old children walking the streets with machine guns, and women and children cut down in the accidental shootings. After five days, I asked for a replacement — I had just had it. A schedule had been established for rest and relaxation and on Monday, May 3, I left the hospital.

"Shortly thereafter, all the Volunteers in the Capital moved to a central location within the established security zone. It was from this vacated girls' school that a new phase in Peace Corps activities began. By this time much of the wild shooting had calmed down a bit and there were definite sectors of control — the U. S. security zone, the military junta section, and the Constitutional controlled sector. The nurses were continuing their work in the hospitals, but for the rest of us, there was a question of exactly what we were going to do. It was decided in a meeting that we would try to participate in the programs of food distribution. It was felt that we would be able to maintain contact with our work sites and demonstrate to our friends that we were not going to abandon them, that we planned to stay with them as much and as long as possible, that Peace Corps was interested in them — 'military' or 'rebel'. We obtained some food from CARE — about 1½ tons per trip — and made three separate trips to the barrios. This work and planning involved many of us for the next few weeks while, at the same time, others were helping the Red Cross, transporting medicines, providing manpower for the regular food distribution centers, and baking bread.

"During these few weeks of driving through all parts of Santo Domingo there was a definite degree of danger. I guess all of us were scared. The problem was not so much that we would be attacked personally, but rather that we might be in an area where there happened to be firing.

"In such an environment within which there was a definite degree of anti-American feeling, the Peace Corps received practically none. It was as though the Peace Corps was an entity separate from everything else that was concerned with the conflict — as, in fact, it was."

In fact there were moments during the conflict when some Volunteers forgot the importance of their "separateness" and openly expressed sympathy with their Constitutionalist friends, at the same time voicing criticism of United States intervention. The quoted remarks of these Volunteers drew some editorial fire back home. The most disturbing point to some observers was the implication that Volunteers had settled so deep in the Dominican culture that there was now some question whether the Volunteers were "theirs or ours."

In a leprosarium on the edge of Santo Domingo, Volunteers Harr Keramidas from Allen Park, Mich., and Lynda Wilson from Brewster Wash., hold literacy classes for patients. Both Volunteers worked i



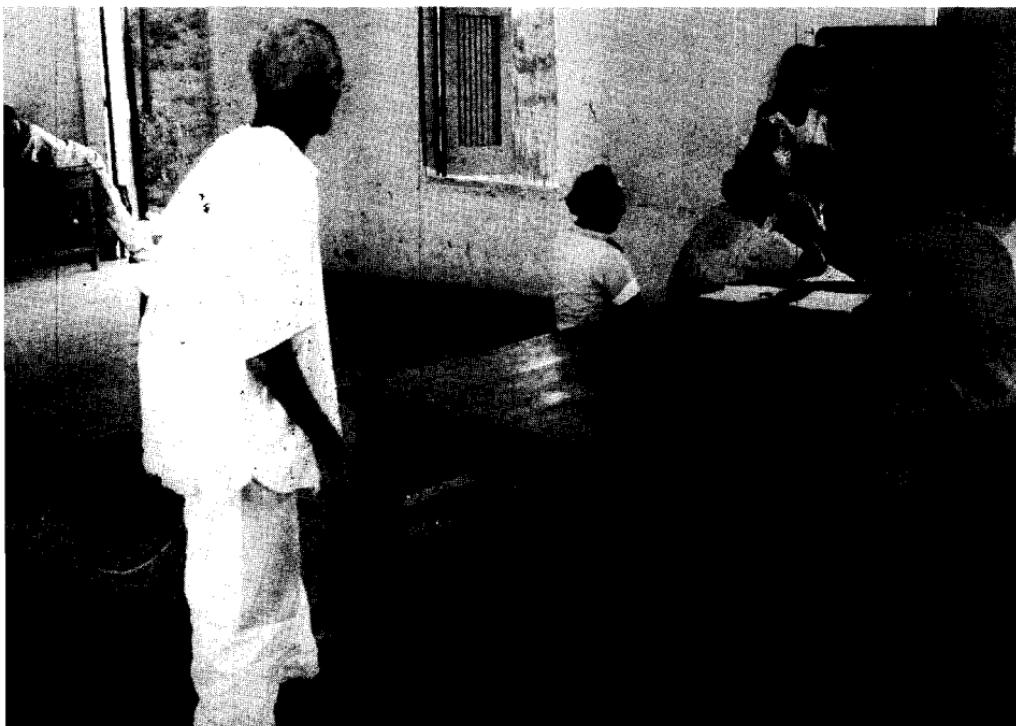
The question goes to the very root of Peace Corps philosophy. The degree to which Volunteers have been able to work effectively in alien cultures where other forms of foreign aid have frequently gone amiss has depended on their ability to shed their identity as foreigners or outsiders, to walk a thin line along which they could be sympathetically involved with the host country people and still be separate; in short, the ability to become "theirs" without ceasing to be "ours."

During the fighting in the Dominican Republic, the Dominicans themselves appeared to have no difficulty with the idea of Peace Corps neutrality. At one point the rebels notified United States military forces that they were prepared to release a group of American captives if a member of the Peace Corps would serve as intermediary. It was Robert Satin, Director of the Peace Corps' Dominican program, who then paid a call on the rebels and escorted six U. S. Marines safely back to the American zone.

Recently, one of the Dominican Volunteers explained how he managed to function usefully in his barrio:

"I thought one of the reasons why the Peace Corps is acceptable

hospitals and distributed food during the rebellion. After the cease-fire in May, they went to Puerto Rico for a brief rest and then returned to the Dominican Republic to complete their scheduled service.



is a lot of the Dominicans realize they need someone to help them and teach them how to run organizations, how to organize themselves, how to achieve certain goals. And yet we are the only people they can accept help from — well, not the only, but we're the best way to accept help without losing face, because we're not somebody coming in handing out gifts and saying 'You people need us.' You know, we're sort of just there and just through everyday interactions — it comes out of this. We're not sent in there specifically to say, 'All right, this guy is here and he's going to help you do this.' No, it's that we live there and these people say, 'I've got a problem, I'll go over and see this Volunteer over there, he sometimes knows these things' . . . And it's an acceptable way for them to receive help."

There is a suggestion in these remarks that the fact of Volunteers living at the level of the host country people is not just a feature of Peace Corps public relations but a central feature of the Peace Corps concept.

Just how deep a commitment some of the Dominican Volunteers had made to sympathetic involvement became evident during the Completion of Service Conference held for one group in Puerto Rico in May 1965, two months earlier than scheduled. Of the 46 Volunteers present at the conference, 16 elected to return to the Dominican Republic to continue their work. During a recorded interview session, some members of the group gave their reasons for going back to their jobs.

"I feel that we should go back to try and smooth things over," one of them said, "and kind of get the barrio back up to its level of organization so that the people can continue. I think this is a really bad time to leave it. And from the little contact that I've had (since the rebellion), I think it really won't take a long time to get them to a level at which they can start functioning again as a barrio."

The author of the report quoted earlier offered his own reasons for returning:

"I think that a lot of the social structure has been destroyed. The people will be preoccupied with getting their jobs back, getting food, money, and re-establishing their basic home lives. And for them to think on a higher level of doing things for the community when they have so many acute problems right in their homes is going to be difficult . . .

"I'm going to be scared going back there but I think it's most important for the Peace Corps now — especially when it's the toughest situation — to go back, to work and not leave the people when the Peace Corps is needed the most. Many people I talked to during the revolution begged that the Peace Corps

come and stay and keep going. During the revolution I had many conversations with people in Radio Santo Domingo, out in the barrio, and everywhere, and the Peace Corps was just universally accepted. They felt that the Peace Corps lived with the people, knew the people, knew their situation and that the Peace Corps understood what the people were trying to do. And we're part of the people. One of them said to me 'You lived with us. When we're hungry, you're hungry. When we walk through the mud in the streets you walk through the mud in the streets. You understand us. We need your help.' And he was begging that the Peace Corps stay and bring more Volunteers in. And I think in this situation it's worth every effort for the Peace Corps to start again — the risk involved is worth it. That's one reason why I thought staying in the barrio was important — to show the Peace Corps does stay with the people — through thick and thin — to use a trite phrase."

As the recorded session proceeded the Volunteers seemed to be discovering more and more about their experience in the rebellion. One member of the group finally seemed to capture the mood for all of them when he said:

"There was one thing that overshadowed practically all the others, the magic of the three words 'Cuerpo de Paz'. If there was ever a testing ground for the Peace Corps idea, it was during those terrible weeks. Upon identification as Peace Corps at the various checkpoints, 'Cuerpo de Paz' was universally met with smiles and acceptance. It was a proud time for me as it was for all of us.

"I had a very strong reaction when a rebel soldier came up and called us 'Hijos de Kennedy' — Children of Kennedy — and I think in this situation the universal acceptance really hit me as what I considered the Peace Corps to be. I felt very proud to be part of the organization — of a United States organization — in a situation where there was so much anti-American feeling and yet we were totally accepted. And I felt 'this was what Peace Corps really means, it really gets to the people.' It's sort of like when Kennedy died no one realized the feeling across the world until he died. And I think that in the situation here no one realized — or I didn't realize — that Peace Corps was so accepted until its acceptance was tested in a situation like this. And that's one reason why I've got to go back, I just feel I can't let them down . . . they want the Peace Corps to come back, and you just have to do it. You have to do it."

At the time the Volunteers first went to work, 40 Dominican co-workers were assigned to work with them by the Dominican

Office of Community Development. Later, after the rebellion broke out, the co-workers met during a lull in the fighting to consider whether a new group of Volunteers could, or should, come to the Dominican Republic in the charged atmosphere of a rebellion. The eventual vote was 40 to 0 in favor of the Volunteers coming. The Dominicans agreed unanimously that the Volunteers would be safe, able to work, and welcome.

During the uneasy truce that has held since the beginning of May, both factions in the conflict agreed that additional Volunteers could come to the Dominican Republic to work in scheduled projects. On June 2nd, with the major issues still unresolved, 24 new Volunteers landed in Santo Domingo and went to their assignments unmolested by either side. Some time in October, approximately 40 more Volunteers are scheduled to arrive, conditions permitting.

Speaking to the Peace Corps staff in early June, Frank Mankiewicz, Director of the Peace Corps' Latin American Region said, "Many of them (the Volunteers) were terribly scared; I think to this day some of them are not quite sure of what they did or why they did it . . . But somewhere along the line they had caught up something that all of us feel, I think, from time to time — sometimes stronger than at others — about what it meant to be an American in that situation . . . and there really is not enough to say about the way they came through and what it meant to the United States and to the Dominicans too. People talk every once in a while about acting in the highest Peace Corps tradition. I'm not sure that in four years we've established very many traditions — either high or low. But the staff and the Volunteers in the Dominican Republic certainly set a standard this past month that can serve as a tradition until a better one comes along."

More than establishing a tradition, the Volunteers had confirmed a principle, which also could serve until a better one comes along. As one Volunteer later wrote:

"Most important was that the Volunteers remained a neutral group in a fractionated country. Even as fighting continued, Volunteers working in the slums of Santo Domingo controlled by rebel commandos were warmly welcomed back into their communities. At the same time, other Volunteers continued their work through loyalist government agencies in rural areas. On either side the words 'Cuerpo de Paz' were the safest conduct pass available. The economic, political, and military problems of the revolution are beyond the realm of the Peace Corps, but the human quotient is our province."



Volunteer Rob Gutowski, of Buffalo, N.Y., with another volunteer has organized 40 boys into a jewelry co-op in Santo Domingo. Using beads, berries, cow horn, and papier mache as their raw materials, the youngsters sell the finished items to gift shops in the Dominican Republic and Puerto Rico.

**PEACE
CORPS**

Washington, D.C. 20525

PEACE CORPS

FT 1965 CONGRESSIONAL PRESENTATION

FEBRUARY, 1964

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INTRODUCTION

Two years ago the Peace Corps' Congressional Presentation opened with a letter from a Volunteer describing the burden of want that he saw around him in a rural village of Chile.

"Like the campesinos themselves, we are just beginning," the letter concluded.

Seemingly an age has passed since that time. In recent months, when the Agency took on a special emotional significance for many people, both at home and abroad, there was an unmistakable sense that the Peace Corps had turned a corner.

The Volunteer in Chile and more than 700 other Volunteers, who were in the chorus that answered a memorable summons to the public spirit, have completed their service and returned to the United States. They had joined the Peace Corps when it was little more than an idea and they had done much to define it.

New generations of Volunteers have taken their place in a Peace Corps that now better understands what its goals and methods must be. More than 6,000 are serving abroad in 46 countries, in education, community action, cooperative movements, agricultural extension, health work, public administration, geology, surveying, engineering, and still other fields.

In countless ways the Peace Corps Volunteers have been a symbol of what is best in the United States. And they have been a source of strength and inspiration for the energetic host country official who seeks to be daring in his efforts toward progress. Now the first of them have apprenticed their new knowledge to their own country, on the campuses, in private industry and in government.

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The Peace Corps itself has been fortunate in recruiting many outstanding former Volunteers for staff positions in Washington, at training institutions and overseas. Their insights and experience have added measurably to the effectiveness of the entire agency.

Applications for the Peace Corps have continued to increase at a reassuring rate. These applications hit a peak in December--4,807--more than in any other month in Peace Corps history. With such mounting public interest and enthusiasm, the Agency feels confident in programming an input of 7,700 Volunteers this year to reach a year-end strength of 10,500, and in requesting an appropriation of \$115,000,000 for FY 1965 to support a planned total strength of 14,000 Volunteers by August 31, 1965.

This presentation to the Congress describes in detail some of the economies introduced by the Peace Corps which have significantly reduced the annual cost per Volunteer. Also offered are a brief history of one of the earliest Peace Corps projects, with its accomplishments, and a survey of some of the continuing efforts--and effects--on three continents.

I. PROJECT HISTORY: COLOMBIA

In October of 1961, the Latin American correspondent for the Washington Star reported that village officials in Colombia were eagerly awaiting the arrival of the first Peace Corps community development workers, who were then receiving their in-country training.

"We need them, we want them, we have fought for them," the reporter quoted one official as saying in a region where efforts were being made "to end a century of neglect."

The reporter added that the two social workers serving the 18,000 people of the area "want the North Americans to supplement their efforts, to supply needed vigor and manpower, and to teach...by example how to improve their life. Their nagging worry is that genteel North Americans may not be up to the job. The Colombians are afraid they will be overwhelmed by backwardness on all sides."

At home and abroad, these were the prevailing hopes and fears for the Peace Corps in the fall of 1961.

When the first group of Colombia Volunteers officially finished their work on June 24, 1963, at the end of a designated two years, there were 54 of an original 62 Volunteers remaining. Two had been killed in a plane crash, three were terminated for failure to adjust, two resigned from the Peace Corps in order to marry in the United States and one returned early for medical reasons.

The Colombia Volunteers could claim to have had a part in the completion of 44 rural schools, with another 55 schools under construction. They helped complete some 200 miles of rural roads. Twenty-seven aqueducts were built and 29 others started.

Four health centers were completed and 13 others started. In 33 different areas latrine programs were

instituted and more than 1000 latrines installed. The Volunteers helped to establish 26 cooperatives. They built farm ponds and stocked them with fish. They helped build innumerable sports fields.

But the goal of the Volunteers went far beyond physical improvements. They were sent to Colombia to help the rural people there by stimulating them to undertake self-help projects. They were there to help the campesinos learn how to help themselves through community action and cooperation.

Time for Change

In 1958 Colombia had begun the long task of recovery from a 10-year civil war which left much of the countryside devastated and took the lives of from 100,000 to 300,000 people. The return to domestic peace gave Colombia the opportunity to institute new programs designed to promote necessary social change and economic improvement.

In this connection, the newly created Division of Accion Comunal (Community Action) of the Ministry of Government was conceived as part of an all-out effort to alter the basic social and political characteristics of village life. Its goal was to create viable democratic institutions at the grass roots levels of the society, through which a self-determining, self-reliant citizenry could join in unified efforts at economic growth and nation-building.

Leaders of the movement realized that an effective national community development program had to become a central element of national policy and a well-financed arm of the nation's public administration machinery. It had to have a suitable cadre of qualified field workers and effective training programs.

The first legislative steps toward establishing such a program were made in 1958 but the emphasis was simply on the construction of physical improvements in rural communities through the use of volunteer peasant

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labor. In spite of decrees and various administrative changes there was still no bureaucratic machinery adequate to operate an effective national community development program by the time the Colombia I Volunteers arrived in September 1961.

Even before the Peace Corps Volunteers entered training in the United States, however, Accion Communal had begun training 50 Colombians to work with them. Each of the Colombian counterparts -- all of whom were high school graduates and 13 of whom had at least a year of university training -- was to work with Peace Corps Volunteers to help organize community action.

A Cross-Section of Skills

The Volunteers who went to Colombia were among the first to apply for Peace Corps service. They reported for training at Rutgers University on June 25, 1961, to begin an eight-week training program designed to prepare them technically, culturally and physically for their roles as assistants in community development projects of the Colombian Government.

Of the eighty who started training, sixty-two were chosen to go to Colombia. Those Volunteers who stepped off a plane in Bogota on September 7, 1961, ranged from a 20-year old Missouri farm boy to a 33-year old electrical engineer who had been born in Colombia. There were engineers, agronomists, an anthropologist, a bulldozer mechanic, a truck driver, a former social worker and several carpenters. Most were in their mid 20's.

After an initial orientation program at an agricultural experiment station outside Bogota the Volunteers were divided into two-man teams and assigned to some 30 rural municipalities throughout Colombia, with populations ranging from 100 to 5,000. With the arrival of more Volunteers about eight months later, the two contingents were partially mixed together and the number of rural community development sites was expanded to 50.

Through contractual arrangements typical of many Peace Corps projects, the administering agency for the Peace Corps program was CARE, a private American voluntary organization with a rich background of experience in Colombia. The Volunteers were generally responsible to CARE and to the Peace Corps' Colombia Representative, but in their work they were directly responsible to Accion Communal.

Although the Colombian Government had made a strong start towards establishing a community development movement, the Volunteers found that the vital role to be played by supporting agencies was not always understood at every administrative level. The Peace Corps Volunteers and their Colombian co-workers came to realize that delays in obtaining outside assistance for a community project were not simply a matter of money but rather a problem of public administration and the education of public officials.

Community spirit and confidence were difficult to maintain, they found, when a promised delivery of cement for a school, or pipe for an aqueduct failed to appear for months. The solution often lay in promoting meetings between community leaders and government officials in the provincial capitals and sometimes in Bogota itself.

Effect of the Volunteers

Despite these and other difficulties, the community development movement grew in Colombia. The Volunteers became a rallying point for those who understood and believed in the movement. The presence of these young Americans working for the betterment of an impoverished people galvanized Colombian organizations and individuals in Bogota and other larger Colombian cities into action. In one instance a group of 30 Colombian businessmen banded together to discuss community development at regular weekly meetings. They formed a "professional bank" from which communities could recruit a volunteer doctor, lawyer or engineer to come and help them.

In the opinion of one observer who made a first-hand study of the situation, the Peace Corps Volunteers helped save the community development movement in Colombia. Richard W. Poston, a former Peace Corps consultant on community development and research professor at Southern Illinois University, said in a report of July 1962, that the Colombia Volunteers were a substantial influence in keeping the movement alive and "therefore provided additional time in which to firm up a program which is essential to the social, economic, and political development of Colombia."

Mr. Poston went on to note how the Volunteers had "won the personal respect, admiration, and friendship of the Colombian people." Today, he says, "literally thousands of people in Colombia respect Americans because of their personal freindship with a young American who is a Peace Corps Volunteer."

The vigor of the Colombian Government in seeking to recruit and train more of its own community development workers in mid-1962 bears out Mr. Poston's conclusion: Of far greater importance than the physical projects which the Volunteers helped complete was that "as a direct result of the work of the Peace Corps Volunteers the meaning of community development and its urgent importance to Colombian life is beginning to take definite form in the minds of many Colombians who previously did not have the slightest understanding of the concept."

The daily press in Colombia offers further evidence of this new awareness. Barely a day goes by now without a major newspaper article on Accion Communal or some project completed by community development efforts.

Delays and Disappointments

The Volunteers submitted periodic reports of their activities to the Peace Corps Representative in Bogota, Christopher Sheldon. Some of these reports reveal something of the insights and techniques which the Volunteers developed in the course of their efforts at community development, and the disappointments they encountered.

The "technique" could be summed up briefly as: patience, persistence, and flexibility. The close-out report of one team of Volunteers illustrates something of this approach.

"Because of the dire need for professional medical services we decided to get a health dispensary established. We had the promise from the Governor of Boyaca that he would name a nurse. About 10 days after arriving in the village we started plastering, painting and readying the old police office for the health dispensary. The priest put on his overalls and worked with us for the four days it took to get the place ready. We expected this action on our part to be an example to the people of our interest in their well-being, and also to get some of them to work with us. None volunteered to work. The close friends we had made of the Noguera and Baron families temporarily loaned enough used furniture to furnish the room. The process of getting a full-time nurse took approximately four months and included personal visits to public health officials, telegrams, letters and petitions. The middle of March, a competent nurse came to work.

"We became interested in completing the bridge leading into the village. This bridge had been under construction for five years and was needed for the economic growth of the community. Also the four kilometer branch road leading into the village was inadequate. Accompanied by a Senator, the priest, mayor, and local Accion Communal field worker, we talked with the Minister of Public Works and the Governor of Boyaca concerning the two problems. A month later, the bridge was completed and the road graded and widened.

"With the full cooperation of the priest and an official of the Federation of Coffee Growers, a midwifery course was organized over the period of about three months. CARE midwife kits were acquired through relatives and friends in the States, thereby bringing a personal touch to the program. Classes started March 5, 1962 and will end about May 1. There are two classes a week lasting three hours each. The program is very well planned by the Coffee Federation official and the nurse and a doctor have given special lectures. The students

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are learning how to use a hypodermic, and better methods of childbirth care. Both experienced midwives and young women are taking the course. We hope to lower the tragic 40% infant mortality rate with this course."

Even when community development projects were going well, the pace of work was often agonizingly slow and there were constant interruptions. Here is another report from the files of the project:

"One of the veredas (villages) we are now working on is in a place which is an hour away by horseback from our town. There is no road -- only a clay trail through a narrow canyon which goes up a mountain and down the hills on the other side. There, on a hill, overlooking the sloping sides of the mountains separating it from the town, a school is being built by community action.

"The first day I went to the site where the walls are now going up, I saw a file of men, horses, and boys carrying roofing tiles up the trail for the school. Material for the walls came out of the clay in the region, and the rocks for the floor foundations came from a nearby stream.

"But there are still problems: A carpenter has to be sought out to help put up the roof and direct the installation of doors and windows: all hauled up through the trail, most of it on the backs of the vereda people; money has to be collected to purchase lumber for furniture, paint, and perhaps even some seeds for a vegetable garden.

"Other projects must be found to overlap the school project so that the full meaning of community action does not languish, and there are other problems which always crop up."

Signs of Progress

But in the midst of the trials of community development there were often the small triumphs that signalled progress. Here is the way one Volunteer described it:

"In our vereda we had organized a junta (village council), had held an election of officers, and everything started out fine. But the next time we went back to visit that vereda, the people had decided the man who had been elected junta president was not doing his job. So they held a special meeting and elected new officers.

"To my way of thinking, this achieved a lot more than building a bridge or latrine."

The Volunteers learned a new adage in community development: silence is worthless; talk is golden. At the same time they reaffirmed an old virtue: patience. Dennis Grubb explained it this way:

"The most discouraging thing is waiting for the engineer that has been promised you by a municipio official for a certain day. You may wait five days for him to arrive, but you have to wait so that you can show him what is needed.

"I have 17 projects in my village. Some days it takes half a day to get to one place and see how the work is going. When we go to a site and there is no one there, we know we have more work to do. We may have to help do some of the actual physical labor -- just so long as we do not make ourselves nothing but free labor while the community does nothing.

"We have to keep talking all the time, trying to stimulate everybody. We never stop. If we do, we get stagnated. We talk to the agronomist. We talk to the mejoradora (government home improvement worker). We talk to the landowners. We talk to the village manager. We talk to the people. We have to keep pushing and pushing. Our job is 90 per cent relating to people, and 10 per cent doing physical work."

A correspondent writing in U.S. News & World Report in December of 1962 testified to the effectiveness of the methods employed by Dennis Grubb and his partner:

"Entering Zipacon, you see a cooperative food store, opened just recently. Further down the road is the site of a low-cost housing development. On the other side of town is a new, one-room schoolhouse of brick. Freshly cut roads wind out in three directions to outlying parts of the village. Along one of these, the foundation is being laid for a small electric-power plant. And, in the center of town, an old building is being converted into a community recreation center.

"These projects -- and a dozen others in the works -- probably constitute the biggest burst of civic improvement that Zipacon has experienced in its 400 years of recorded history.

"This is no 'crash' program of U.S. aid. Several organizations, public and private, are playing parts. So are dozens of villagers, working in their spare time without pay. But the spark and drive for these changes stem, in large part, from Mr. Grubb and his teammate, presently Carl Stephens, of Lexington, Kentucky..."

"One measure of how far the civic-do-it-yourself movement has gone... is the number of villagers who show up each weekday morning for voluntary work details. In recent months, the turnout has numbered almost 30 per cent of the farm workers in the district, working on their 'off' days."

From one of the Volunteers' assorted projects, the correspondent wrote, came "the first civic-action committee in the area that is now entirely on its own. The Peace Corps is no longer needed to spur action or round-up work details. And that was one of its major goals."

Meanwhile, the reporter noted, Grubb and Stephens had been using odd moments to distribute leaflets announcing a free chest X-ray and vaccination program provided by a government medical team, and they had been showing a movie emphasizing the importance of protection against smallpox. As a result there was a record turnout when the doctors arrived.

"The people of Zipacon long since have accepted the Peace Corpsmen as fellow members of the community," the correspondent reported. "Children hail them in the streets. They are star players on the basketball team of the local athletic club. When the Governor of the Department of Cundinamarca appeared at a festival in Zipacon recently, village leaders asked Mr. Grubb to make the welcoming speech.

"Even the Communists in Bogota have been taking notice of the Peace Corps work in Zipacon and other villages. Not long ago, two Communists appeared at a village function and tried to stir up a protest against the United States.

" 'Let's talk about you Communists,' said Mr. Grubb. 'Just what have you done to help the people of Zipacon?' The Reds had no answer."

Phasing Out

The personal impact of the Colombia Volunteers is remarked again in the final report of another member of the group, written as he prepared to return to the United States:

"At the beginning of this report, I stated that significant progress has been made in Cogua since our arrival. Although the emphasis of my report by veredas was somewhat towards physical projects, I base my claim to progress on the change that has taken place in the people themselves. Our impact on Cogua is most noticeable in the emergence of enthusiastic and dedicated leaders. The change in these men from typical dependent campesinos to self-reliant energetic leaders is a phenomenon which makes any difficulties I might experience worth facing. Every vereda in which we are working has at least one such leader, some more skilled in community development and more enthusiastic than others. La Plazuela is blessed with a super-abundance of them and is busily creating more.

"La Plazuela is an example of what happens to a community which gets caught up in the spirit of community development. They are no longer dependent upon anyone, not even us. Whether Dr. Ucros (the local junta leader) attends or not, the junta meetings are carried on with efficiency and order. They use our help when we are available, but they are at the point in their development where they need a promotor (community development worker) very little. That, of course, is the goal we are working towards for the entire municipio.

"I will venture to predict that with an equal amount of progress in the next year and a half as has been experienced by the municipio in the past twenty months, all the veredal juntas will be as competent as that of La Plazuela. That would mean that the Volunteers and the promotor could be withdrawn with the assurance that their work in community development would be continued by an enthusiastic and well trained populace. Then I will consider my two years of work a complete success."

Appraisals and Advice

It would be misleading to suggest that every Peace Corps Volunteer ended his overseas service in such an optimistic mood. During the separation procedures each Volunteer was asked to fill out a questionnaire which dealt with various aspects of his work. Thirty-two of the fifty who completed the questionnaire felt that they had been successful in instituting meaningful community development programs in the areas where they were working.

More than a third of the Volunteers believed that community development activity would continue in their area without further Peace Corps help. Sixty-two per cent felt that their Colombian co-worker could continue a community development program at their site unassisted.

The Volunteers' single greatest concern was the need to promote understanding and support for community development at every level of government. They urged particularly that more foreign assistance funds be

channeled directly into concrete projects at the village level. Once again, in these questionnaires, there was echoed the frustration of Volunteers who saw the enthusiasm of a community trickle away because some promised load of pipe or building material failed to be delivered on time by a governmental department.

Learning a foreign language and becoming familiar with another culture were listed as important achievements by many Volunteers. For most of them, their experience in Colombia was genuinely worthwhile. In answer to the question, "Knowing what you know now, if you were asked to join the Peace Corps would you definitely join, perhaps join, or not join?" Only five Volunteers said they would definitely not join, nine said they would perhaps join, and 36 said they would definitely join.

Throughout the course of their overseas service the Volunteers were encouraged to comment freely on every aspect of their Peace Corps experience. Their criticisms of the training program were particularly helpful in improving the preparation of other Volunteers.

Many of the Volunteers agreed that language training was of paramount importance. They wanted more hours of Spanish. They wanted it taught by native speakers in classes with no more than 10 students each. This has now become standard for Peace Corps training.

Experience showed that most, if not all, the Colombia Volunteers became fairly fluent in Spanish within six months. By the end of their tours they scored well on standard proficiency tests used by the Foreign Service Institute of the Department of State. While their vocabularies might have dismayed a sophisticated urban listener, their command of the language served the Volunteers well in the countryside.

One Volunteer submitted a report on the Rutgers training which made a strong case for greater attention to first aid courses. His training, he said, had been "much too simple." Explaining that the nearest doctor was an hour and a half away, the Volunteer reported:

"During the time my fellow Volunteer and I have been here (two and a half months), we have treated the following cases, among others:

"1. Man with third degree burns on 10% of his body.

"2. Woman clubbed by her drunken husband with head wound 4 inches long and 3/4 of an inch deep, with loss of 2 pints of blood.

"3. Hysteria case where patient had to be restrained for two hours from harming herself.

"4. Five-day-old baby with jaundice.

"5. Twenty-two-day-old baby with bowel obstruction. Died while we sought transportation."

A New York Times account described the typical Colombia Volunteer nearing the end of his service as "touchy, independent... immensely proud of himself and his work... a passionate believer in community action.

"After 21 months of frustrations and the repeated miracle of small achievements, the prevailing atmosphere among the Volunteers is a continued sense of excitement," the article added.

One Volunteer summed up this sense of excitement: "They (the people of the village where he worked) are beginning quite small but their goals are big and their goals are for the immediate future... They still live in the same rundown shacks, not a single latrine has been built, they wear the same clothes and they look the same. But I declare they are not the same, they're different, they're completely new, completely changed."

New Attitudes, New Interests

How were the Volunteers themselves changed by their experiences? An exhaustive study by a research team from New York University provides some of the answers.

Project History: Colombia

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Prior to joining the Peace Corps, 53 per cent of the indicated career choices of the Volunteers were in the fields of government or international affairs. At the close of service this figure was increased to 80 per cent and the biggest increase occurred among those who listed international affairs.

The Volunteers also showed a markedly greater enthusiasm for completing their undergraduate and graduate educations. Prior to Peace Corps service, the proportion of men who indicated this inclination was 67 per cent. Afterwards, the proportion increased to 86 per cent.

The study revealed other striking changes in attitudes among the Colombia Volunteers. They registered a remarkable new interest in politics and community affairs. Before joining the Peace Corps, only 10 per cent of them had been active in political affairs. After their experiences, however, somewhat more than half (56 per cent) said they expected to become active in politics in the United States.

Prior to their Peace Corps experience, 60 per cent of the Volunteers said that they had little or no knowledge of the role the United States played in aiding newly developing countries. However, by the end of their experience, almost three-quarters (71 per cent) felt that their knowledge of the field had been broadened significantly.

The Volunteer Comes Home

Most of the Colombia Volunteers who indicated an interest in continuing their educations at the time of their termination have returned to school. Of the entire group of 54, there are 18 doing undergraduate work and 13 are in graduate school. Six are receiving financial assistance in the form of scholarships, fellowships, assistantships or grants, and another six obtained outside employment to supplement their \$1,800 readjustment allowance. (After deductions for income tax, Social Security and possibly, insurance premiums, this usually amounts to between \$1,400 and \$1,500).

Sociology, political science, engineering and business administration drew half of those working towards a Bachelor's Degree. Economics, international relations, Latin American Studies, Russian Studies, anthropology and law are among the special fields which former Colombia Volunteers are following. They are studying in such institutions as the Universities of Texas, Washington, Oklahoma, Illinois, Minnesota, Michigan, Indiana, Georgia, Utah and Miami. Two former Volunteers are at Columbia University, and one each at Northwestern, Stanford, Michigan State, Purdue, Rutgers, and the University of London.

The Peace Corps was pleased to recruit 13 of these Volunteers for staff positions in the United States and overseas. One is now serving as an Associate Peace Corps Representative in Brazil and another is an Associate Representative in Ecuador. Three others hold staff positions in Colombia, the Dominican Republic and Honduras. Three members of the Colombia group are now at work helping to train new Volunteers at the Peace Corps' community development training center at the University of New Mexico. One works on Latin American programs in the Washington office. Another Volunteer was assigned to the Division of University, Private and International Cooperation to assist in the establishment of programs patterned on the Peace Corps in other countries.

CARE recruited one Colombia Peace Corpsman for its field staff in Liberia and another for its staff in the Philippines. One Volunteer returned to Colombia to work for an engineering firm. Another is working with the Carnegie Cross-Cultural Education Project among Cherokee Indians. Among these employed ex-Volunteers who work part time while attending school, one is a park manager for Dade County, Florida, one is a plant manager for a pre-cast concrete company, one works for General Motors and the fourth is a digital computer systems operator. Salaries range from \$12,625 to a low of \$71.63 a week for one ex-Volunteer temporarily employed as a truck driver. The average salary figure is \$6,500.

There were two Colombia Volunteers who asked that they be allowed to extend their tours of service in Colombia. One remained briefly and the other will stay on the job until June, 1964. Finally, there is one former Volunteer who has indicated that he plans to build a sailboat on the West Coast of South America and sail to San Francisco by way of Tahiti.

The Continuing Task

The first Volunteers in Colombia have been followed by 16 more Peace Corps groups consisting of more than 600 additional Volunteers. They include more community development workers for both rural villages and urban slums; they include health workers, credit cooperative workers (administered by the Cooperative League of the U.S.A.), educational television specialists and field workers, agricultural extension specialists (working in a FAO-supported program), university teachers, and physical education instructors (supervised by the American Association of Health, Physical Education and Recreation).

Much has been written of the Peace Corps in Colombia, but there has been no better summation than that appearing in a recent article by Ambassador Fulton Freeman, our envoy in Bogota, who once confessed to a certain initial "anxiety for its success."

"It can be said without exaggeration," the Ambassador wrote, "that no other U.S. Government program has so completely captured the imagination of the campesinos of Colombia as has the Peace Corps program... It is probably too early to arrive at a definitive evaluation of the...program... It cannot be gainsaid, however, that an important beginning has been made in the establishment of a national community development program in Colombia which may well have a profound effect on the pace and nature of Colombia's social and economic development..."

II. FROM CITIZEN TO VOLUNTEER

Peace Corps recruiting is a matter of informing the American public about eligibility and opportunities for service.

Although the Peace Corps is entering its third year, a surprising number of misconceptions about it persist. For example, as late as six months ago college students, who represent a prime source of volunteers, still assumed that the Peace Corps wanted only farmers and mechanics; skilled workers thought a college degree was necessary; almost everyone believed fluency in a foreign language was required; few realized there was no upper age limit; and there was considerable concern over health and safety hazards involved in Peace Corps work.

In spite of ever-increasing coverage of the Peace Corps by press, radio and television, which has helped dispel some of these myths, there is still a need for an information program. "Team Recruiting" goes a long way to fill this need, particularly among college students. Groups composed of Washington staff members, many of whom are returned volunteers, visit colleges and universities during the school year. They speak to students in classrooms and individually, distribute Peace Corps literature and administer the Peace Corps Placement Test. In addition, students who fill out a questionnaire and take the Placement Test while the Peace Corps team is on campus have already, in effect, begun to undergo the selection process. Assessment specialists in Washington can immediately start evaluating each applicant's background. Thus a student applying through a Peace Corps "team" on his own campus will learn of his eligibility that much sooner, and if selected, can be placed -- according to the results of his test and other selection processes -- in a Peace Corps training program that accords with his particular abilities.

Backstopping these team efforts are hundreds of private citizens who voluntarily undertake to inform their communities about the Peace Corps.

The Peace Corps receives hundreds of "How can I help you?" letters each month. Some 40 Peace Corps Service Organizations are now active in as many major cities. These groups help out in college recruiting exercises; they accept speaking engagements at gatherings of professional organizations, Grange meetings, 4-H Club meetings, factories and union halls. They answer requests for information--at no cost to the Peace Corps. Over 400 returned Volunteers have offered to fill speaking engagements--at no cost to the Peace Corps. A total of 750 speeches about the Peace Corps were made in December alone--at no cost to the Peace Corps.

The impact of these combined informational efforts has been measurable. In the past four and one-half months there has been a 60 per cent increase in applications over the same period last year. (Between October 1, 1962, through mid-January 1963, the total was less than 9,500; between October 1, 1963, and mid-January 1964, it was 15,803).

A little better than one in four of those who apply, are invited for training, and about 60 per cent of those invited accept the invitation (an appreciable rise over the previous year's 43 per cent acceptance rate). The continuing selection process during training results in further reductions: four out of five trainees are chosen to go overseas. Thus, only one out of eight or nine of the original applicants actually becomes a Peace Corps Volunteer in an overseas post.

To what degree the Volunteer's potential is realized in his overseas job can depend to a large extent upon the kind of training he receives.

The basic ingredients of Peace Corps training are: a twelve week mixture of academic, technical and cross-cultural studies, plus daily physical fitness sessions.

The training programs are conducted on a contract basis by colleges, universities and private agencies such as The Experiment in International Living. Volunteers go through a 60-hour week, Mondays through Saturdays.

The original formula has proved a solid base on which to build; thus, there have been numerous innovations in this area over the past year.

Two of the more significant changes are (1) much heavier emphasis on language study, and (2) a trend toward more field work in training. These are a result of recommendations and experiences of Volunteers in the field, and lessons learned at the 72 institutions that have trained them.

The desirability of finding training sites in areas whose climate and culture are similar to those found in Peace Corps overseas work sites led to a series of successful experiments--in Hawaii, French-speaking Canada, New Mexico, Puerto Rico and New York City.

Under the auspices of the University of Hawaii, for instance, Peace Corps trainees going to the Far East "practice" community development work in a culture and climate similar to many parts of Asia. The trainees actually live with families in rural communities. This experience is coupled with standard training at the University. The University of New Mexico, and Camps Crozier and Radley in Puerto Rico, provide a similar orientation for Volunteers headed for rural areas of Latin America. The Volunteers do field work on Indian reservations, and live with families in Spanish-speaking rural communities. The University of New Mexico conducted a year-round community development program, handling over 800 trainees in several 12-week training sessions.

Trainees bound for social work in Colombian city slums were given on-the-job training in New York City's

Spanish Harlem. A group of agricultural extension workers were sent to rural, French-speaking Canada under the auspices of The Experiment for International Living in preparation for their Peace Corps assignments in French-speaking Guinea on the West Coast of Africa. Dartmouth College in New Hampshire conducted a 10-week "language immersion" French program for Volunteers going to French Africa, followed by a four-week teaching assignment at the French Lycee in New York. The Peace Corps' Camp Crozier in Puerto Rico will be the base for a pilot "In-House" training project, in which a 12-week training program is to be administered and taught largely by Peace Corps staff members. This innovation is expected to produce new insights into past, present and future training programs as conducted by universities and private agencies.

The Peace Corps staff is a reservoir of talent--lawyers, doctors, psychologists, former college administrators and professors, and many others who hold advanced degrees in education, history and language. Those with the necessary specialties will be conducting the "In-House" training.

Another pilot project is the "Senior Year Program." Its purpose is two-fold: first, to involve an experimental sampling of eligible college juniors in Peace Corps training at an earlier stage; and second, to increase language facility and overall effectiveness by extending the length of training time. Selected college juniors will enter training during the summer between their junior and senior years. They will complete half the required training, and during their senior year they will be encouraged to take, as part of their regular academic program, courses which apply to their Peace Corps work, primarily language and area studies. Upon graduation, they will complete the last half of training, and, if they qualify, go to their assignments overseas.

From Citizen to Volunteer -

Democracy in the person of a Peace Corps Volunteer can make an especially strong impression in the field of education. At the university level, 369 Peace Corps Volunteers are reaching the future leaders of some 14 countries. In an effort to increase this number substantially, particularly in Latin America, the Peace Corps plans several more University Education programs in 1964.

A unique Peace Corps training program was conducted at Cornell University in Ithaca, New York, from November to January. The program trained Peace Corps Volunteers in regular classes for which the trainees could receive credit towards their master's degrees. As Volunteers, they will teach in universities in Bolivia, Ecuador and Peru.

Another University Education program begins this spring at UCLA. It will train Peace Corps Volunteers for work in El Salvador, Costa Rica, Honduras, Panama and Guatemala. Additional programs for university teaching will start training this summer and fall. As of December 1963, 102 Volunteers were teaching at the university level in Latin America in 44 universities. By March 1964, there will be approximately 175. By the end of October 1964, there will be over 300.

As the variety and number of training programs increase to meet the growing needs of the 46 countries in which the Peace Corps now works, so does the level of training expertise. In addition to its impact on the Volunteer and his performance overseas, Peace Corps training has affected several areas of American life, most notably the academic community. Peace Corps training has had an important influence, for instance, on language teaching, not only in the area of methods, but in the number of languages taught. As a direct result of Peace Corps experience overseas, 37 languages are now taught in the training programs. Half of these had never been taught formally before in colleges and

universities in the United States -- for instance, Twi, Gujarati, Hiligaynon, Mende, Quechua, and Ilocano.

Peace Corps experience in Malaya sparked the production, by Northern Illinois University, of a new course in the Malayan language including a textbook and tape-recorded pronunciation exercises and guides.

In addition, over 30 returned Volunteers helped train new Volunteers in the fall training programs at colleges and universities, many of whom were able to put their new language expertise to use.

All in all, a constructive new partnership has grown out of Peace Corps-university cooperation. Area studies on many campuses have been given greatly increased emphasis. Faculty members enjoy the challenge of preparing new materials for groups that are going to apply immediately what they learn. They also report a noticeable stimulus to regular students from the presence of Peace Corps trainees, preparing for overseas service by training 10 hours a day, six days a week, and studying in their spare time. In short, faculty members feel that having a Peace Corps training project on campus makes education more meaningful for faculty and students alike.

III.

TWO YEARS OVERSEAS: RELEASING THE ENERGIES OF DEVELOPMENT

The efforts of a single Volunteer are greatly amplified where they are applied in the right place at the right time. Requests for Peace Corps projects are evaluated not only on the availability of Volunteers and the evident need, but also on the prospects of tapping a store of latent energy in the host people. Peace Corps Volunteers already assigned in the field seek out additional projects that satisfy both the needs and aspirations of the communities they work in. Their trials, successes and failures in the field have shaped the Peace Corps.

Today Volunteers are engaged primarily in four major areas of development work; education, community action, agricultural extension and public health. Development in these areas works its effects among people at the broadest level of society.

Community Action

Community action projects are energy-releasing projects by definition, and the Peace Corps now has 1,875 Volunteers working as community action organizers in 25 countries.

The pilot community action project was the Colombia program described elsewhere in this report. As a result of the success of the Colombia Volunteers, similar programs were requested and established in other countries of Latin America, where 82 per cent of all community action Volunteers are now serving. Certain aspects of Latin American culture were favorable to community action, and many nations of Latin America were at precisely the stage in their development when community action could be most easily and most effectively introduced. In Bolivia, for example, where

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the first Peace Corps project was concerned with public health and sanitation, enterprising Volunteers were able in their spare time to enlist a large number of citizens in the university town of Sucre in a cooperative community effort to renovate a local orphanage.

Additional Volunteers were requested to work in the program closest to the core of Bolivia's plans for a stable and prosperous future: the colonization of the Alto Beni.

For two years some 500 families, relocated from the country's unproductive and over-populated highlands, had been making little progress against the forest, bureaucracy, and lack of internal organization.

In 1962, a group of 20 Volunteers with experience in experimental agriculture, small animal husbandry, road construction, sanitary engineering, teaching, and social work were assigned to the Alto Beni. With the encouragement and guidance of these Peace Corps Volunteers the colonists of the Alto Beni have built roads, installed water systems, cleared land, experimented with new crops, and started their first schools.

Thirty more Volunteers are being requested for an extension of the Alto Beni colonization scheme, which is to be financed by the Inter-American Development Bank. Forty to fifty more are expected to be requested for proposed colonies in other sections of the country.

Outside Latin America, in Africa, the Far East and the Near East and South Asia, rural community action work is being attempted by a few test projects in each region. The spark is being applied in widely varying economic and cultural conditions. It is too early to be certain whether the same enthusiasm can be kindled as in Latin America.

Urban Community Action

The first urban community development project in Peru was a conscious experiment to see if the amplifying effect of Volunteers in rural communities could be transplanted to a city slum. A small group of 15 Volunteers was requested by the Peruvian Government to work in the city of Arequipa with the National Housing Administration on many different levels of a self-help housing construction project. They arrived in the wake of a political turnover which had put a freeze on the National Housing program.

The Volunteers began to work, for the most part, independently of any official agency.

Together, Peruvians and Volunteers embarked on projects of enormous variety: community centers and houses were built or repaired; plumbing, wiring, plastering, and roofing were done on houses financed by the residents themselves. Nursery schools were established, midwives were trained, classes were set up in a boys' reformatory, and the commercial production of peanut butter was even undertaken to help in the financing of a handicrafts co-operative.

The keynote to this proliferation of activity was community action. The Volunteers gave nothing, not even their help, unless they were assured of the equal support of the local population.

In Arequipa, the benefits the Peace Corps Volunteers helped bring to the slum communities earned them a silver medal from the city.

There are now 173 Peace Corps Volunteers assigned to community action in the local districts of Lima and Arequipa. Over 420 Volunteers are engaged in urban community action throughout Latin America.

School Teachers

Volunteer teachers in developing countries are releasing an endless flow of social energy. They are affecting the lives of hundreds of thousands of young people, chiefly at the secondary school level. A conservative estimate is that the more than 3,000 Peace Corps teachers in the field teach not less than 600,000 students during their 2-year span of service.

Nowhere is there a clearer illustration of the importance of a small number of Volunteers to a nation's education system than in Nyasaland, the poorest of the three territories that once made up the Federation of Rhodesia and Nyasaland.

In July of this year Nyasaland will become an independent African nation.

The need for expanded secondary education facilities there was evident and urgent. Top priority has been given to building schools and quarters for teachers. The additional teachers needed by the country have largely been supplied by the Peace Corps, and secondary school population has nearly doubled as a result.

In 1962 there were 128 teachers teaching secondary school classes in Nyasaland. The number will have been increased to 227 as of January 15, 1964 -- with Peace Corps Volunteers accounting for most of the increase. The number of secondary schools has increased from 19 to 26 over the same period and additional classrooms built. There are now 4,032 students enrolled in secondary schools in the country. In 1962 there were 2,190.

There is no doubt as to the responsibility that will be borne by this relative handful of high-school graduates in a country where the literacy rate is estimated to be 10 per cent. Here again, the effect of the Volunteer is further multiplied.

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The effect is of the same order in other countries where Peace Corps is sending teachers to new and expanding school systems.

In Nigeria, for example, 445 Volunteers comprise 25 per cent of all the graduate teachers in the country's extensive secondary school system. They are teaching 35 per cent of all the Nigerian students in secondary schools and teacher training institutions. In Ghana, 117 Volunteers are teaching a total of 20,000 secondary school students. The Volunteers comprise approximately 50 per cent of the degree-holding teachers in the Ghanaian secondary school system. In Sierra Leone the equivalent figure is 50 per cent; and in Ethiopia and West Cameroon 40 per cent. In Liberia 90 per cent of the primary and secondary school teachers holding college degrees are Volunteers.

Volunteers in many countries are instrumental in accelerating the rate at which teachers are being trained for expanding education systems. In Ethiopia Volunteers assigned to teacher training schools have doubled the faculty of such institutions and the enrollment has doubled. In addition, the Volunteers teach in summer English teaching workshops sponsored by Haile Selassie I University and attended by Ethiopian teachers from every province.

A total of 3,386 Volunteers are assigned to regular classroom teaching in the Peace Corps. Of these, 1,755 are in Africa, 866 in the Far East, 377 in the Near East and South Asia, and 388 in Latin America.

Vacation Projects

Summing up the contributions of the teachers solely in terms of the classroom assignment tells only half the story. They engage the rest of the community in self-improvement efforts as well.

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Out-of-class hours are filled with projects ranging from poetry clubs to road-building.

In some countries school vacation periods can total as much as four months during the year. Volunteers have organized complex cooperative projects involving other Volunteers, local people, and numerous host country agencies during these vacation periods. These contributions at first were considered a bonus by the host countries, which had been counting on Volunteers only as teachers. More recently, the host country agencies themselves have been led to plan extensive vacation projects making use of the energy and organizational talents of the Volunteers. Such projects include census-taking, inoculation campaigns, summer workshops in education and language, and community action projects. Many summer projects have grown into year-round activities.

Seven Peace Corps teachers stationed in Dessie, Ethiopia, planning a summer project, learned that the Selassie Leprosarium in Dessie needed a school for its 300 patients. A local teacher, a local maintenance crew, and some 20 patients were enlisted. In a month and a half they had built a school structure, tin over an eucalyptus frame, consisting of five standard-size classrooms and a half-sized classroom. Only the doors and windows remained to be installed and this the Volunteers did in a month by working after regular school hours. The Selassie Leprosarium now has a school for 150 students.

In Nigeria eight Volunteers and three Nigerian teachers from the Technical College in Ibadan ran a highly successful three-week camp for 65 fifth graders on a borrowed school compound in Ibadan. They enlisted a local women's organization as co-sponsor and organized an advisory committee of neighborhood parents and community leaders.

At the request of the Ministry of Community Development the Volunteers wrote a 33-page manual on the organization and operation of a day camp, and are

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now planning a resident vacation camp where teachers and community leaders can be taught day camp administration.

One of the most striking contributions made by a volunteer working in his vacation time came in the wake of disaster. Struck by a cyclone last May, the town of Kumira in East Pakistan was completely leveled and 200 of its 10,000 inhabitants left dead. Response to the tragedy was immediate. Twenty-five volunteers, many of whom canceled plans for their annual leave, converged on Kumira along with scores of students from the University of Dacca. They treated the injured, distributed food, cleared rubble, dug new wells and put up new homes. The Pakistani students and volunteers then built a community cyclone shelter. Planned by a volunteer engineer, it was designed to withstand tidal waves and winds up to 120 miles per hour.

The design proved workable and as a direct result the Pakistani Government immediately budgeted one million dollars for a program to build 100 similar cyclone shelters in the country's Chittagong district. Volunteer engineers and construction assistants will soon be working in the project.

Agriculture

The underdeveloped world is largely agricultural. Improvements in agriculture have the potential of directly affecting the lives of 80 to 90 per cent of the people in most underdeveloped countries.

Although there are only a little over 400 Peace Corps volunteers assigned as agricultural extension workers throughout the world, a large percentage of all Peace Corps volunteers work in farming communities and their projects usually deal with the problems of agriculture.

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In some projects the Volunteers teach modern farm management to farmers who have already abandoned traditional patterns and are well on their way into the 20th century. In the Cochabamba Valley of Bolivia, Volunteers work with the government milk plant to improve the health and production of the nation's only dairy herds. The Volunteers use modern methods of testing and inoculation and promote the acceptance of the latest dairy management techniques from forage raising to milking. Besides this work, which affects almost the entire commercial milk supply in the country, the Volunteers have organized 4-H type clubs among the farmers' children to plant the seed for further improvement in farm life in the valley.

Agricultural extension Volunteers have also been able to bring improvements to farming in areas untouched by modern methods. Indians in the highlands of Guatemala, on small pieces of poor land, are now raising broiler chickens with good results under the direction of agriculture extension Volunteers. On land where only corn has been raised for centuries the same Volunteers are running experiments in wheat raising. They have also promoted development of family gardens, and the first use of fertilizer by 70 farmers.

Elsewhere in Guatemala Volunteers have introduced methods that have doubled honey production in one area; started profitable egg production; secured acceptance of modern corn raising methods by four-fifths of the farmers in a primitive village of 110 families; promoted pasture improvement; and started a hog-raising program supported by stock donated by Grange members in Nebraska and Massachusetts.

In Niger, two Volunteers participated in the founding of a new kind of agricultural training institution, guided and financed by USAID. The Volunteers and 40 students started a Young Farmers Training Center on a site of undeveloped bush. They cleared land, dug wells, built buildings and planted and harvested crops in a single year. The successful results of the venture led

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to the planning of a second school to be built this Fall and several more to come in the future.

Throughout the world Peace Corps Volunteers are encouraging farmers to experiment with new crops, new methods of farming and of marketing. As in other areas of development, the key to success lies in triggering an organized and widespread effort with prospects of joining other streams of progress in the nation.

Substantial technical backing in this approach is provided by such American private organizations as Heifer Project and the National 4-H Foundation.

The broad field of cooperatives has proved to be a fertile area for Peace Corps Volunteers seeking ways to promote economic development on a significant scale. These undertakings are particularly appropriate because they tend to proliferate and because they serve as schools of practical democracy. Perhaps the most successful Volunteer efforts have been directed toward organizing small farmers into growing, marketing, and purchasing units.

Some examples:

A Volunteer-assisted cooperative for marketing fique (a sisal-like fibre) in Colombia has secured top market prices for the farmers' products and has recently established a village store.

Peace Corps Volunteers in Chile formed a vegetable growing and marketing cooperative which not only provided the farmers with greatly increased cash income, but introduced them to certified seeds, chemical fertilizers, weed killers and pest control sprays.

Villagers in Brazil now market pottery that was formerly produced only for local use. A Volunteer helped them improve their kilns and showed them the use of glazes as well as helping to organize the marketing co-op.

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In the Dominican Republic, chicken is becoming a more attainable luxury food thanks to poultry producers co-operatives employing modern chicken-raising methods taught by Volunteers. The efforts of a single Volunteer and his young farmers clubs have also made chicken a common item in the diet of many families in St. Lucia.

The Peace Corps' credit cooperative project in Peru has assisted 250 established organizations and has helped organize 200 more, chiefly to serve agricultural communities. In addition there are eight savings and loan institutions that have been assisted by Peace Corps Volunteers. Their assets now total over the equivalent of \$1 million.

Public Health

Public health is an area of activity to which the Peace Corps gravitated naturally as Volunteers encountered illness, poor sanitation and malnutrition among the people with whom they worked.

The will to undertake the struggles of self-improvement is too frequently sapped by sheer physical debility in the underdeveloped areas. Public health campaigns can salvage vast reservoirs of energy needed for development.

Over 500 Volunteers are assigned to Peace Corps public health groups. They include Volunteer doctors, nurses, nursing teachers, medical technicians and sanitation specialists.

One such specialized project is a medical team of 18 Volunteers in Togo, originally requested to staff a provincial hospital. The Volunteers have extended the project to a preventive health program for the northern region of the country. The replacement team to go abroad this Spring will staff the hospital and run 15 satellite clinics established under the program.

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However, nearly all Volunteers overseas become involved in health work at some time during their service, whether it is a matter of treating a snakebite or explaining the hazards of drinking contaminated water to a class. Volunteer school teachers often institute programs of medical examinations, inoculations and health training for their students.

In Gbarnga, Liberia, for example, Dave and Carol Smith in addition to teaching a heavy schedule of secondary school classes are conducting a full-scale health study among their 160 students. Dave, who teaches science, does stool, blood, and urine analysis on a systematic basis for all the students, while Carol keeps charts on what the students have eaten at meals each day, along with a record of their illnesses. Carol in addition conducts a nutrition and hygiene course. Together the Smiths enlisted the help of the school nurse, a local public health nurse, the school principal and an AID doctor in setting up a coordinated program to cut down the incidence of roundworm and schistosomiasis which widely afflict the students. Dave persuaded Firestone officials in Liberia to donate medicines, vaccines, malaria suppressants and iron and mineral tablets, and the Smiths then spent part of their summer vacation in 1963 writing a comprehensive report on their study. He spent the other half of his summer vacation breaking in a Liberian apprentice in X-ray technique at the Gbarnga hospital.

Two days a week Dave also puts in six hours at a nearby leper colony, where he regularly examines the 160 lepers and charts the progress of lesions and nerve involvement.

Community action projects in the Peace Corps are often designed to meet certain basic public health considerations: pure water supplies, latrine building campaigns, and village medical dispensaries.

The Peace Corps training program for all Volunteer groups now includes, along with instructions for maintaining personal health, an introduction to public health

Two Years Overseas: Releasing the Energies of Development

so that all Volunteers are better prepared to teach health and sanitation wherever they work. The United States Public Health Service doctors who serve as physicians for Peace Corps groups overseas also play an important role as technical advisors to the Volunteers who are engaged in public health activities.

* * *

Thus the relative handful of Peace Corps Volunteers scattered across the world constantly work to prime the sources of constructive energy. A single teacher awakens enthusiasm in hundreds of students; a single community development worker excites the efforts of an entire village. The agricultural worker and the health worker have a like effect.

By the end of August, 1965, a total of 14,000 Volunteers will be broadening this effect and helping it multiply throughout the underdeveloped world.

Appreciation and acceptance of the Peace Corps Volunteers in 46 countries has been expressed in a variety of ways ranging from gifts of fruit, testimonial dinners by village leaders, to receptions and official statements by heads of states. The Volunteers in Asia earned the signal honor of the Ramon Magsaysay Award, sometimes termed Asia's equivalent of the Nobel Prize. Peace Corps Director Sargent Shriver accepted the award on behalf of the Volunteers serving in 11 Asian nations. It was the first time the Award, established in 1958, to honor the late President of the Philippines, had been conferred on a non-Asian group.

IV. THE RETURNING VOLUNTEERS

Post-Peace Corps status of 545 Volunteers who returned in 1963:

CONTINUING EDUCATION	266
Undergraduate.....	53
Non-degree programs.....	14
Teacher Certification.....	7
Graduate.....	192
(These Volunteers are attending 113 different colleges and universities. Among this group, 99 have assistantships, fellowships, or scholarships totaling \$214,000.)	
EMPLOYED (non-teaching)	151
Business and private industry.....	82
Federal Government.....	69
TEACHING	70
College & university.....	5
Elementary & secondary.....	65
MARRIED WOMEN (not working)	26
TRAVELING enroute to U. S.	26
MILITARY SERVICE	6
	545

At a recent reunion of former Peace Corps Volunteers, one of them remarked, "My new work is stimulating, but there is something missing...Either I have changed or my home town has."

The observation was not uncommon. More than 700 Volunteers have completed their Peace Corps service and come home. From every indication, if nothing else has

changed, they have. The Volunteers have returned with an increased awareness of the United States and its unique position in the world. They have returned with a deeper appreciation of the problems of daily life in the developing nations, of what it means to strive anonymously in another culture and to search for what one Volunteer called "the balance between push and patience."

For some, the collision with often harsh realities abroad has meant a loss of optimism about these nations. For many others it has underscored a determination to "do something" toward building a better world.

Despite the frustration, the boredom and anxiety they may have encountered, a majority of the Volunteers view their service as two years of positive achievement. They have taken on a new set of values which rejects narrow materialism and parochial concerns. Many have experienced a profound maturing and gained a quiet self-assurance that astonishes even themselves.

A study of some 545 of the returning Volunteers reveals that 74% feel they have contributed in some measure to the economic, cultural or social development of their host countries. When asked, "Knowing what you do now, would you still join the Peace Corps?" 70% answered, "Yes," 10.5% said "No," 11% were undecided, and 8% omitted the question. Thus, of those who answered directly, 84% said "Yes," and 16% said "No."

Many came home determined to continue their technical or professional educations. Almost a third have shifted their long-range goals. Many decided on careers of public service -- in education, in government and international affairs.

In the study group of 545 Volunteers there are 266 who became students again, 192 of them in graduate schools. They are scattered in 113 colleges and universities; 99 have won assistantships, fellowships and scholarships with a net value of \$214,000.

Of the 41 fellowships in international development awarded by the Ford Foundation last year, 32 were won by former Peace Corps Volunteers. One of the winners,

The Returning Volunteers

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Tom Scanlon, had majored in philosophy in college. After two years of working with the farmers of rural Chile, he abandoned his philosophical studies and is now preparing at Columbia University's School of International Relations for a career in Latin American economic development.

Burt Segall built roads in Tanganyika while a Volunteer. Today he is back in school studying hydraulic and sanitary engineering in anticipation of a return to one of the underdeveloped nations. His wife, Mary, also an ex-Volunteer, is working for a Master's Degree in nursing and plans to teach public health overseas.

Not all Volunteers had distinguished themselves academically before joining the Peace Corps. For one Volunteer at least, successful service with the Peace Corps has helped him surmount the hurdle of university admittance. "Your record with the Peace Corps seems to make you a good bet," wrote a university dean who made it clear that had it not been for the Volunteer's two-year experience in the Peace Corps he would have been rejected.

Private industry is also finding the returned Volunteer a "good bet" -- 82 have been hired by business firms apparently eager to draw on the knowledge and skills the Volunteer gathered in the Peace Corps.

Charles Combs, for instance, was a technician while a Volunteer in Malaya. He is now working for the General Electric Company in Louisville, Kentucky. Elin Youngdahl taught high school mathematics in Nigeria. She is now employed as a mathematician by the Raytheon Corporation in Massachusetts.

Bill Fox, a former cigar salesman who served in the audio-visual department of Chile's Institute of Rural Education, is now a sales representative in Latin America for an American food company.

A total of 70 of the group have chosen teaching as their profession, and some have sought and found special positions in which their Peace Corps backgrounds

could be put to particularly good use. For example, nine former Volunteers from the Philippines, Turkey and Pakistan are now teaching at Washington, D. C.'s Cardozo High School on funds made available by the President's Committee on Juvenile Delinquency. In addition they are working on a project to reorganize subject matter and teaching methods.

The Federal Government is drawing the third largest group of returned Volunteers, 69 in all. For the Peace Corps, a Volunteer returning with two years of rich experience in the field can be an invaluable asset. At present, 46 ex-Volunteers are staff members. Among these, 21 are working in Washington in jobs ranging from training to Volunteer support overseas; two are on the training staff in Puerto Rico and 21 are serving as Associate Representatives in Latin America, the Near East and South Asia, the Far East and Africa. Other Volunteers have started careers with the United States Information Agency, the Agency for International Development, the Civil Service Commission, Public Health Service and Department of the Interior.

Schools, foundations, and businesses are becoming increasingly aware of the potential of former Volunteers. Of the first 25 people selected by the Eleanor Roosevelt Memorial Foundation for an internship program in the field of human rights, 12 are former Peace Corps Volunteers. More than 40 institutions are offering some 200 grants and fellowships specifically for returning Volunteers. Among these are: three tuition scholarships at the Harvard Graduate School of Education; two research assistantships at Stanford University; 10 graduate assistantships at New Mexico State University and 10 at Northern Illinois University; five fellowships in public service at the University of Pittsburgh; two fellowships at Johns Hopkins School of Advanced International Studies; and two tuition scholarships at Georgetown University.

National and international organizations such as the World Health Organization, Catholic Relief Service, Lutheran World Relief, CARE and the American Friends Committee are also actively seeking qualified Volunteers as staff members and trainees.

Executive Order 11103 issued last year provided for the non-competitive appointment of former Volunteers. Many government agencies today are encouraging Volunteers to apply. Thus far, 36 Volunteers, many still serving in the Peace Corps, have taken and passed State Department examinations, while 26 have passed USIA examinations. If they join the State Department and USIA once they have completed their Peace Corps service, the Volunteers will start at grades FSO 7 and FSR 7, instead of the customary 8 level. The U.S. Civil Service Commission is now making plans to offer the Federal Service Entrance Examination at overseas points to Volunteers interested in eventually joining the Government.

A Peace Corps Volunteer Career Information Service was established in Washington to assist Volunteers with educational and occupational planning. Established by the American Council on Education under a one-year grant from the Carnegie Foundation, it serves as a focal point to which information on opportunities for Volunteers may be directed by prospective employers and educational institutions. It also sends regular lists of employment and academic opportunities to Volunteers finishing their service abroad and answers Volunteers' individual inquiries. Congress recently authorized the Peace Corps to carry on the work of this pilot project as of early summer, 1964.

But generally the returned Volunteer faces a challenge perhaps more difficult than finding a job or a school to attend.

The personal challenge each returning Volunteer must meet today is finding a way to apply his new maturity and understanding to new problems at home and abroad, and to communicate to other Americans his skill, determination, experience, and sense of commitment.

THE BUDGET

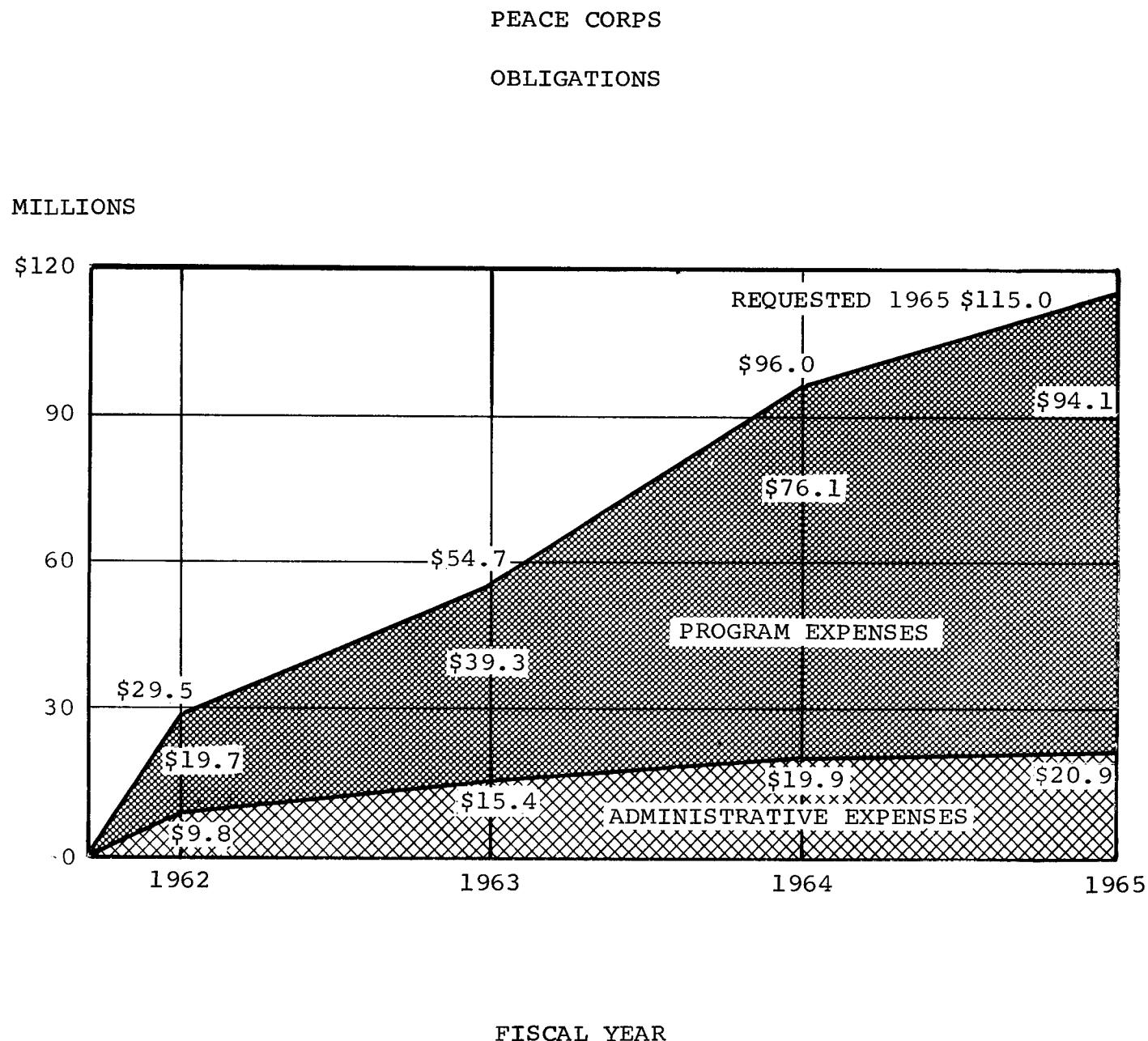
HIGHLIGHT STATEMENT

GENERAL

The Budget of the United States for 1965 includes an estimate of \$115,000,000 for the Peace Corps, and states:

"The purposes of the Peace Corps are to provide trained Americans to interested countries in need of middle-level manpower and to promote understanding between the people of the United States and the people served.

Peace Corps Volunteers engage in a variety of activities at the request of host countries. Maximum association with the people of the host country is insured by planning the placement of Volunteers in small groups throughout a region or country, and by the fact that in most cases they work for a host country institution. Prior to overseas assignment, each Volunteer is given intensive training designed, among other things, to develop required skills, to provide a knowledge of the country to which he will be sent, to develop his language abilities and to assure physical fitness for service overseas. During this period of training, all prospective Volunteers are carefully examined and evaluated through continuing observation to ensure that those selected for overseas assignment are suited for Peace Corps service. Since training facilities and prospective Volunteers are available mostly during the summer months, Peace Corps planning and budgeting are based on a 'program year' which runs from the beginning of September through the end of the following August."



Significant Features

The budget for 1965 has four major characteristics.

1. A reduction in the Volunteer input in 1965 as compared with 1964 (7,500 Volunteers in the Fourth Program Year as compared to 7,700 in the Third Program Year).
2. A reduction in the average annual cost per Volunteer from \$9,000 to \$8,560 in 1965.
3. Cost reductions and management improvements in the Peace Corps in order to effect savings.
4. Continuing overall growth of the Peace Corps from 10,500 to 14,000 Volunteers.

Financing

The budget of the Peace Corps is divided between (a) the costs directly associated with the Volunteer and (b) administration of the Peace Corps. The following table breaks down these costs by fiscal years.

	<u>FY 1963</u>	<u>FY 1964</u>	<u>FY 1965</u>
	(in thousands)		
Volunteer & Project Costs	\$39,324	\$76,064	\$ 94,100
Administration and Program Support	<u>15,368</u>	<u>19,900</u>	<u>20,900</u>
Total	\$54,692	\$95,964	\$115,000

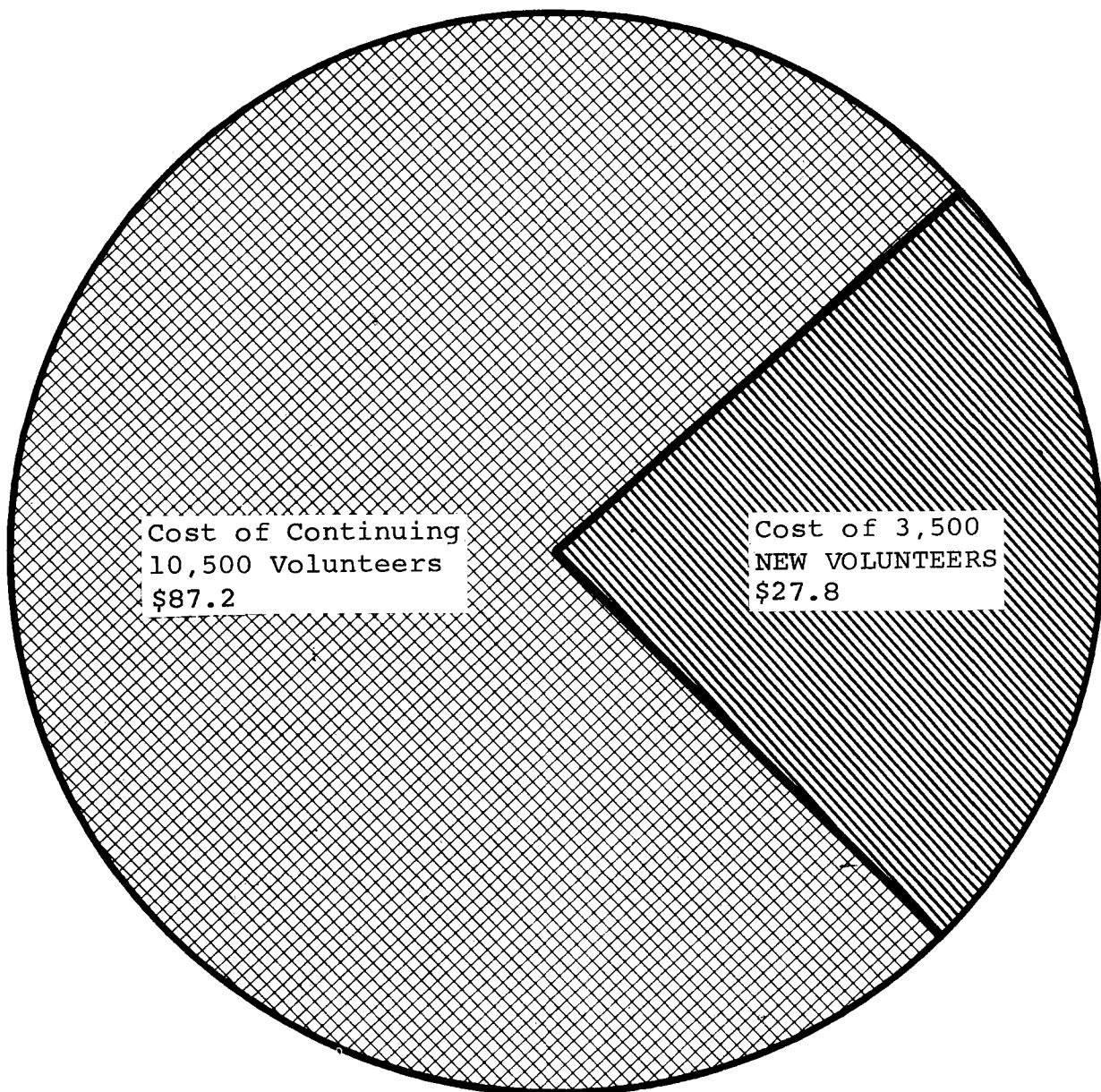
In fiscal year 1963, administrative costs were 28% of the total obligations. These costs have been reduced to 21% in 1964 and to 18% in 1965.

PEACE CORPS

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Breakdown of FY 1965 appropriation request of \$115 million between continuing costs of maintaining 10,500 Volunteers and additional costs for 3,500 new Volunteers

(Millions of Dollars)



SUMMARY RECONCILIATION OF 1965 FUNDS
(Thousands of Dollars)

	<u>Adminis-</u> <u>trative</u> <u>Expenses</u>	<u>Volunteer &</u> <u>Project Costs</u>	<u>Total</u>
<u>FY 1964</u>			
Funds in Annual Appropriation Act	<u>\$19,900</u>	<u>\$76,064</u>	<u>\$ 95,964</u>
<u>FY 1965</u>			
Full Year cost to maintain strength of 10,500 PCVs	18,500	68,742	87,242
Costs to support 3,500 additional PCVs	<u>2,400</u>	<u>25,358</u>	<u>27,758</u>
Total Estimate Fiscal Year 1965	\$20,900	\$94,100	\$115,000

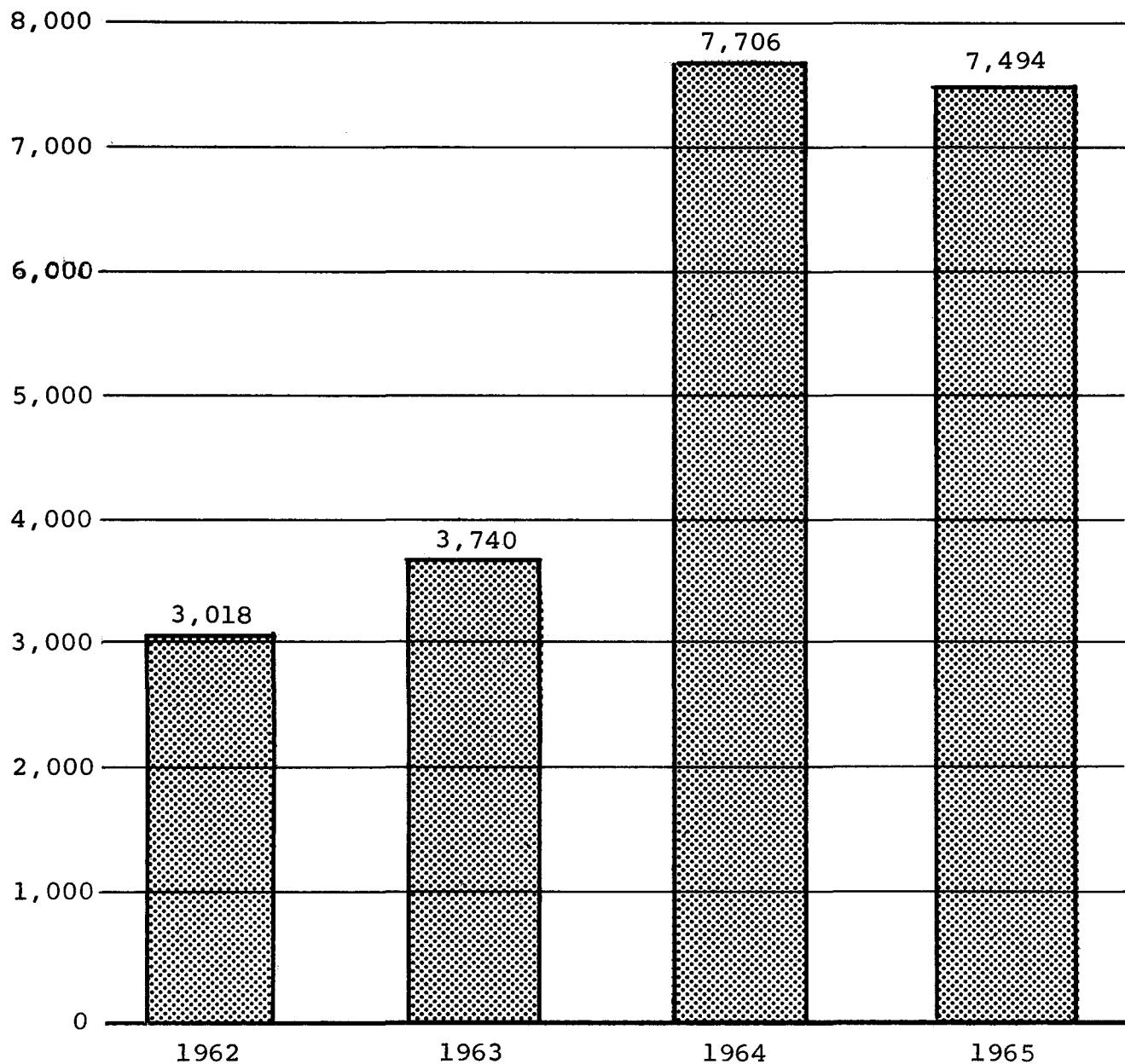
Volunteer Costs

In prior years' presentations, the Peace Corps has estimated that the total cost per Volunteer would average \$9,000 a year for two years service. The 1965 estimate is based on an average annual cost per Volunteer of \$8,560.

Costs vary by month, with the largest monthly costs incurred prior to the beginning of service. New average cost factors have been developed and applied to the period of service or month in which the respective groups of Volunteers are involved.

The average annual cost per Volunteer is a valuable tool for getting a summary picture of costs in terms of the basic unit--a Volunteer. Great care, however, should be exercised in the use of this concept. The Peace Corps' appropriation estimates, like those of most agencies, are based on "obligations" for a given year, rather than "average" costs per year.

PEACE CORPS
YEARLY VOLUNTEER INPUT
PROGRAM YEARS ending August 31, 1962 - 1965



As an example, a Trainee may enter training on March 1, 1965, thus giving him four months service in that fiscal year. The "obligations" for the four months would be approximately \$6,529 - approximately 4% of the two year Volunteer cost for only 16% of his service. Therefore, any attempt to compute financial needs for any year by multiplying the number of Volunteers by the average annual cost will only give a misleading result.

Volunteer Input

The table on page 45a shows the Volunteer input for the program years 1962, 1963, 1964 and 1965. A program year commences on September 1 and ends on August 31.

The scheduled Volunteer input is realistic. The number of questionnaires received is increasing steadily. For example, 4,807 questionnaires were received in December 1963 - the highest number in any one month in Peace Corps history. We expect the number of questionnaires to continue to increase because we have improved recruiting methods so as to disseminate more information to those Americans most interested in the work of the Peace Corps and most likely to succeed as Peace Corps Volunteers.

Cost Reductions - Management Improvements

Significant cost reductions and management improvements have been made in 1964 and more are expected in 1965.

Some examples of achievement are:

1. On June 30, 1963, there were 716 full time employees in the Washington office. On December 31, 1963, there were 632 full time employees in Washington - a decrease of 84 positions.
2. Supplies and equipment are being reused by new Volunteers overseas. During 1964 it is planned to save about one-half million dollars in the cost of Volunteer project equipment by such reuse.
3. Many citizens in Washington who cannot serve abroad desire to help the Peace Corps in any way possible. Space has been made available so that they may come when they are able to work without compensation in the preparation of letters, distributing recruitment material, and otherwise assisting in our public contacts. This has averaged about 25 such voluntary workers at any one time. In the coming year it is expected that these workers, young and old, will continue to want to contribute their time and in the process, save substantial sums for the Peace Corps.
4. With the cooperation of GSA, a duplicating facility has been established on the premises. This has resulted in printing being done largely in-house rather than primarily under contracts, saving approximately \$30,000 a year. In addition, a recent review of printing which is done commercially has resulted in a new contract, which will save about \$47,000 during 1965.
5. Arrangements have been made with GSA so that all long distance calls are now placed through the Federal Telecommunications System. This should reduce our long distance telephone costs by at least \$25,000 a year.
6. Research investigations regarding the validity of references submitted on behalf of Volunteer applicants has produced beneficial findings. By eliminating requests for references from less helpful sources, a significant reduction in reference workload per application is anticipated.
7. The National Archives and Records Service is studying procedures used in the processing of Volunteer questionnaires. Since

the study is not yet completed, savings cannot be predicted. It is hoped that a substantial reduction can be made in the unit cost of processing a questionnaire.

8. Continued efforts to keep down costs of leased residences overseas resulted in the low average cost of \$2,370 per annum as of December 31, 1963. Efforts will continue during 1964 and 1965 to keep these costs as low as possible.

9. During FY 1963 the share of costs provided by host country contribution has been increased, bringing the cumulative total in excess of 4.5 million dollars as of December 31, 1963. Greater emphasis is being placed in obtaining such contributions during FY 1964 and 1965.

10. Travel obligations for the Washington staff for July-December 1963, was \$26,000 less than for the same period in 1962.

11. Allowances for accompanying baggage on international air travel have been reduced from 66 pounds to 44 pounds, except in unusual cases.

12. The allowances for shipment and storage of personal effects of overseas staff have been reduced. This will save about \$15,900 in FY 1964 and \$31,600 in 1965.

13. Shipment of staff members' private automobiles overseas has been stopped. The estimated savings for FY 1964 are \$18,700 and \$24,900 in 1965.

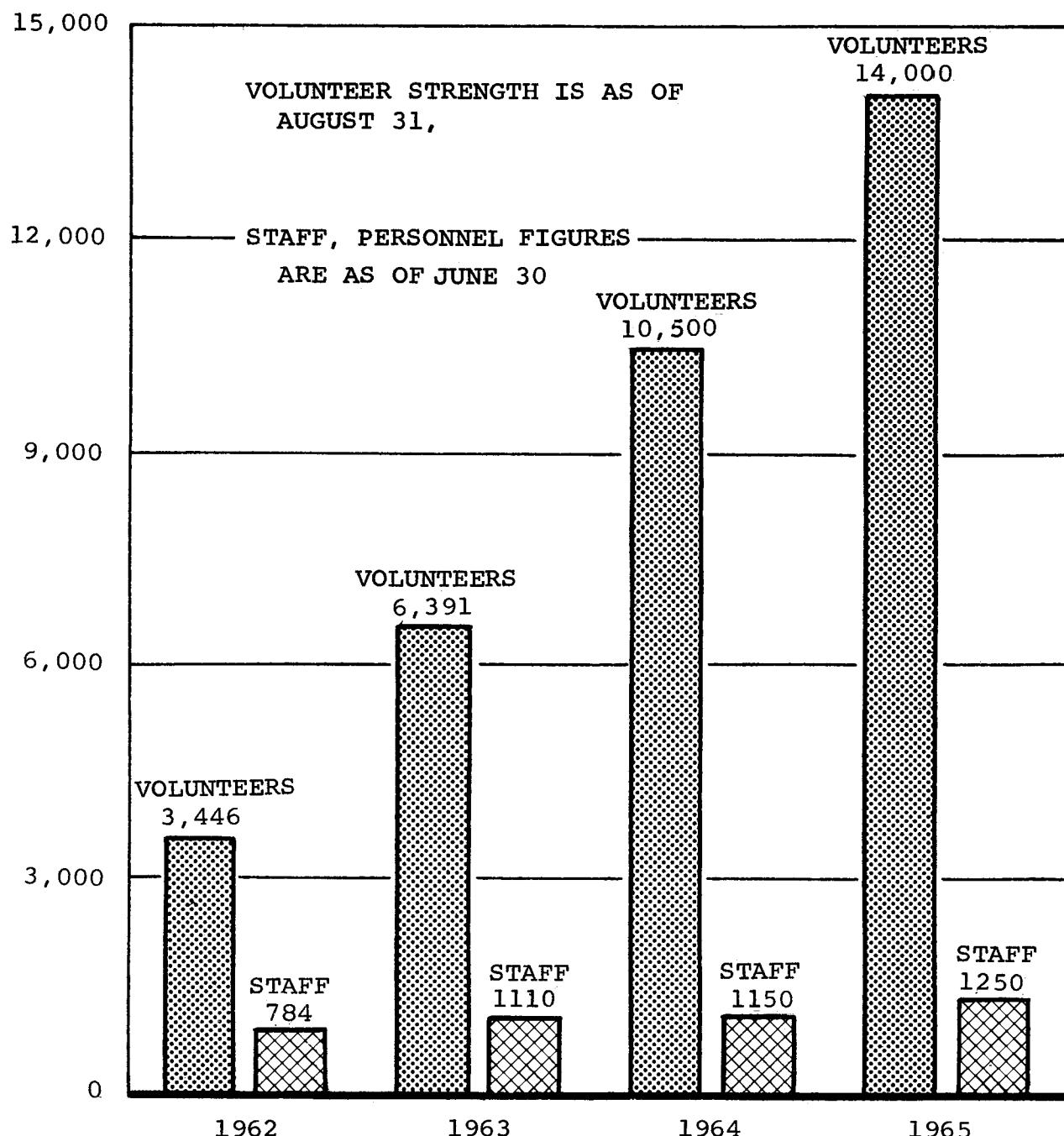
14. A study of the vehicle operating program overseas has been completed. The result is engineering improvements by the manufacturers, changes in specifications, and better management of post vehicles and training of vehicle operators. Savings of \$10,000 to \$15,000 a year in vehicle operating costs, as well as in better service to staff and Volunteers, is expected.

15. Contracts have been negotiated for training Volunteers throughout the year rather than for a two or three month period. This has reduced costs to the contractors and hence to the Peace Corps by approximately \$640,000 in FY 1964. These savings will continue in 1965.

PEACE CORPS

VOLUNTEER STRENGTH vs STAFF PERSONNEL

1962-65



16. In FY 1963, the Peace Corps assumed administrative work, previously performed by AID for the Peace Corps, at an annual savings of \$150,000. These savings continue in 1964 and 1965.

In contrast to these economies, the training costs per Volunteer will be increased approximately \$500. It has been necessary to lengthen the average training period to 12 weeks as compared to a previous average of 10 weeks. This will provide better language capability as well as a better understanding of the assignment overseas.

The search for further cost reductions and management improvements will be continued in 1965.

Personnel

The ratio of staff personnel to Volunteers is improving steadily.

On August 31, 1962, the ratio of total staff to total Volunteers was 1 to 4.4.

On August 31, 1963, the ratio changed to 1 to 6.

By August 31, 1964, the ratio will be 1 to 9 and on August 31, 1965, the ratio will be 1 to 11.

Although the number of Volunteers will increase by 33% from 10,500 to 14,000 from September 1, 1964, to August 31, 1965, the total staff will increase only 9% (1150 to 1250).

TOTAL EMPLOYMENT DATAEnd of Year

	<u>6/30/63</u>	<u>6/30/64</u>	<u>6/30/65</u>
<u>Permanent Positions</u>			
Departmental	533	520	550
Overseas	165	250	290
Puerto Rico	32	30	30
Total Permanent	730	800	870
<u>Temporary Positions</u>			
Departmental	183	175	190
Foreign Nationals	<u>142</u>	<u>130</u>	<u>130</u>
Total Temporary	325	305	320
Total Full-Time	1,055	1,105	1,190
Total Part-Time (WAE)	<u>55</u>	<u>45</u>	<u>60</u>
Grand Total	<u>1,110</u>	<u>1,150</u>	<u>1,250</u>
Recap: Departmental	755	720	780
Overseas	355	430	470
		Ratios	
Trainees & Volunteers	6,634 <u>1/</u>	10,500	14,000
Ratio of Employment to Trainees & Volunteers	1:6	1:9	1:11

1/ Includes Trainees

Cost Category Definitions

Generally, all Peace Corps expenses are chargeable to "administrative expenses" except those expenses which are directly related to Volunteer and project costs.

1. Volunteer and Project Costs

This category includes the following items:

- a. Volunteer travel in the United States and overseas.
- b. Background investigations of Volunteers.
- c. Volunteer training in the United States and Puerto Rico.
- d. Transportation of things for Volunteers.
- e. Medical examinations, medical kits, and supplies for Volunteers.
- f. Personal supplies for Volunteers.
- g. Volunteer living and settling-in allowances.
- h. Housing repair, renovation, and furnishings for Volunteers.
- i. Volunteer readjustment allowance.
- j. Project supplies and equipment.
- k. Vehicles--procurement, maintenance, and repair.
- l. Other contractual services for Volunteers.
- m. Contractor's administrative costs.
- n. Any other Volunteer or project cost.

2. Administrative Expenses (Administration and Program Support Costs)

This category includes certain items ordinarily classified as "program" expenses, such as recruitment, selection, research and services of Public Health doctors overseas. This category covers:

- a. Washington staff personnel and related benefits.
- b. Overseas staff personnel and related benefits--Peace Corps Representatives and their staffs, local employees, and doctors and nurses.
- c. Washington staff travel costs--domestic, overseas, and invitational travel.
- d. Overseas staff travel costs.

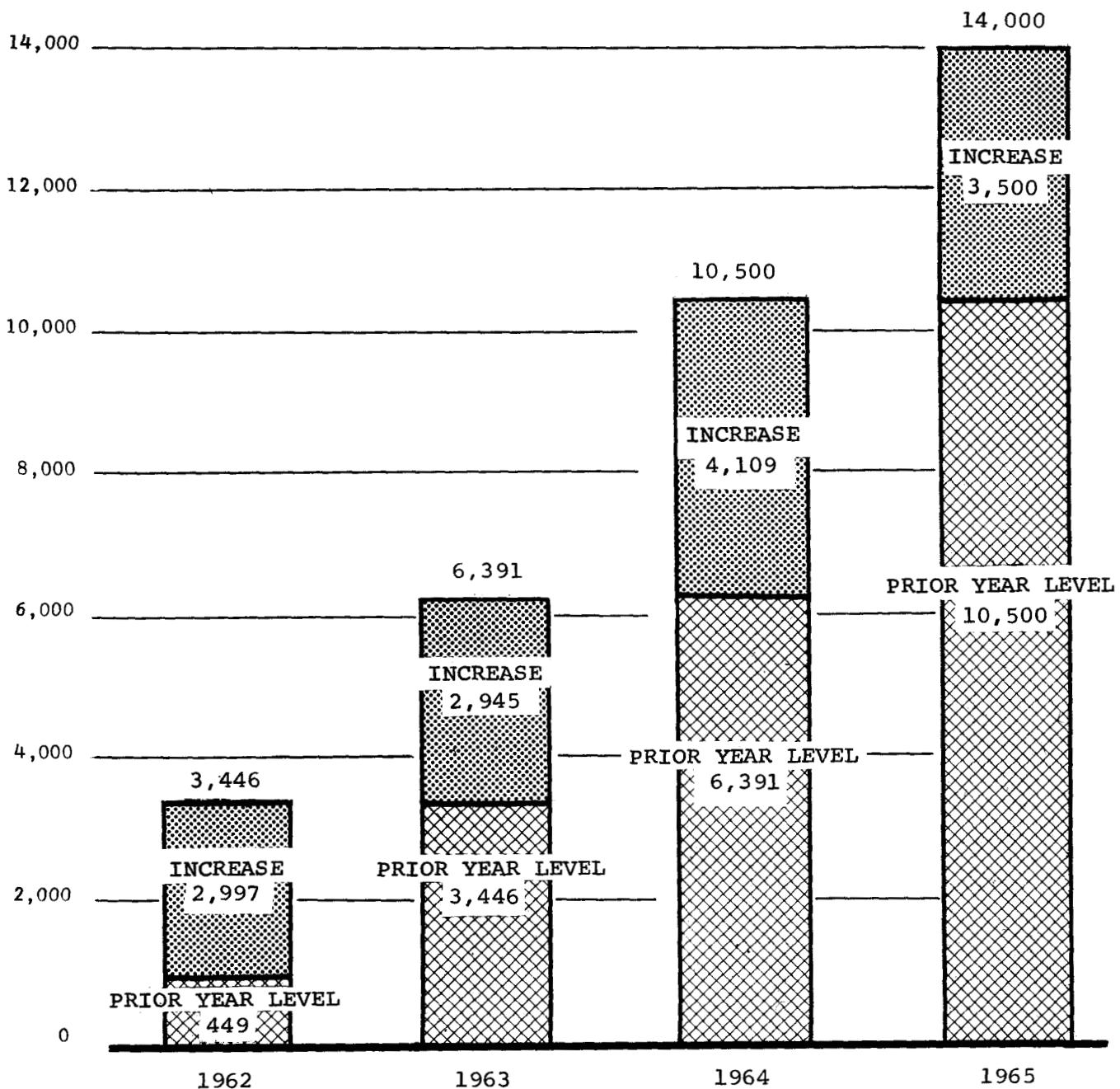
e. The following items relating directly to the above staff activities:

- (1) Transportation of things
- (2) Communications
- (3) Rents
- (4) Utilities
- (5) Printing and reproduction
- (6) Supplies and materials
- (7) Administrative vehicles and equipment and repair and maintenance thereof
- (8) Other contractual services, including those of other government agencies.

PEACE CORPS

BREAKDOWN OF YEARLY VOLUNTEER STRENGTH

PROGRAM YEARS ENDING AUGUST 31, 1962-1965



VOLUNTEER AND PROJECT COSTS

"This activity includes all costs directly associated with Peace Corps Volunteers in the carrying out of approved programs. In 1965 Volunteer strength will increase from 10,500 to 14,000. The planned assignment of these Volunteers is as follows:

	Aug 31, 1963	Aug 31, 1964	Aug 31, 1965
Latin America	2,466	4,250	5,900
Africa	2,208	3,300	4,250
Near East & South			
Asia	783	1,365	1,700
Far East	<u>1,177</u>	<u>1,585</u>	<u>2,150</u>
	<u>1/</u>		
Total	6,634	10,500	14,000

1/ Includes trainees.

"The proposed increase of 3,500 Volunteers reflects requests from countries for greater participation by the Peace Corps. These requests for assistance continue to mount and it has not been possible to respond affirmatively to all of them. Peace Corps programming criteria limit projects to those which are consistent with the purposes of the Peace Corps Act and which can be manned by anticipated available Volunteers."

"The largest increase in Volunteer strength is planned for Latin America. This area is expected to have 5,900 Volunteers by August 31, 1965. Requests from Latin America continue for large numbers of middle-level workers in agriculture, and rural and urban community development, and the assignment of Peace Corps Volunteers to universities of this region is growing rapidly."

"In Africa, it is planned to have 4,250 Volunteers by the end of the program year - 950 over the previous year's level. The program emphasis will be largely in education but more Volunteers are being requested in other fields, such as agriculture and health."

"The Peace Corps' programs in the Near and Far East will continue to grow in order to meet the continuing demand for teaching, community development, and agriculture projects." (From the Budget for 1965)

Volunteer and Trainee Strength on December 31, 1963

Peace Corps Volunteers are now serving in 46 countries overseas. As of December 31, 1963, there were 6,991 Volunteers overseas or in training for their overseas assignment. These Volunteers and Trainees are distributed by country as follows:

<u>LATIN AMERICA</u>	<u>TOTAL</u>	<u>TOTAL</u>	
Bolivia	153	Guatemala	117
Brazil	264	Honduras	62
British Honduras	27	Jamaica	69
Chile	108	Panama	57
Colombia	627	Peru	400
Costa Rica	68	St. Lucia	17
Dominican Republic	175	Uruguay	18
Ecuador	332	Venezuela	<u>102</u>
El Salvador	66	Total Latin America	<u>2,662</u>

<u>AFRICA</u>	<u>TOTAL</u>	<u>TOTAL</u>	
Cameroon	90	Nigeria	488
Ethiopia	415	Nyasaland	101
Gabon	77	Senegal	66
Ghana	140	Sierra Leone	130
Guinea	54	Somali Republic	29
Ivory Coast	56	Tanganyika	97
Liberia	283	Togo	37
Morocco	103	Tunisia	<u>92</u>
Niger	14	Total Africa	<u>2,272</u>

<u>NEAR EAST AND SOUTH ASIA</u>	<u>TOTAL</u>	<u>FAR EAST</u>	<u>TOTAL</u>
Afghanistan	72	Indonesia	33
Ceylon	34	Malaysia	358
Cyprus	22	Malaya	218
India	176	Sabah/Sarawak	140
Iran	45	Philippines	548
Nepal	101	Thailand	<u>272</u>
Pakistan	251		
Turkey	<u>145</u>		
Total Near East- South Asia	<u>846</u>	Total Far East	<u>1,211</u>

Contract Administration of Volunteer Projects

The Peace Corps has succeeded from the start in utilizing to an unusual extent the talents and resources of the American Private Sector. In the overseas operations, through contract relationships, and under the direction of the country Peace Corps representative, private American organizations and universities are now providing supervision, administrative support and professional leadership to over 25% of the Volunteers.

It has been possible to draw upon the years of experience that many of these organizations and educational institutions have had in foreign operations and in some cases significant material contributions have been made to support Peace Corps field activities. It has also been possible to obtain competent personnel, economically, to fill strategic posts overseas. More than fifty of these people are now filling staff needs under two-year contracts which serves to minimize the need to enlarge permanent government staff.

These relationships enable the Peace Corps to demonstrate the plural character of America abroad. At home they have served to inspire new directions and expanded efforts among existing voluntary and educational institutions and to increase their involvement in international affairs. For example, Heifer Project and CARE, which previously had limited their overseas activities to the provision of commodities, are now also providing personnel in Africa and Latin America; the National Grange is now engaged in an overseas project for the first time in Guatemala.

At present there are sixteen private organizations under contract to assist in the administration of projects in 19 countries. These agencies include the national farm organizations, such as, the Grange, the 4-H Club Foundation and the National Farmers Union; the professional and trade organizations, such as, the American Association for Health, Physical Education and Recreation and the Cooperative League of the U. S.; and the traditional service bodies, such as, CARE, Heifer Project, Inc., and the YMCA. With the universities there are contracts with 13 institutions serving programs in 13 countries. The largest area of university contribution is in professional guidance, particularly in education projects since a majority of the Volunteers have had little or no formal teaching experience.

In the coming year it is expected that this involvement of the private sector will expand to keep pace with the increase in the number of Volunteers. It is anticipated that approximately 30% of the Volunteer input for 1965 will be administered under contracts with private organizations and universities.

Seasonal Input of Volunteers

The majority of Volunteers enter training towards the end of the "program year." The Peace Corps has found that it is desirable to start training for most projects during the summer months--from mid-June through the end of August. High school and college graduates are available at that time in greater number; doctors, nurses, teachers, and other professional people frequently work on contracts running from July to July and they become available, therefore, in the summer months; college campuses are more readily available as training sites; and training may be completed in time for Volunteers to assume their new duties in the host country in the fall.

Barring exceptional circumstances, projects must be developed, trainees recruited, and all commitments made at least two months before actual training begins. Contracts with universities for training and with private organizations and universities for the administration of projects must be signed at least this far in advance.

Thus, financing must be provided for Volunteers entering training throughout the summer (mainly July and August) from appropriations of the prior year. For example, for Volunteers entering training in July and August, 1965 (fiscal year 1966), funds must be appropriated in fiscal year 1965.

Of the total \$94.1 million requested in 1965 for Volunteer and Project costs, \$68.7 million--or 73%--is required to maintain 10,500 Volunteers in service. The remainder, \$25.4 million or 27%--is needed to finance the expansion of 3,500 Volunteers in 1965.

Average Annual Cost Per Volunteer

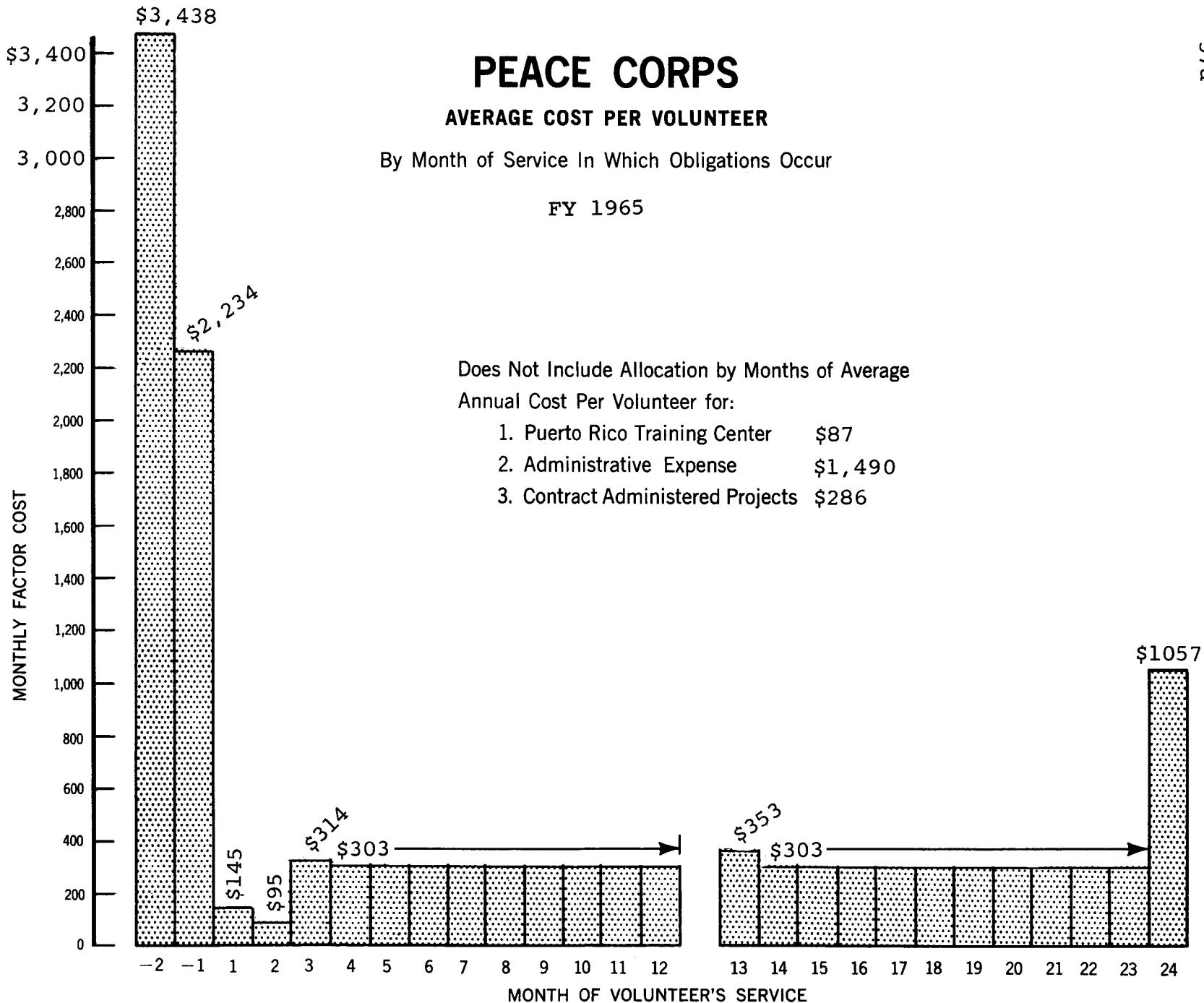
In prior years, the Peace Corps has consistently estimated the average annual cost per Volunteer at \$9,000. While there have been small adjustments between different items of cost, from year to year the total has remained at \$9,000.

For 1965, the average annual cost per Volunteer will drop to \$8,560, a reduction of 5%. This is possible even though the new cost factor for training has been increased by approximately \$500 per Volunteer.

Again it is emphasized that a factor of average annual cost per Volunteer can be misleading if the factor is used to project "obligations" for any given year. This is due to the fact that Volunteer costs vary widely by month with the heaviest cost being incurred prior to the beginning of service overseas.

New average monthly cost factors have been developed for each of the 24 months of the Volunteer's service and these new factors have been applied for 1965 on the basis of the number of Volunteers entering training each month of the year. The new factors are a computed average based on a refined analysis of costs incurred to date.

The rate of Volunteer input which has been planned for 1965 (fourth program year) is summarized on page 55a. The new monthly cost factors are shown on the following pages, together with a comparison of the factors used in the 1964 Congressional presentation.



SUMMARY TABLE OF VOLUNTEER COST FACTORS--1965
(Average Cost per Volunteer)

<u>DISTRIBUTION OF COST BY MONTH</u>	<u>Old Factor</u>	<u>New Factor</u>	<u>Difference</u>
Month -2 (two months prior to beginning of service)	\$ 2,688	\$ 3,438	\$ +750
Month -1 (one month prior to beginning of service) ^{a/}	2,420	2,234	-186
Month 1 ^{a/}	138	145	+ 7
Month 2	238	95	-143
Month 3	337	314	-23
Month 4 through 24 (21 x \$321 - Old factor) (21 x \$303 - New factor)	6,741	6,363	-378
Month 13 (additional cost)	50	50	-
Month 24 (additional cost)	<u>724</u>	<u>754</u>	<u>+30</u>
Cost for Two Years	<u><u>\$13,336</u></u>	<u><u>\$13,393</u></u>	<u><u>\$ +57</u></u>
Annual Cost	6,668	6,697	+29
Annual Cost per Volunteer for:			
Puerto Rico Training Center	110	87	-23
Administrative Expenses	2,000	1,490	-510
Contract-Administered Projects	<u>296</u>	<u>286</u>	<u>-10</u>
TOTAL	<u><u>\$ 9,074</u></u>	<u><u>\$ 8,560</u></u>	<u><u>\$ -514</u></u>
Rounded--Annual Average Cost for Each Volunteer	<u><u>\$ 9,000</u></u>	<u><u>\$ 8,560</u></u>	<u><u>\$ -440</u></u>

^{a/} If Month -1 is June and Month 1 is July, the Obligations are reflected in July since travel and similar items are charged to the fiscal year in which services are performed.

DETAILED DESCRIPTION OF VOLUNTEER COST FACTORS--1965

(Factors include allowance for attrition, where applicable)

	<u>Old Factor</u>	<u>New Factor</u>	<u>Difference</u>
Month -2 (two months prior to beginning of service)			
Training contract	\$ 2,240	\$ 2,750	\$ +510
Allowances paid to trainees by Contractor	-	250	+250
Background investigation	<u>448</u>	<u>438</u>	<u>-10</u>
	<u>\$2,688</u>	<u>\$3,438</u>	<u>+750</u>
Month -1 (one month prior to beginning of service)			
Transportation of Volunteer:			
Home to training site to home	\$ 213	\$ 250	+37
Home to port terminal	100	80	-20
Port to overseas destination	600	650	+50
Travel allowance	27	(40) ^{b/}	-27
Home leave allowance	60	(60) ^{b/}	-60
Project equipment and supplies, including transportation	360	295	-65
Vehicles, including transportation	540	433	-107
Housing repair or construction, and furnishings	400	400	-
Medical examination	23	33	+10
Training at Puerto Rico			
(Average cost for all volunteers, based on 50 per cent of Volunteers training at this center):			
Transportation to Puerto Rico enroute to overseas destination (\$134)	67	67	-
Field clothing (\$28)	14	10	-4
Living allowance (2 weeks--\$32)	<u>16</u>	<u>16</u>	<u>-</u>
	<u>\$2,420^{a/}</u>	<u>\$2,234^{a/}</u>	<u>\$ -186</u>

VOLUNTEER COST FACTORS (continued)

	<u>Old Factor</u>	<u>New Factor</u>	<u>Difference</u>
Month 1			
Readjustment allowance (Includes FICA)	\$ 88	\$ 95	\$ +7
Medical kit	25	25	-
Personal supplies (duffle bag, footlocker, etc.)	<u>25</u>	<u>25</u>	<u>-</u>
	<u>\$ 138a/</u>	<u>\$ 145a/</u>	<u>\$ +7</u>
Month 2			
Readjustment allowance	88	95	+7
Clothing allowance	<u>150</u>	<u>(150)^{b/}</u>	<u>-150</u>
	<u>\$ 238</u>	<u>\$ 95</u>	<u>\$ -143</u>
Month 3			
Readjustment allowance	\$ 83	\$ 95	\$ +12
Field trip in Puerto Rico	14	14	-
Orientation overseas	100	71	-29
In-country travel overseas	15	9	-6
Settling-in allowance	<u>125</u>	<u>125</u>	<u>-</u>
	<u>\$ 337</u>	<u>\$ 314</u>	<u>\$ -23</u>
Month 4 through 24 (see months 13 and 24 for added costs)			
Readjustment allowance	\$ 78	\$ 80	\$ +2
Leave allowance	13	13	-
In-country travel	10	9	-1
Living allowance	125	112	-13
Vehicle maintenance and repair	10	4	-6
Housing allowance	40	40	-
Medical care	15	15	-
Medical evacuation and emergency leave	10	10	-
Project equipment and supplies	<u>20</u>	<u>20</u>	<u>-</u>
One month	<u>(321)</u>	<u>(303)</u>	<u>(-18)</u>
21 months (21 x \$321/303)	<u>\$6,741</u>	<u>\$6,363</u>	<u>\$ -378</u>

VOLUNTEER COST FACTORS (Continued)

61

	<u>Old Factor</u>	<u>New Factor</u>	<u>Difference</u>
<u>Additional Costs:</u>			
Month 13			
Clothing allowance	\$ 50	\$ 50	\$ -
Month 24			
Transportation:			
From overseas to United States port	\$ 600	\$ 650	\$ +50
Port to home	100	80	-20
Travel allowance	<u>24</u>	<u>24</u>	<u>-</u>
	\$ 724	\$ 754	\$ +30
Cost for two years	<u>\$13,336</u>	<u>\$13,393</u>	<u>\$ +57</u>
Annual cost	\$ 6,668	\$ 6,697	\$ +29
Annual cost per Volunteer for:			
Puerto Rico Training Center	110	87	-23
Administrative expense	2,000	1,490	-510
Contract administered projects	<u>296</u>	<u>286</u>	<u>-10</u>
	<u>\$ 9,074</u>	<u>\$ 8,560</u>	<u>\$ -514</u>
Rounded--Average			
Annual Cost for each Volunteer	<u>\$ 9,000</u>	<u>\$ 8,560</u>	<u>\$ -440</u>

- a/ If Month -1 is June and Month 1 is July, the obligations are reflected in July since travel and similar items are charged to the fiscal year in which services are performed.
- b/ Non-add item, included in training contract--allowances paid to trainees and obligated during Month -2.

Puerto Rico Training Center

The Puerto Rico Training Center provides, as nearly as possible, a simulation of conditions the Volunteers will meet in the field, not only culturally and economically, but physically, with out-door activity comprising a major portion of the training program.

The following table shows the obligations by fiscal year.

It should be noted that the costs are declining from year to year.

Puerto Rico
Distribution by Object

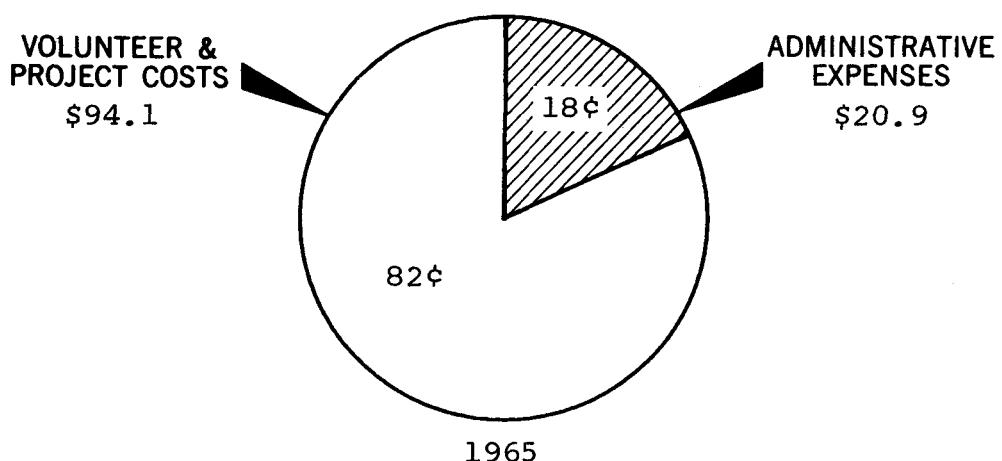
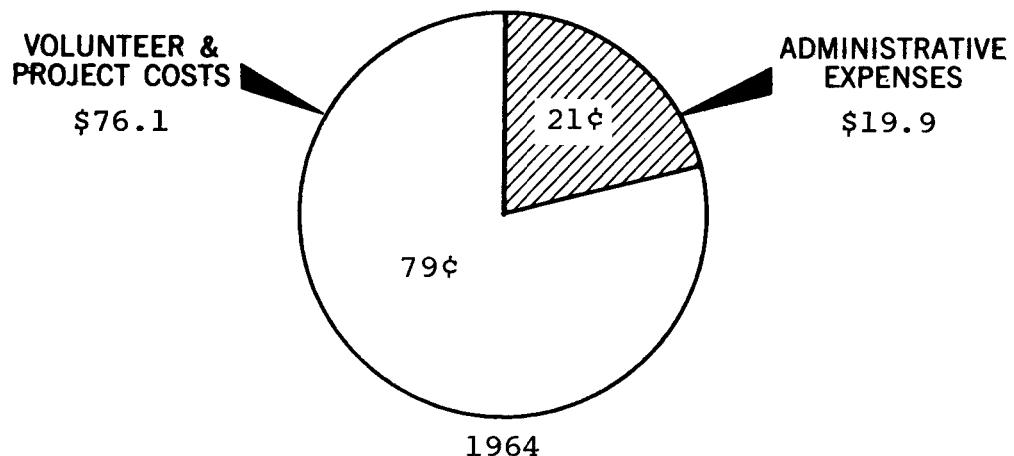
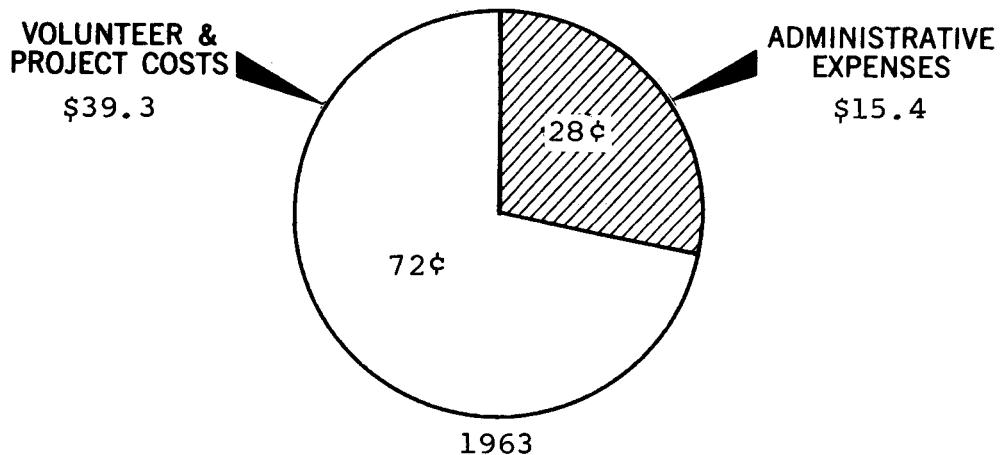
	1963 <u>Actual</u>	1964 <u>Estimate</u>	1965 <u>Estimate</u>
10 Personnel compensation:			
Permanent	\$208,211	\$207,000	\$208,000
Part Time & Temporary	6,309	6,000	6,000
Overtime & Holiday pay	50,171	50,000	50,000
Reimb. Details	<u>27,527</u>	<u>28,000</u>	<u>28,000</u>
Total Personnel Compensation	292,218	291,000	292,000
12 Personnel Benefits	9,109	9,000	9,000
21 Travel & Transportation of persons	33,373	30,000	30,000
22 Transportation of things	8,651	8,000	8,000
23 Rents, Communication & Utilities	4,122	5,000	5,000
24 Printing & Reproduction	-	-	-
25 Other Services	65,677	60,000	55,000
Services of other agencies	263,400	257,000	239,000
26 Supplies & Materials	11,353	9,000	7,000
31 Equipment	<u>7,965</u>	<u>6,000</u>	<u>5,000</u>
Total Obligations	<u>\$695,868</u>	<u>\$675,000</u>	<u>\$650,000</u>

OBLIGATIONS BY OBJECT
(\$ Thousands)

	FY 1963			FY 1964			FY 1965		
	Admin. Expenses	Program Expenses	Total	Admin. Expenses	Program Expenses	Total	Admin. Expenses	Program Expenses	Total
11 Personnel compensation:									
Permanent positions	\$ 5,270	\$ 208	\$ 5,478	\$ 6,634	\$ 207	\$ 6,841	\$ 7,311	\$ 208	\$ 7,519
Positions other than permanent	637	6	643	1,086	6	1,092	1,218	6	1,224
Other Personnel compensation:									
Regular employees	1,155	78	1,233	1,402	78	1,480	1,561	78	1,639
Volunteers	—	4,572	4,572	—	7,787	7,787	—	12,393	12,393
Total personnel compensation	\$ 7,062	\$ 4,865	\$11,927	\$ 9,122	\$ 8,078	\$17,200	\$10,090	\$12,685	\$22,775
12 Personnel benefits	543	4,241	4,784	828	11,547	12,375	990	13,310	14,300
21 Travel and transportation	2,060	5,214	7,274	2,350	10,950	13,300	2,400	13,000	15,400
22 Transportation of things	519	1,247	1,766	570	2,630	3,200	570	3,130	3,700
23 Rents, communications & utilities	1,104	314	1,418	1,565	685	2,250	1,700	800	2,500
24 Printing	460	15	475	500	—	500	500	—	500
25 Other services	690	17,346	18,036	1,921	30,093	32,014	1,800	36,300	38,100
Services other agencies	1,861	2,893	4,754	2,099	5,726	7,825	2,180	6,145	8,325
26 Supplies and materials	272	1,380	1,652	385	2,865	3,250	420	4,180	4,600
31 Equipment	794	1,809	2,603	560	3,490	4,050	250	4,550	4,800
42 Insurance, claims & indemnities	2	1	3	—	—	—	—	—	—
Total obligations	\$15,368	\$39,324	\$54,692	\$19,900	\$76,064	\$95,964	\$20,900	\$94,100	\$115,000

PEACE CORPS

COST PER DOLLAR OF VOLUNTEER vs. ADMINISTRATIVE EXPENSE COSTS (MILLIONS OF DOLLARS)



ADMINISTRATIVE EXPENSES

The category of administrative expenses covers all of the costs involved in the direction, management and operation of the Peace Corps program in Washington and overseas. Included in administrative expenses are items which are ordinarily classified as program expenses--for example, recruitment, selection, research, and services of Public Health doctors overseas.

A limitation of \$19.9 million was established in the Fiscal Year 1964 Appropriation for "administration and program support costs," (administrative expenses). The 1965 estimate includes \$20.9 million for this purpose.

The Peace Corps vigorously supports the program of the President and the Congress to keep employment to the necessary minimum and to achieve more efficient and economical management.

As already noted reductions in administrative expenses have made it possible to reduce the all-inclusive average annual cost per Volunteer from \$9,000 to \$8,560.

The ratio of administrative expenses to total appropriations has shown a decline from about 28% in 1963 to about 21% in 1964, and 18% in 1965. It is recognized that these percentages are based on larger appropriations in each succeeding year, but significant savings in costs, efficiency and effectiveness have been accomplished and further savings are possible as other areas of operation are studied and improved.

ANALYSIS OF ADMINISTRATION OBLIGATIONS BY OBJECTPersonnel Summary

Positions and average employment are related to program projections which contemplate an increase in the number of Volunteers in training or overseas from 10,500 as of August 31, 1964, to 14,000 by August 31, 1965, or an increase of about 33 per cent. It is estimated that in 1965, the permanent employment will increase by 70, or 9 per cent. The total number of administrative employees will increase from 1120 to 1220, or 9 per cent.

ADMINISTRATIVE PERSONAL SERVICES DATA

	<u>1963</u>	<u>1964</u>	<u>1965</u>
<u>Permanent Positions</u>			
Departmental	533	520	550
Overseas	<u>165</u>	<u>250</u>	<u>290</u>
Total Permanent	698	770	840
<u>Temporary Positions</u>			
Departmental	183	175	190
Foreign Nationals	<u>142</u>	<u>130</u>	<u>130</u>
Total Temporary	325	305	320
Total Full-Time	1,023	1,075	1,160
Total Part-Time (WAE)	<u>55</u>	<u>45</u>	<u>60</u>
Total Administrative	<u>1,078</u>	<u>1,120</u>	<u>1,220</u>
Recap: Departmental	755	720	780
Overseas	<u>323</u>	<u>400</u>	<u>440</u>
Total Administrative	<u>1,078</u>	<u>1,120</u>	<u>1,220</u>
Volunteers ^{1/}	6,391	10,500	14,000
Ratio of Employment to Volunteers	1:6	1:9	1:11
Average Employment (Man years)	823	1,022	1,115
Ratio of Average Employment to Volunteers	1:8	1:10	1:12

1/ Program Year

ADMINISTRATIVE EXPENSES

OBLIGATIONS BY OBJECT
(\$ Thousands)

		<u>FY 1963</u>	<u>FY 1964</u>	<u>FY 1965</u>
11	Personnel compensation:			
	Permanent positions	\$ 5,270	\$ 6,634	\$ 7,311
	Positions other than permanent	637	1,086	1,218
	Other personnel compensation:			
	Regular employees	1,155	1,402	1,561
	Volunteers	—	—	—
	Total personnel compensation	\$ 7,062	\$ 9,122	\$10,090
12	Personnel benefits	543	828	990
21	Travel and transportation	2,060	2,350	2,400
22	Transportation of things	519	570	570
23	Rents, communications & utilities	1,104	1,565	1,700
24	Printing	460	500	500
25	Other services	690	1,921	1,800
	Services other agencies	1,861	2,099	2,180
26	Supplies and materials	272	385	420
31	Equipment	794	560	250
42	Insurance, claims & indemnities	2	—	—
	Total obligations	<u>\$15,368</u>	<u>\$19,900</u>	<u>\$20,900</u>

11. Personnel Compensation - \$10,090,000

The estimated fund requirements for personnel compensation cover pay in Washington and overseas, for all employees and the cost of reimbursable details of personnel from other government agencies. Funds are not included for the Director, who has been serving without compensation since the inception of the program.

	<u>1964</u>		<u>1965</u>	
	<u>Positions</u>	<u>Obliga-</u> <u>tions</u>	<u>Positions</u>	<u>Obliga-</u> <u>tions</u>
Permanent Employees:	770	\$6,634,000	840	\$7,311,000
Temporary Employees:				
Departmental		418,000		512,000
Foreign Nationals		198,000		216,000
Intermittent employment		470,000		490,000
Reimbursable details:				
Doctors		620,000		772,000
Other		282,000		289,000
Overtime & Holiday Pay		<u>500,000</u>		<u>500,000</u>
Total		\$9,122,000		\$10,090,000

(a) Permanent Employment - \$7,311,000. Included under this item are the estimated requirements for the regular pay of 840 Americans and staff members located in Washington and in countries throughout the world. The increased fund requirements in Fiscal Year 1965 result from (1) full year costs for positions in 1964, (2) the funding of additional positions, the major portion of which is required to support the program expansion envisioned for Latin America and Africa, and (3) increased pay act costs.

(b) Temporary Employment - \$728,000. In keeping with the Peace Corps' policy of a small permanent staff in the Peace Corps, we must rely on temporary employment to meet the demands of peak workload periods during the year. The estimate has been developed to provide an average of 21 man-years of temporary employment per month to cope with the anticipated workload that will be generated by the increase in projects and volunteer strength. This includes the foreign nationals overseas.

(c) Intermittent Employment - \$490,000. During the course of the year there is a need to consult with outstanding individuals in various fields of endeavor. For example, problems arise with respect to selection of Volunteers, training, and other facets of the Peace Corps' program. When these occasions arise, individuals are consulted on an "as required basis." The estimate provides for about five man-years of intermittent assistance per month.

(d) Overtime and holiday pay - \$500,000. The estimate provides for the overtime required to be worked by clerical and stenographic personnel throughout the agency. In general, overtime is required to meet the volume of inquiries received from the public with regard to the Peace Corps; to cope with heavy peak workload demands in our recruiting, selection, and training programs; to aid our Volunteer support program; and to supporting management services.

(e) Reimbursable details - \$1,061,000. The Peace Corps, to the extent practicable, utilizes employees of other government agencies on a reimbursable basis for certain special skills not obtainable elsewhere. For example, the professional staff of the Medical Division, both in Washington and in the countries throughout the world, are on detail to the Peace Corps from the Public Health Service.

12. Personnel Benefits - \$990,000

Personnel benefits are directly related to the level of personnel compensation, and represent the government's share of contributions as required by law or regulation. The Peace Corps does not pay a post allowance or a post differential to its overseas employees.

<u>Personnel Benefits - \$990,000</u>	<u>1964</u>	<u>1965</u>
Retirement fund contributions	\$390,000	\$430,000
FICA contributions	55,000	58,000
Group life insurance	23,000	24,000
Health insurance	41,000	44,000
Educational allowance	97,000	112,000
Quarters allowance	<u>222,000</u>	<u>322,000</u>
Total	\$828,000	\$990,000

(a) Retirement fund contributions - \$430,000. Retirement fund contributions are computed on the basis of 6½ per cent of the regular pay estimated for those employees subject to retirement fund deductions.

(b) FICA contributions - \$58,000. FICA contributions represent the government's share of social security contributions for those employees subject to social security withholding, based on 3.6% of first \$4,800 annual salary rate.

(c) Group life insurance - \$24,000. Estimates are based upon \$6.50 per thousand of life insurance, per annum for employees participating.

(d) Health insurance - \$44,000. Estimated at \$56 per annum for permanent American employees participating.

(e) Educational allowance - \$112,000. The average annual educational allowance overseas is estimated on the basis of past experience at \$327 per man-year. Using this factor, the estimates have been developed as follows:

	Average				
	<u>No. of Employees</u>	<u>Annual Cost Per Man-Year</u>	<u>Annual Amount</u>	<u>Lapse</u>	<u>Net Cost</u>
Peace Corps staff and doctors	370	\$327	\$120,900	\$8,900	\$112,000

(f) Quarters allowance - \$322,000. The cost in 1965 for quarters allowances is estimated on an average annual cost per man-year of \$2,078, adjusted for lapse.

	Average				
	<u>No. of Employees</u>	<u>Annual Cost Per Man-Year</u>	<u>Annual Amount</u>	<u>Lapse</u>	<u>Net Cost</u>
Peace Corps staff and doctors	160	\$2,078	\$342,870	\$20,870	\$322,000

21. Travel and Transportation of Persons - \$2,400,000

Travel and transportation expenses of all Peace Corps staff, including dependents, are covered herein. Of the total cost, 80 per cent is estimated for operational travel, 18 per cent for travel in connection with assignments to and return from overseas posts, and 2 per cent for home leave privileges.

	<u>1964</u>	<u>1965</u>
Operational travel	\$1,800,000	\$1,911,000
Post assignment travel	514,000	453,000
Home leave travel	<u>36,000</u>	<u>36,000</u>
Total	\$2,350,000	\$2,400,000

Details for each of these items follow:

(a) Operational travel - \$1,911,000. Includes all staff travel in the United States and overseas. The average cost factors per travel day have been developed on an experience basis.

	<u>Estimated No. of Days</u>	<u>Average Cost</u>	<u>Total</u>
Domestic program travel	21,490	\$49	\$1,053,000
Overseas program travel	20,000	38	760,000
Consultation overseas staff	<u>2,000</u>	49	<u>98,000</u>
Total	43,490		\$1,911,000

(b) Post assignment - \$453,000. Includes cost of the initial assignment to the post, and for return upon termination of the tour of duty; and for transfer between posts.

	<u>No.</u>	<u>Average Cost</u>	<u>Total</u>
Assignment to posts:			
Peace Corps staff and doctors	155	\$1,815	\$281,000
Return from posts:			
Peace Corps staff and doctors	<u>95</u>	1,815	<u>172,000</u>
	Total	250	\$453,000

(c) Home leave - \$36,000. This item covers travel of employees and dependents of 10 employees whose tour will be completed and who will come to the United States on home leave and return to a post of duty.

	<u>No.</u>	<u>Round Trips</u>	<u>Average Cost</u>	<u>Total</u>
Peace Corps staff and doctors	10	20	\$1,815	\$36,000

22. Transportation of Things - \$570,000

These funds will provide for the shipment of supplies and equipment to and from overseas posts, as well as the shipment of personal effects of staff personnel and doctors to and from overseas assignments.

	<u>1964</u>	<u>1965</u>
Shipment of household goods	\$150,000	\$100,000
Shipment of automobiles	30,000	18,000
Other	<u>390,000</u>	<u>452,000</u>
	\$570,000	\$570,000

(a) Shipment of household goods - \$100,000. In 1965, no funds are requested for the shipment of household goods overseas. This is the result of a decision in 1964 not to ship household goods overseas but to procure necessary furnishings at the overseas post. Funds are being requested to finance the return shipment costs for household goods of returning staff and doctors, who were assigned overseas before this policy was placed into effect.

	<u>No. of Shipments</u>	<u>Average Cost Per Shipment</u>	<u>Total</u>
Post assignments:			
Peace Corps staff and doctors	-0-	-0-	-0-
Return from posts:			
Peace Corps staff and doctors	<u>95</u>	\$1,050	<u>\$100,000</u>
Total	95		\$100,000

(b) Shipment of Automobiles - In 1965, no automobiles will be shipped overseas for staff personnel and doctors. This is also the result of a decision not to ship personally owned automobiles overseas. Obligations are for the return of automobiles shipped overseas before this policy was placed in effect.

	<u>No. of Shipments</u>	<u>Average Cost Per Shipment</u>	<u>Total</u>
Post assignments:			
Peace Corps staff and doctors	-0-	-0-	-0-
Return from posts:			
Peace Corps staff and doctors	<u>30</u>	\$ 600	<u>\$18,000</u>
Total	30		\$18,000

(c) Other - \$452,000. Shipment of office supplies, transportation of office machines, exhibits, and other items based on program increases.

23. Rents, Communications, and Utilities - \$1,700,000

The estimated fund requirements for this object will finance requirements for all telephone service, cable, telegraph and teletype, and postage fees; also rents and utilities for office space, residential space for overseas personnel and the rental of equipment.

	<u>1964</u>	<u>1965</u>
Telephone service,	\$ 270,000	\$ 270,000
Cable, telegraph and teletype	160,000	160,000
Postage fees	495,000	540,000
Rents and utilities:		
Office space	163,000	166,000
Residential space	437,000	524,000
Equipment rental	<u>40,000</u>	<u>40,000</u>
Total	\$1,565,000	\$1,700,000

(a) Telephone service - \$270,000. The estimate provides for local and long distance telephone service, switchboard service, etc., required in connection with the day to day operation of the agency. To the extent possible long distance calls are placed through the facilities of the Federal Telecommunications System to effect economy. The estimate was based upon obligation rate of about \$23,000 per month, resulting in a total estimate of \$270,000.

(b) Cable, telegraph and teletype - \$160,000. Cable, telegraph and teletype service is required to provide communication between the headquarters and our program activities throughout the world. The estimate was based upon an average rate of approximately \$14,000 per month.

(c) Postage fees - \$540,000. The nature of the Peace Corps program requires that training, educational and program materials must be mailed to Volunteers in training in the United States as well as to those already on the job in countries throughout the world. In addition, the agency receives numerous requests for informational material on the Peace Corps--what it is, and what it does--from many private and public organizations throughout the country.

(d) Office space and utilities - \$166,000. The estimate provides for 158,000 square feet of office space at 70 locations throughout the world. Fund requirements increase slightly in 1965 to provide additional office space for program expansion in 1965.

(e) Residences - \$524,000. The estimate provides for approximately 130 residences for staff personnel including doctors, in 1965. The additional obligations in 1965 are contemplated in view of the planned expansion in the program.

(f) Equipment rental - \$40,000. These funds are required primarily for the rental of Electric Accounting Machines (EAM) to perform the task of accounting for the agency's appropriations as well as payrolling staff employees and the readjustment allowance payments to the Volunteers. Other equipment rentals include reproduction machines and robootype machines.

24. Printing and reproduction services - \$500,000

Printing and reproduction services are performed by the Government Printing Office and reproduction facilities of other government agencies, to the maximum extent possible.

	<u>1964</u>	<u>1965</u>
Services directly for:		
Volunteers	\$450,000	\$450,000
Others	<u>50,000</u>	<u>50,000</u>
Total	\$500,000	\$500,000

(a) Services directly for Volunteers - \$450,000.

Includes application forms and recruitment brochures to supply post offices, schools, public and private organizations, clubs, etc., newsletters and newspapers for dissemination of inter-country information; instructions and handbooks; brochures of projects for the approval of host country and the Secretary of State, etc.

(b) Other - \$50,000. Normal printing and reproduction services, such as annual reports to the Congress, handbooks for Peace Corps staff overseas, internal orders, manuals, reports, and cards and forms essential to operations.

25. Other services \$3,980,000

Included under this head are fund requirements for contractual services with private organizations as well as for reimbursement to other government agencies for services performed for the Peace Corps.

	<u>Estimate</u>	<u>Estimate</u>
	<u>1964</u>	<u>1965</u>
Research contracts	\$1,000,000	\$1,000,000
Miscellaneous contractual services	<u>921,000</u>	<u>800,000</u>
Subtotal	\$1,921,000	\$1,800,000
Services of other agencies:		
Other	\$ 349,000	\$ 380,000
Administrative support	<u>1,750,000</u>	<u>1,800,000</u>
Subtotal	\$2,099,000	\$2,180,000
Total	\$4,020,000	\$3,980,000

(a) Research - \$1,000,000. This is one of the most important areas of assistance in maintaining our high standards of selection and training. The small research staff uses outstanding individuals and institutions on a contract basis to provide information on our selection and training system and matters of related interest. The estimate for 1965 is less than one per cent of the total appropriation.

(b) Miscellaneous contractual services - \$800,000. Contractual arrangements are made to obtain services of various kinds. For example; handling and storage of employees household effects while on overseas duty; printing, editing, and distributing films and recordings; physical examinations by private physicians; repair of office machines and equipment; renovation of offices; and mailing services.

(c) Reimbursement to government agencies - \$380,000. The following identifies services necessary (excluding Agency for International Development and State Department administrative support) in the day-to-day operations of the Peace Corps for which funds are required to reimburse other government agencies.

	<u>Estimate 1964</u>	<u>Estimate 1965</u>
Civil Service Commission (security investigations and testing)	\$210,000	\$240,000
Department of State (language instruction, training materials, and Inspector General functions, etc.)	30,000	30,000
General Services Administration (office moves, space altera- tions)	40,000	40,000
Department of Health, Education and Welfare (health services)	9,000	10,000
Miscellaneous services	<u>60,000</u>	<u>60,000</u>
Total	\$349,000	\$380,000

(d) Administrative support - \$1,800,000. This includes services of the Department of State and Agency for International Development, both in Washington and overseas.

The Peace Corps utilizes facilities and services of the Department of State to the maximum extent available. When the Department cannot effectively provide these facilities, AID or Peace Corps staff are used to provide services to the Volunteers.

The following table indicates the type services provided by the Agency for International Development and the Department of State:

	<u>Estimate 1964</u>	<u>Estimate 1965</u>
<u>Agency for International Development</u>		
Washington:		
Automatic Data Processing	\$ 128,000	\$ 128,000
Security	<u>66,000</u>	<u>66,000</u>
Subtotal	\$ 194,000	\$ 194,000
Overseas	<u>106,000</u>	<u>16,000</u>
Total AID	\$ 300,000	\$ 210,000
<u>State Department</u>		
Washington:		
Office of Personnel (Administration of health rooms, allowances, local salaries for shared administrative personnel)	\$ 27,000	\$ 30,000
Regional Bureaus	36,000	40,000
Domestic Services (pouch, telegraph, dispatch)	107,000	90,000
Office of Operations	<u>60,000</u>	<u>70,000</u>
Subtotal	\$ 230,000	\$ 230,000
Overseas	<u>1,220,000</u>	<u>1,360,000</u>
Total State Dept.	\$1,450,000	\$1,590,000
TOTAL AID and STATE	<u>\$1,750,000</u>	<u>\$1,800,000</u>

26. Supplies and materials -	\$420,000
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Provision is made under this head for the funds required for office supplies and materials, automotive supplies, and other operating supplies. The estimate has been based upon obligations experienced in prior years.

Distribution of the estimate is as follows:

	<u>Estimate 1964</u>	<u>Estimate 1965</u>
Office supplies	\$ 65,000	\$ 70,000
Automotive supplies and materials	170,000	190,000
Other operating supplies	<u>150,000</u>	<u>160,000</u>
Total	\$385,000	\$420,000

(a) Office supplies - \$70,000. This will provide the normal office supplies, such as stationery, envelopes, pens, pencils, etc., required in the day-to-day office operations in Washington and our locations throughout the world.

(b) Automotive supplies and materials - \$190,000. Provides gasoline, oil, tires, tubes, and replacement parts needed in the operation of motor vehicles overseas. These vehicles are used by doctors and other staff personnel in the supervision of Volunteers and the direction of programs in countries throughout the world. The wide dispersal of Volunteers in rural areas necessitates the use of "Jeep" type vehicles.

(c) Other operating supplies - \$160,000. The estimate provides for miscellaneous overseas operating supplies, such as, screening required to keep space free of insects, fuel for heating, office cleaning or janitorial supplies. In addition, funds are provided for publications, reference materials and standard stock accounting cards and forms. It is estimated that an obligation rate of about \$13,000 per month will be required for this category of expense.

31. Equipment - \$250,000

The equipment costs in 1965 are primarily required for new employees.

	<u>1964</u>	<u>1965</u>
<u>Equipment:</u>		
Office furniture and equipment	\$ 72,000	\$ 28,000
Residential furniture and furnishings	210,000	135,000
Motor vehicles (non-passenger carrying)	270,000	81,000
Other	<u>5,000</u>	<u>6,000</u>
Total	\$560,000	\$250,000

Costs for 1965 are based on the experience in previous years.

	<u>Number</u>	<u>Average Cost</u>	<u>Total</u>
Office furniture and equipment	70 new positions	\$ 400	\$ 28,000
Residential furniture and furnishings	45 additional residences	\$3,000	\$135,000
Motor vehicles (non-passenger carrying)	27 vehicles	\$3,000 (includes transportation costs)	\$ 81,000
Other			\$ 6,000

(a) Office furniture and equipment - \$28,000. Office furniture and equipment is directly related to the additional positions for 1965, including doctors.

(b) Residential furniture and furnishings - \$135,000. Peace Corps provides furniture and furnishings for residences overseas. It is Peace Corps' policy not to ship furniture overseas, but to procure locally.

(c) Motor vehicles - \$81,000. Based on the additional Peace Corps staff employees and Public Health doctors to supervise the increased number of Volunteers and to direct program operations overseas, it is estimated that 27 "Jeep" type vehicles will be required.

Volunteers are widely dispersed, and motor vehicles are essential for proper supervision of operations.

(d) Other - \$6,000. Includes cabinets, panels, card trays, and related equipment for electric accounting machine operations.

ENCOURAGEMENT OF VOLUNTARY SERVICE PROGRAMS

Title III, Section 301(a) of the Peace Corps Act, (PL 88-204) provides that "it is the policy of the United States and a further purpose of this Act to encourage countries and areas to establish programs under which their citizens and nationals would volunteer to serve in order to help meet the needs of less developed countries or areas for trained manpower, and to encourage less developed countries or areas to establish programs under which their citizens and nationals would volunteer to serve in order to meet their needs for trained manpower."

As the Congress knows, the Peace Corps has been engaged in this work since January 1, 1963, working originally through the International Peace Corps Secretariat. That arrangement terminated December 31, 1963 and henceforth the work will be performed directly with countries or areas involved.

Obligations for this purpose are:

<u>1963</u>	<u>1964</u>	<u>1965</u>
\$29,000	\$144,000	\$214,000

The last half of 1963 was largely devoted to exploring the problem, getting organized and laying out a program.

In fiscal 1964 technical advice and assistance has been made available to under-developed countries in studying their needs for establishing and orienting domestic service corps organizations. This has included advice and assistance in techniques of selection, training and recruiting of nationals for volunteer service. Countries assisted have been Chile, Kenya and Ethiopia.

Advisors have also worked with officials in Bolivia, Dominican Republic, Honduras and Jamaica to design plans tailored to the establishment of service corps' in each of these countries.

The Youth Corps of El Salvador received further assistance in the assignment of a technically qualified Peace Corps assistant to give training and serve as a senior instructor.

Types of training programs proposed for the above countries have been in vocational skills, agricultural programs, rural health, rural education, basic medical services, community development and social welfare.

The 1965 program contemplates assisting a minimum of five countries showing keen interest in establishing national service corps', or further developing groups already planned or established.

Continuing liaison will also be maintained with approximately 13 industrialized nations who have developed or are developing national peace corps organizations which will export volunteers to developing countries in much the same way as the U.S. Peace Corps does. This liaison will result in consolidating information on all worldwide activities, matching needs against available resources, and will enable the orderly increase and placement of worldwide volunteer manpower.

It is believed that these efforts on the part of the U.S. Peace Corps, working with similar organizations in other industrialized countries, will lead to the placement of at least 4,000 non-U.S. volunteers in worldwide service by the end of 1965.

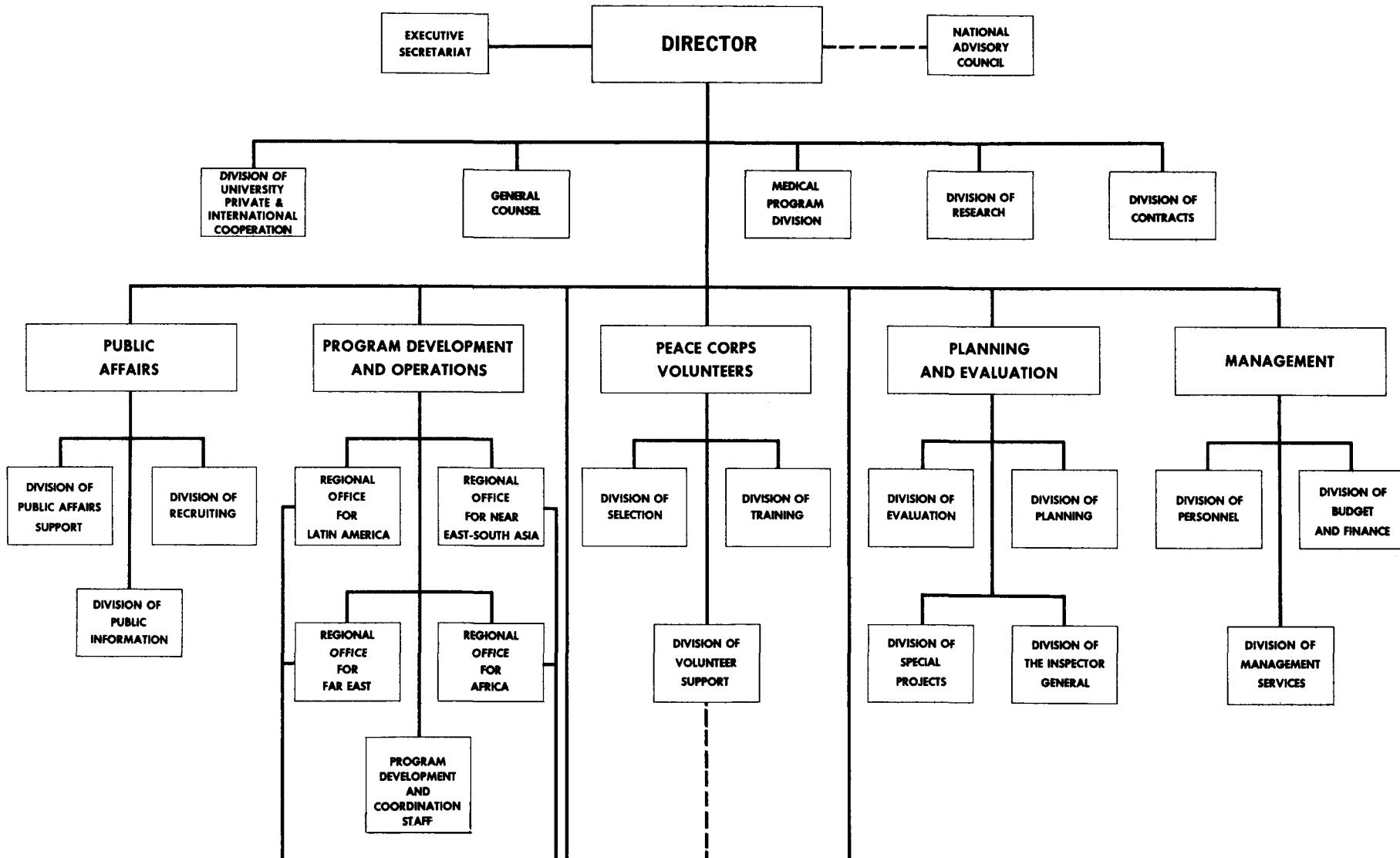
ORGANIZATION

The Peace Corps is headed by a Director and a Deputy Director, assisted by an Executive Secretariat. In Washington, it is organized into five major offices, each headed by an Associate Director, and five staff divisions.

Overseas, each country's operation is managed by a Peace Corps Representative with supporting staff.

The organization chart which follows illustrates our Washington office organization and its relation to Volunteers and overseas staff.

PEACE CORPS ORGANIZATION PLAN



OVERSEAS PEACE CORPS VOLUNTEERS AND STAFF

APPENDIX: PEACE CORPS WORLD MAP

CAMEROON

Secondary Education	76	54 Men
Rural Community Action	14	36 Women
TOTAL	90	

ETHIOPIA

Secondary Education	339	266 Men
University Education	35	149 Women
Multi-purpose	2	
Health	39	
TOTAL	415	

GABON

Secondary Education	18	64 Men
Public Works	54	13 Women
In Training	5	
TOTAL	77	

GHANA

Secondary Education	102	93 Men
Vocational Education	15	47 Women
Public Works	23	
TOTAL	140	

GUINEA

Agriculture	31	30 Men
Secondary Education	23	24 Women
TOTAL	54	

IVORY COAST

Secondary Education	43	28 Men
Adult Education	7	28 Women
Physical Education	6	
TOTAL	56	

LIBERIA

Elementary Education	111	161 Men
Secondary Education	131	122 Women
Multi-purpose	41	
TOTAL	283	

MOROCCO

Rural Community Action	44	72 Men
Secondary Education	40	31 Women
Physical Education	19	
TOTAL	103	

NIGER

Agriculture	9	14 Men
Secondary Education	5	
TOTAL	14	

NIGERIA

Secondary Education	445	295 Men
University Education	22	193 Women
Multi-purpose	6	
In Training	15	
TOTAL	488	

NYASALAND

Secondary Education	40	72 Men
Multi-purpose	3	29 Women
In Training	58	
TOTAL	101	

SENEGAL

Rural Community Action	27	53 Men
Secondary Education	25	13 Women
Physical Education	14	
TOTAL	66	

SIERRA LEONE

Rural Community Action	20	83 Men
Secondary Education	99	47 Women
Multi-purpose	1	
Health	10	
TOTAL	130	

SOMALI REPUBLIC
Secondary Education 29 22 Men
TOTAL 29 7 Women

TANGANYIKA
Elementary Education 77 44 Men
Health 20 53 Women
TOTAL 97

TOGO
Agriculture 4 18 Men
Secondary Education 17 19 Women
Health 16
TOTAL 37

TUNISIA
Agriculture 13 61 Men
Physical Education 17 31 Women
Health 24
Public Works 38
TOTAL 92



AFRICA
December 31, 1963

	<u>Overseas</u>	<u>In Training</u>	<u>Total</u>
Agricultural Extension	57	-	57
Rural Community Action	105	-	105
Elementary Education	188	-	188
Secondary Education	1,432	73	1,505
University Education	57	-	57
Adult Education	7	-	7
Vocational Education	15	-	15
Physical Education	56	-	56
Health	109	-	109
Multi-purpose	53	-	53
Public Works	115	5	120
TOTAL	2,194	78	2,272

Men - 1,430
 Women - 842

BOLIVIA

Rural Community Action	54	86 Men
University Education	15	67 Women
Health	52	
In Training	32	
TOTAL	<u>153</u>	

DOMINICAN REPUBLIC

Agricultural Extension	7	141 Men
Rural Community Action	104	34 Women
Urban Community Action	28	
Secondary Education	17	
Health	17	
In Training	2	
TOTAL	<u>175</u>	

BRAZIL

Agricultural Extension	80	137 Men
Rural Community Action	109	127 Women
Health	25	
In Training	50	
TOTAL	<u>264</u>	

ECUADOR

Agricultural Extension	109	246 Men
Rural Community Action	77	86 Women
Urban Community Action	18	
Secondary Education	21	
Physical Education	11	
In Training	96	
TOTAL	<u>332</u>	

BRITISH HONDURAS

Elementary Education	7	14 Men
Secondary Education	18	13 Women
Vocational Education	2	
TOTAL	<u>27</u>	

EL SALVADOR

Agricultural Extension	17	35 Men
Rural Community Action	27	31 Women
In Training	22	
TOTAL	<u>66</u>	

CHILE

Rural Community Action	62	51 Men
Urban Community Action	37	57 Women
Vocational Education	8	
In Training	1	
TOTAL	<u>108</u>	

GUATEMALA

Agricultural Extension	19	70 Men
Rural Community Action	93	47 Women
In Training	5	
TOTAL	<u>117</u>	

COLOMBIA

Agricultural Extension	50	408 Men
Rural Community Action	151	219 Women
Urban Community Action	67	
Secondary Education	44	
University Education	24	
Physical Education	27	
Health	66	
In Training	198	
TOTAL	<u>627</u>	

HONDURAS

Rural Community Action	61	26 Men
In Training	1	36 Women
TOTAL	<u>62</u>	

COSTA RICA

Rural Community Action	24	31 Men
Secondary Education	26	37 Women
Health	18	
TOTAL	<u>68</u>	

JAMAICA

Secondary Education	5	42 Men
Vocational Education	23	27 Women
Physical Education	10	
In Training	31	
TOTAL	<u>69</u>	

PANAMA

Agricultural Extension	7	45 Men
Rural Community Action	4	12 Women
Health	46	
TOTAL	57	

PERU

Rural Community Action	75	216 Men
Urban Community Action	160	184 Women
University Education	37	
Vocational Education	18	
Health	77	
In Training	33	
TOTAL	400	

ST. LUCIA

Agricultural Extension	2	9 Men
Vocational Education	15	8 Women
TOTAL	17	

URUGUAY

Agricultural Extension	18	7 Men
TOTAL	18	11 Women

VENEZUELA

Agricultural Extension	25	72 Men
Urban Community Action	14	30 Women
Secondary Education	9	
University Education	26	
Physical Education	25	
In Training	3	
TOTAL	102	

LATIN AMERICA

December 31, 1963

	Overseas	In Training	Total
Agricultural Extension	334	7	341
Rural Community Action	841	176	1,017
Urban Community Action	324	102	426
Elementary Education	7	31	38
Secondary Education	140	51	191
University Education	102	26	128
Vocational Education	66	-	66
Physical Education	73	36	109
Health	301	45	346
TOTAL	2,188	474	2,662

Men - - 1,636

Women - 1,026

<u>AFGHANISTAN</u>		
Secondary Education	19	38 Men
Vocational Education	7	34 Women
Multipurpose	9	
In Training	37	
TOTAL	72	

<u>TURKEY</u>		
Agricultural Extension	8	67 Men
Secondary Education	102	78 Women
Vocational Education	13	
Health	19	
In Training	3	
TOTAL	145	

<u>CEYLON</u>		
Secondary Education	11	23 Men
University Education	14	11 Women
Vocational Education	9	
TOTAL	34	

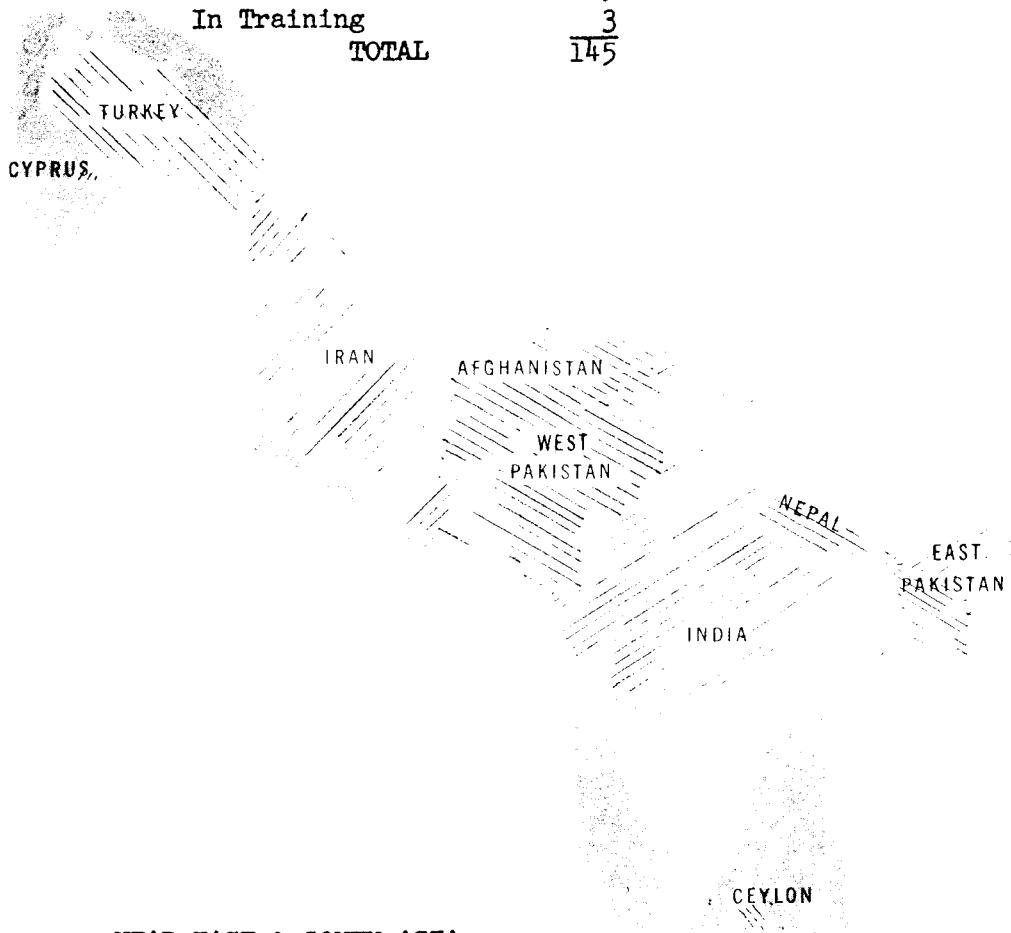
<u>CYPRUS</u>		
Rural Community Action	22	22 Men
TOTAL	22	

<u>INDIA</u>		
Rural Community Action	40	129 Men
Secondary Education	33	47 Women
University Education	47	
In Training	56	
TOTAL	176	

<u>IRAN</u>		
Secondary Education	32	39 Men
University Education	6	6 Women
Vocational Education	7	
TOTAL	45	

<u>NEPAL</u>		
Agricultural Extension	12	88 Men
Rural Community Action	39	13 Women
Secondary Education	30	
University Education	20	
TOTAL	101	

<u>PAKISTAN</u>		
Agricultural Extension	17	171 Men
Rural Community Action	72	80 Women
Secondary Education	20	
University Education	7	
Health	29	
Multipurpose	1	
Public Works	50	
In Training	55	
TOTAL	251	



NEAR EAST & SOUTH ASIA
December 31, 1963

	Overseas	In Training	Total
Agricultural Extension	37	57	94
Rural Community Action	173	-	173
Secondary Education	247	1	248
University Education	94	-	94
Vocational Education	27	1	28
Physical Education	9	-	9
Health	48	16	64
Multipurpose	10	37	47
Public Works	50	39	89
TOTAL	695	151	846

Men - - 575
Women - 269

INDONESIA

Physical Education	17	28 Men
In Training	<u>16</u>	5 Women
TOTAL	<u>33</u>	

THAILAND

MALAYA

Rural Community Action	24	112 Men
Elementary Education	8	106 Women
Secondary Education	44	
University Education	14	
Vocational Education	15	
Health	38	
In Training	75	
TOTAL	<u>218</u>	

MALAYA

SARAWAK

N. BORNEO

I N D O N E S I A

PHILIPPINES

Rural Community Action	22	257 Men
Elementary Education	403	291 Women
Secondary Education	65	
University Education	58	
TOTAL	<u>548</u>	

SABAH/SARAWAK

Rural Community Action	31	85 Men
Elementary Education	9	55 Women
Secondary Education	29	
Vocational Education	2	
Health	14	
In Training	55	
TOTAL	<u>140</u>	

FAR EAST

December 31, 1963

	Overseas	In Training	Total
Rural Community Action	99	55	154
Elementary Education	420	29	449
Secondary Education	267	55	322
University Education	116	4	120
Vocational Education	33	7	40
Physical Education	30	16	46
Health	71	9	80
TOTAL	<u>1,036</u>	<u>175</u>	<u>1,211</u>

Men - - 637

Women - 574

THAILAND

Rural Community Action	22	155 Men
Secondary Education	129	117 Women
University Education	44	
Vocational Education	16	
Physical Education	13	
Health	19	
In Training	29	
TOTAL	<u>272</u>	

VOLUNTEERS AT WORK AND IN TRAINING
December 31, 1963

	Overseas	In Training	Total
Agricultural Extension	428	64	492
Rural Community Action	1,218	231	1,449
Urban Community Action	324	102	426
Elementary Education	615	60	675
Secondary Education	2,086	180	2,266
University Education	369	30	399
Adult Education	7	-	7
Vocational Education	141	8	149
Physical Education	168	52	220
(Education sub-total)	(3,386)	(330)	(3,716)
Health	529	70	599
Multi-Purpose	63	37	100
Public Works	165	44	209
TOTAL	6,113	878	6,991

4,280 Men
2,711 Women

<u>Regions</u>	<u>46*</u> Countries	Overseas	In Training	Total
Africa	17	2,194	78	2,272
Far East	4	1,036	175	1,211
Latin America	17	2,188	474	2,662
Near East & South Asia	8	695	151	846

Volunteers, Trainees and Countries at the End of Each Program Year
(August 31)

	1961	1962	1963			
	Volunteers	Countries	Volunteers	Countries	Volunteers	Countries
Africa	142	3	1,110	13	2,208	17
Far East	158	1	799	4	1,178	5
Latin America	151	3	1,230	13	2,466	17
Near East & South Asia	33	1	439	8	783	8
TOTAL	484	8	3,578	38	6,635	47 *

* In September, 1963, North Borneo and Sarawak, previously counted as one country program by Peace Corps, united with Malaya to form Malaysia: thus in December of 1963 there is one country less than there was in September 1963.

PROGRAMS AND PROJECTIONS THROUGH AUGUST, 1964

REGION	OVERSEAS 12/31/63	TRAINING 12/31/63	TOTAL 12/31/63	ENTERING 1/1/64-8/31/64	RETURNING VOLUNTEERS	TOTAL 8/31/64
Africa	2,194	78	2,272	1,953	925	3,300
Far East	1,036	175	1,211	894	520	1,585
Latin America	2,188	474	2,662	2,591	1,003	4,250
Near East/ South Asia	695	151	846	872	353	1,365
TOTAL	6,113	878	6,991	6,310	2,801	10,500

Eleven countries, the majority European, now have national programs of voluntary service overseas modeled after the Peace Corps. Two countries, El Salvador and Tanganyika, have established domestic volunteer service programs. Fourteen other countries are currently studying the possibilities of establishing overseas or domestic programs.

To help those countries interested in forming national volunteer service programs, the International Peace Corps Secretariat provided information on selection and training of Volunteers, and provided assistance in program development.

The Secretariat which began temporary operations in January of 1963 was the result of a recommendation of the nations participating in the first International Conference on Human Skills in the Decade of Development which convened in Puerto Rico in October, 1962.

The Peace Corps recently received legislative permission to encourage other nations to establish overseas and domestic volunteer service programs. This is now being done on a bilateral basis with the countries involved.

I. COUNTRIES WITH ESTABLISHED VOLUNTEER SERVICE PROGRAMS

a. For Overseas Service

Argentina	France	Norway
Australia	Germany	Switzerland
Canada	Netherlands	United Kingdom
Denmark	New Zealand	

b. For Domestic Service

El Salvador	Tanganyika
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II. COUNTRIES PLANNING OR STUDYING VOLUNTEER PROGRAMS

Belgium	Israel	Northern Rhodesia
Bolivia	Italy	Pakistan
Chile	Japan	Sweden
Dominican Republic	Kenya	Thailand
Honduras	Jamaica	