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1st Annual

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PEACE

CORPS

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Report

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# LET US BEGIN . . .

## INTRODUCTION

In its first year, the Peace Corps grew from an idea into an effective overseas program.

In March, 1961, the Peace Corps had no Volunteers, little staff, no application form, no tests or testing centers, no selection process, no training program, no projects, no evaluation system, and no agreements with nations wanting Peace Corps Volunteers.

There was intense interest (30-40,000 letters following the President's speeches outlining the idea for a Peace Corps), there was authority (the March 1 Presidential Executive Order), and there was research (the study for Congress conducted by Colorado State).

There were also criticism, skepticism, disbelief and fear.

It was between the horizons of hope and fear that the Peace Corps took root.

## THE IDEA

The idea for a Peace Corps is not unique.

What is unique is that in 1960 and 1961 the idea was joined with the power and the desire to implement it.

It has been suggested that its philosophical underpinning may go back to William James' "The Moral Equivalent of War," with its suggestion for an "army enlisted against Nature." More recently, there have been many voluntary agencies and mission groups which have carried on programs similar to the work proposed for the Peace Corps.

Out of such experiences as these came the proposals of Representative Reuss for a Point Four Youth Corps, and of Senator Humphrey for a Peace Corps. They led to enactment of Section 203(c) of the Mutual Security Act of 1960 which authorized expenditure of not more than \$10,000 to help pay for a study of a Point Four Youth Corps by a non-governmental organization. The contract for this study went to the Colorado State University Research Foundation.

In late January, 1961, the President set up a Task Force under Sargent Shriver, President of the Chicago Board of Education, to study the feasibility of a Peace Corps. This task force had the benefit of a report by Dr. Max Millikan, Director of the Massachusetts Institute of Technology Center for International Studies, and the preliminary report of the Colorado State University Research Foundation. Another comprehensive statement utilized by the group was a study by Professor Samuel P. Hayes of the University of Michigan.

Executive Order 10924, creating the Peace Corps, was signed on March 1, 1961.

It was followed on September 22, 1961 by the Peace Corps Act in which Congress established the Peace Corps to promote world peace and friend-



ship by making available to interested countries Americans willing to serve overseas who would:

1. Help the people of these countries meet their needs for trained manpower;
2. Help promote a better understanding of the American people on the part of peoples served; and
3. To promote a better understanding of other peoples on the part of the American people.

## THE FIRST DAYS

On November 2, 1960, the then Senator John F. Kennedy outlined his ideas for a Peace Corps in a presidential campaign speech at the Cow Palace in San Francisco.

Newspapers took up the idea and prominently featured comments on it.

Mail about the Peace Corps reached flood proportions in the interval between the campaign and the inauguration.

During February, using a two-room suite at a Washington hotel, Shriver discussed the idea with people in and out of government and, with the help of Presidential Aides Harris Wofford and Richard Goodwin (now a Deputy Assistant Secretary of State), prepared a report for the President.

On March 1, 1961, the Executive Order was issued.

As his first step in implementing the report, Shriver enlisted the help of talented people from all across the country.

One of his most significant "finds" came during the early formative period. One night, reading through reports submitted to him, he came across one from ICA. Considering it one of the clearest expositions of the Peace Corps idea, Shriver immediately asked for its author.

Warren Wiggins, now Peace Corps Associate Director for Program Development and Operations, appeared the next morning. An experienced

Government hand, Wiggins brought to the Peace Corps the Government know-how to implement the idea.

Shriver also recruited Edwin Bayley, Executive Assistant to the Governor of Wisconsin. Bradley H. Patterson, Jr., Assistant Secretary of the Eisenhower Cabinet, became the Peace Corps Executive Secretary. Gordon Boyce, now President of the Experiment in International Living, took leave to join the Peace Corps. Bill D. Moyers, Vice President Johnson's Administrative Assistant, also joined.

Lawrence E. Dennis left his post as Vice President of Pennsylvania State University (nine colleges, a graduate school, and 23,000 students) to join. William Haddad, a newspaper reporter and former assistant to Robert Kennedy and Estes Kefauver, joined the February meetings and came aboard in March. William Josephson, a brilliant young lawyer, came from ICA to draft Peace Corps legislation.

Atlanta lawyer Morris Abram and Al Sims, Vice President of the International Institute of Education, took leaves of absence to assist. Psychologist Dr. Nicholas Hobbs and state government executive Thomas Quimby interrupted important tasks to join. John D. Young came on loan from NASA. as did William P. Kelly from Navy.

Others included Padraig Kennedy, a teaching fellow at the University of Wisconsin; Louis Martin, Chicago newspaperman; and Tom Mathews, from the San Francisco Chronicle.

These and many other men and women from Government, the universities, the foundations, business, and labor left their jobs to respond to an urgent phone call from Shriver to "help set up the Peace Corps."

None had time to bring their families or move to Washington. The Clafidge Hotel, with its inexpensive rooms, and its location next door to the Peace Corps, served as a barracks.

It was from this beginning that the Peace Corps grew.

## THE FIRST PROBLEMS

Seven major problems faced the Peace Corps in March 1961:

- (1) Were there enough qualified and talented Americans willing to respond to the Peace Corps invitation to service?
- (2) Would foreign governments request these Volunteers to fill their middle-level manpower needs?
- (3) Could the right Volunteers be selected?
- (4) Could they be adequately trained to avoid the pitfalls of Americans who had failed overseas before?
- (5) Would they have the stamina to stay on the job?
- (6) Could the Peace Corps undertake its mission independently or would it be entangled in existing red tape?
- (7) Would Congress approve the Corps at all, and even if it did, would enough money be appropriated for a new world-wide undertaking involving thousands of Americans in difficult, new roles abroad?

There were others problems, too. How would the Communists react to Americans fanning out through the backlands of the world? How would our own foreign service view the sudden influx of Americans without diplomatic training? Would the private agencies and religious missions throughout the world resent the Peace Corps, feeling their work would be

usurped by government? What about sickness overseas? Who would assume responsibility for Peace Corps health?

The largest hurdle, of course, was the cynicism with which many important professionals and experts viewed the idea. This was compounded by a fear that this nation had gone soft and could no longer produce people to meet the standards and goals set by the Peace Corps. This undercurrent of doubt, a people's uneasy lack of faith in themselves, was perhaps the most serious of the early problems facing the Peace Corps.

## BASIC DECISIONS

In the early days of 1961, the experts had concluded that a Peace Corps of 300 to 500 Volunteers would be a realistic and worthwhile pilot program.

The estimate was revised when Shriver and a Peace Corps "team" (Presidential Assistant Harris Wofford and Peace Corps Assistants Franklin H. Williams and Edwin Bayley) returned from a trip to Africa and Asia in May of 1961. Requests from world leaders for Peace Corps Volunteers, plus demonstrated interest at home, led to a revised estimate of 500 to 1,000 Volunteers by December 31, 1961, and 2,400 by June 30, 1962, the end of the Peace Corps' first fiscal year.

The governments of Ghana, Nigeria, Tanganyika, India, Pakistan, Malaya, Thailand, Colombia, Chile, St. Lucia and the Philippines were the first to request Volunteers.

These requests covered much of what has now come to be considered the Peace Corps spectrum: teachers, nurses, medical assistants, community development workers, agriculturists, home economists, surveyors, engineers, lawyers, journalists, mechanics, bricklayers, plumbers, carpenters, electricians, and the wide variety of skills above that of common labor and generally below that of the expert.

In the period of March to June 1961, Peace Corps policies were set. Experience has shown that these early basic policies were well-conceived. They have worked.



First, it was decided that the Peace Corps would go only where invited.

Second, Volunteers overseas would work for the host government or for a private agency or organization within the foreign country, serving under host country supervisors, and working with host country co-workers wherever possible.

Third, Volunteers would not be "advisers" but "doers."

Fourth, Volunteers would serve for two years, without salary or draft exemption.

Fifth, Volunteers would be provided a living allowance enabling them to live in a modest manner comparable to the circumstances of their co-workers.

Sixth, Volunteers would enjoy no diplomatic privileges or immunities, have no PX or commissary rights, receive no "hardship" or cost-of-living allowances and have no vehicles unless needed for their job.

Seventh, Volunteers would learn to speak the language of the host country, learn to appreciate its customs, be able to discuss adequately and intelligently the United States when questioned, refrain from political or religious proselytizing, and set as the standard of their success how well the requested job was fulfilled.

Eighth, a termination allowance of \$75 for each month of satisfactory service was established to help the Volunteer get started again in this country.

Ninth, the Peace Corps would be open to all qualified, single Americans above 18 and for married couples with no dependents under 18, where each had a needed skill.

Tenth, a college degree would not be a requirement for service. A special effort was made to attract farmers and craftsmen who possessed skills and experience but no degrees.

Eleventh, the highest medical, psychological, and character standards were established and it was determined that final selection would be made at the conclusion of training.

Twelfth, it was decided that the hardships of Peace Corps life would be featured in recruitment so no candidate would misjudge the terms and conditions under which he volunteered to serve.

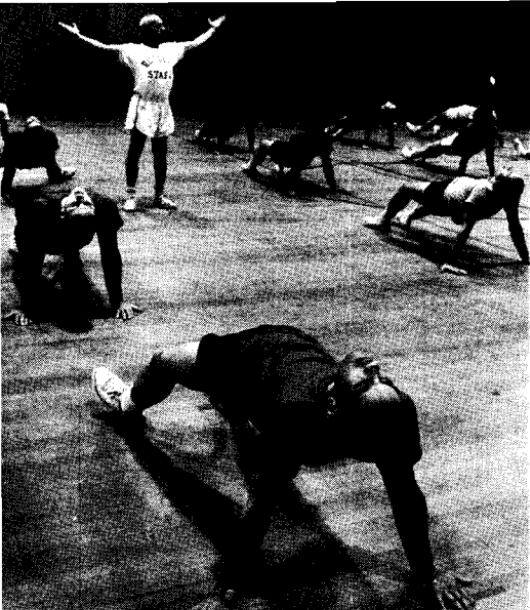
Finally, candidates, trainees, and Volunteers would be told they could resign from the Peace Corps at any time. The Peace Corps wanted only those who served freely, a decision now made each day by each Volunteer.

With the goal of 500 to 1,000 by December 1961, with these standards, the Peace Corps was ready for the selection process to begin.

## SELECTION AND TRAINING

### SELECTION

The Peace Corps stands or falls on the Volunteers it selects. Without properly motivated, well adjusted, and talented candidates, the entire Peace Corps operation would have been doomed to early failure.



In March 1961, in developing a way to find the right Volunteer for the right job, there was no margin for error. The Peace Corps was a highly visible, well reported operation of the United States Government. A considerable body of public opinion was already convinced that the Peace Corps would not work. Any individual failure, spread across the front pages of newspapers throughout the world, would reinforce such doubts.

The Peace Corps was also fully aware of the "failures" of other Americans abroad in previous years, a fact so well reported that "The Ugly American" became a household phrase.

How, then, could the best candidates be identified among the thousands who applied?

Development of the Peace Corps selection process began on March 22, 1961, with the appointment of Dr. Nicholas Hobbs as Director of Selection.

Dr. Hobbs, who took leave from his position as Chairman of the Division of Human Development at the George Peabody College for Teachers, was exceptionally well qualified to undertake this difficult job. During World War II, he helped to establish the Air Force selection process. He has been Chairman of the Division of Clinical Psychology of the American Psychological Association. And he combined this experience with a quick grasp and understanding of what a successful Volunteer would have to do overseas. Most important, he believed in the idea of the Peace Corps and was willing to commit his professional reputation to its fulfillment.

Dr. Hobbs quickly rallied the support of the leading authorities in the selection field.

On Tuesday, March 28, 1961, a conference of advisers with experience in problems of selection was convened. Representatives from the International Cooperation Administration, several voluntary agencies, the Army, Navy, and Air Force, the National Institutes of Health, the United States Information Agency, and several professional associations attended.

In all, 22 top (and busy) professionals were invited to attend. Telegrams inviting them went out on the Thursday and Friday preceding the Tuesday meeting. Twenty-one people cancelled their calendars and appeared for the conference. The other person was overseas.

This initial conference, which helped establish the general guidelines for the development of a selection program, was followed in quick succession by several others directed toward specific projects.

By April 25, leading psychologists had arrived at the specifications for the first Peace Corps Entrance Test.

The project was presented to the non-profit Educational Testing Service of Princeton, New Jersey.

Despite heavy commitments, ETS responded immediately, enthusiastically, and imaginatively to the challenge of developing a test along the guidelines established. Within a matter of weeks, a model of the Peace Corps Entrance Test was ready.

Special tests were suddenly needed because of the urgent demand for secondary school teachers in Ghana, a requirement that had not been anticipated at the time of the initial planning for the tests. Again ETS responded to the tight deadlines demanded by the situation.

The American Institute for Research dropped other work and developed a biographical data blank and a personal inventory to assess personality variables not touched upon by the other tests.

The United States Civil Service Commission and its corps of skilled examiners (employees of the Post Office Department) undertook administration of the tests at 500 centers throughout the country.

Special arrangements were made to examine U. S. candidates all over the world through the cooperation of the United States Embassies following a plan developed by the Civil Service Commission.

Every person who had volunteered as of midnight, Thursday, May 25, was notified to appear at a specified examination on the following Saturday morning, May 27, the date of the first test. A second test for teachers followed on June 5, 1961. A total of 5,210 tests were given on those two days.

In 1961, 11,269 tests were given on four separate dates; through June 1962, an additional 9,163 were given.

## SELECTION II

The test battery is only one phase of the selection process.

Selection begins when an applicant fills out the questionnaire and returns it to the Peace Corps. This process of volunteering represents a kind of "self-selection" and is in no small part responsible for the generally high calibre of Peace Corps applicants. Further "self-selection" occurs when an applicant is offered an invitation to train for a specific project and is free to accept or decline the invitation.

Each Volunteer lists various references on his questionnaire and these are contacted. Key persons who have taught or employed the Volunteer are also mailed a reference form.

Most referents have reacted to this check by providing information that is both thoughtful and candid. The attention which the reference form receives has surprised the Peace Corps selection staff and provided a valuable tool for selection.

**But no matter how scientific the pre-selection process, it is still a second-hand view of the candidate. The Peace Corps therefore decided to continue selection *throughout* the training program. This enabled the Peace Corps to form a first-hand opinion of the candidate's qualification to serve overseas.**

Selection is also aided by the full background check of each Volunteer conducted by the Civil Service Commission.

The first 750 background checks were conducted for the Peace Corps by the Federal Bureau of Investigation. These were given top priority by the Bureau and enabled the Peace Corps to move ahead quickly. Without this cooperation by the F.B.I. the Peace Corps operation could have been considerably delayed, and possibly endangered.

As a result of this continuing assessment throughout training, an average of 15 percent of all Trainees are not finally selected for overseas service. Some of the reasons are medical, some psychological, some academic, and some personal.

By June 15, 1962, a total of 1,247 candidates entered training and, of these, 1,051 were selected as Volunteers.

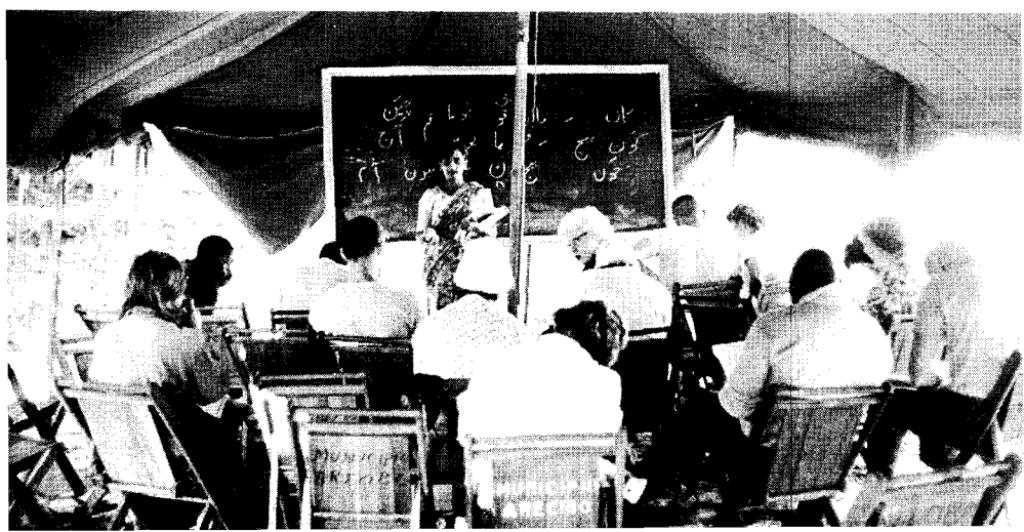
Two underlying factors guide the entire selection process. The candidate's personality characteristics must be such that he can make a successful adjustment to Peace Corps overseas standards and his technical skill must be matched with the technical requirements of the job to be performed overseas.

Among the important personality characteristics assessed are emotional maturity, effectiveness in inter-personal relations, character, motivation, and the absence of ethnocentric attitudes.

Judgments regarding skill characteristics are based on education, work experience, participation in volunteer activities in one's community, language facility or aptitude, outdoor activities, knowledge of United States history and institutions and, where possible, experience abroad.

Medical selection standards are exceptionally high, but not so inflexible as to rule out automatically a person with one arm or one eye as a possible Volunteer. In all cases, medical judgments are binding.

There will be no relaxation either of the selection or of medical standards. The training period will continue to be used for its contribution to the selection process.



## SELECTION III

Peace Corps growth has necessitated automation of one phase of the selection process.

Coded information concerning the qualifications of each candidate is now recorded on a computer tape. A similar tape lists specific requirements for all Peace Corps positions. The two tapes are electronically matched, providing a continual comparison of every candidate for every job. This enables each candidate to be considered for all jobs.

The background folders of candidates whose qualifications match jobs are removed from the file and are individually reassessed in relation to the job.

This blending of "machine" and "hand" classification was developed for the Peace Corps by Dr. E. Lowell Kelly, who became Director of Selection after Dr. Hobbs. Dr. Kelly is a past President of the American Psychological Association. He is on leave from his position as Chairman of the Department of Psychology at the University of Michigan.

## TRAINING

Ordinary Americans have rarely been trained systematically for service overseas. As Assistant Secretary of State Harlan Cleveland points out in his study "The Overseas American," attempts at orienting Americans to overseas service have usually been casual and totally inadequate. As a result many Americans living abroad, whether privately or as officials, have not had a real understanding of the society in which they found themselves. Fewer still have learned the local language. These were errors the Peace Corps resolved to avoid.

When the Peace Corps was established on March 1, 1961, there were few guidelines on how to train Peace Corps Volunteers effectively for service in the less developed areas of the world.

Faced with this dearth of precedents, Associate Director Lawrence E. Dennis sponsored a series of Peace Corps Institutes which brought people together from Government agencies, universities, foundations, business, labor and professional and academic societies.

These people brought their experience to bear on the generalized problems of training for overseas service.

Conferences were next convened to discuss how to train Volunteers for service in particular nations of Asia, the Far East, Africa and Latin America.

Special conferences were also held to gather advice on how to train Volunteers in foreign languages, area studies, health orientation, physical conditioning, American studies, international affairs, community development and certain specified technical skills.

The response was overwhelming. Just as with the selection program, busy men and women cancelled longstanding engagements to rush to the Peace Corps on short notice and to spend week-ends and nights in discussions about how the best possible training could be compressed into the shortest period of time.

For some projects (such as those in Ghana and Tanganyika), most, if not all, of the area specialists in the United States attended the general meeting,



breaking up into night-long subcommittees to discuss particular points, and convening again to write outlines of suggested study programs.

At the same time, the Training Division catalogued the capabilities of all American universities. Training officers asked themselves, for example, what university or college would be best suited for training Volunteers headed for Thailand?

The ideal university for this project would need facilities for training teachers of English as a second language, technical and trade-industrial school instructors, university instructors in scientific and professional fields as well as entomologists and laboratory technicians; would have to be able to teach the difficult Thai language, provide an atmosphere conducive to the study of Thai culture, and have a strong American studies department.

Such an ideal place was located: The University of Michigan at Ann Arbor. This University has had long and close ties with Asia dating back more than a century. Its campus includes the center for Southern Asian Studies as well as the English Language Institute, the pioneer center for study and instruction in the teaching of English as a foreign language. Approximately 40 Thai citizens live in Ann Arbor—the great majority of them students at the University—with whom the trainees were able to talk and to exchange ideas about each other's cultures.

Training demands were fully met. This illustration was repeated with variations at institutions all over the country.

Throughout the first summer of the Peace Corps, universities assisted the new agency on a crash basis. They not only helped to devise the academic and technical programs, they undertook to administer some of them overseas. Without this kind of partnership, the Peace Corps effort would have had great difficulties in getting off the ground.

As a result, the Peace Corps quickly adopted a policy of making full use of the training capabilities of American colleges and universities, as well as voluntary agencies, as one method for quickly and adequately training the needed Volunteers.

Enrolled in a training program, prospective Volunteers are scheduled for 60 or more hours a week in addition to expected outside reading and discussion periods. The goal of a Peace Corps training program can be simply stated. It is to prepare the Volunteer for effective service overseas. Each training program is therefore specifically tailored to the needs of the overseas project. It seeks to enhance the skills required by the Volunteer to carry out the job ahead, to give the Volunteer a knowledge of and respect for the history, culture and sensitivities of the people with whom he will be working, to teach him to communicate in the language of the host country, and to bring to him an advanced understanding of his own country and heritage. Finally, the training period is used to observe whether the limits of the trainee's physical and emotional strength are sufficient to sustain a desire to serve for two years in a difficult job under "new" conditions.

Language instruction is of paramount importance. Volunteers around the world are now speaking Thai, Swahili, Portuguese, Spanish, Malay, French, Bengali, Urdu, Hindi, Twi—to name only a few of the languages they are called on to use every day. Almost all language and area studies programs have utilized the presence of host country nationals to serve as language models, to offer informal instruction in folk songs, native dances, games, sports and the like. In this way, significant numbers of foreign students have been able to participate in a meaningful way in the success of the training programs.

The language proficiencies of the Volunteers have had a good impact in many nations. In Malaya, for example, the language abilities marked the Volunteers as unusual visitors from the moment they stepped off the plane. On June 1, 1962, the Associated Press reported under a Kuala Lumpur dateline:

"A group of American Peace Corps Volunteers astonished Malaysians today by speaking Malay as soon as they arrived for a two-year stint in this multiracial Asian country. Some Malaysans confessed they couldn't speak the language as well as the Americans. The government, with an English heritage, has been trying to make Malay the national tongue."

The Volunteers had learned the language at Northern Illinois University where Malayan students had participated in the training.

After completing the sessions at a U. S. college, university or private agency, training programs—as many of them as accommodations will permit—are continued with field training activities in Puerto Rico, the Rocky Mountains or other appropriate locales. The programs conclude with orientation in the host country.

Host country training varies from nation to nation but usually includes further intensive language study, instruction concerning the governmental or private structure under which the Volunteers will work and an initial introduction to their co-workers and supervisors.

The Puerto Rican Field Training Center, located in the mountains south of Arecibo, is one of a number of training innovations which developed out of Peace Corps research.

In February and March of 1961, the director reviewed the British Voluntary Service Overseas program. It was noted that some of the most successful members of this program had undergone training at what the British call Outward Bound Schools.

These schools stress a devotion to an ideal of community and service. They expose their students to unexpected challenges and the students are

**judged by how they react to new situations. This kind of training is meant to generate self confidence and erase unreasonable fears of the unknown.** The method was developed during World War II and was later adopted by British industry as a technique for training potential leaders.

The Peace Corps contacted the Outward Bound Trust, governing body of the schools, and through the assistance of an American private foundation, succeeded in bringing two of its members to the United States to assist the Peace Corps to incorporate their experience into its training programs. They were Sir Spencer Summers, chairman of the Trust and a member of Parliament, and Captain Frederick Fuller, Headmaster of the oldest Outward Bound School at Aberdovey, Wales.

The Britishers met with Puerto Rico's Governor Luis Munoz Marin, who was also interested in the Outward Bound philosophy, and then conducted an aerial search of the island until a proper site for a camp was found. This was made available to the Peace Corps without charge, and through the cooperation of the Commonwealth and the efforts of the Governor's Protocol Officer, Rafael Sancho-Bonet, the camp was established, outfitted and set in operation at a minimum cost to the United States Government. Much of this was accomplished through a "beg, borrow and steal" campaign initiated by Mr. Sancho-Bonet, who is now coordinator of Peace Corps activities in Puerto Rico.

Captain Fuller remained six months to assist in setting up the camp.

There in the mountains of Puerto Rico, most trainees have their first exposure to another culture, the tropical life of the Caribbean. They are made familiar with the Commonwealth Government's extensive and successful work in community education and are given opportunities to live briefly in Puerto Rican communities and households. Language study is continued. The trainees are also exposed to a thorough physical fitness program of mountain climbing, swimming (including rescue work and "drown-proofing"), a four-day survival trek and mastering an obstacle course. This program — individually adjusted to age and abilities — is aimed as much at the mind as the body. It is intended as a means of strengthening self confidence through challenge and revealing to the trainees their own unex-



pected capacities. In addition, observation of the trainees as they proceed through the various stress situations in the camp training program affords the Peace Corps an excellent opportunity for the total evaluation and selection of the individual Volunteer.

A second camp is now being built and others are contemplated. It is hoped that all Volunteers will eventually have field training included in their preparation for work overseas.

Other training innovations are being tried at various places within the continental United States. A publicly owned business firm, the Caterpillar Tractor Company, has already assisted in the training of diesel mechanics for Tunisia. The Experiment in International Living has turned out Volunteers at its headquarters in Putney, Vt., for service in East Pakistan, Venezuela and Chile. Plans have been formulated to train Volunteers headed for the high Himalayas of Nepal at a site in the Rocky Mountains. The Tennessee Valley Authority has been enlisted to train Volunteers for a project comparable to TVA in the Sao Francisco Valley of Brazil.

Evaluations of the first training programs have revealed weaknesses which have been corrected in later programs. A body of specific experience about how to train Peace Corps Volunteers is rapidly developing and will serve as the solid foundation of training programs yet to come.

While the Peace Corps is making an extensive effort in the proper preparation of Volunteers for overseas service, it realizes that it still has much to learn. Yet the entire training operation promises to yield rich dividends of procedure and experience in this hitherto untracked area, dividends which can also make effective contributions to higher education in general and to other Government agencies as well.

## THE PEACE CORPS AND THE UNIVERSITIES

The bonds between the American universities and the Peace Corps go deeper than the individual training programs.

At the Peace Corps headquarters in Washington today, we are trying to develop a creative union between Government service and academic life. There are 31 Ph.D.'s, 42 M.A.'s, and 20 LL.B.'s on the Washington executive and advisory staff. Among Peace Corps Representatives in Latin America alone, there are eight doctorates from institutions such as Harvard, Stanford, Yale, Columbia, and the University of Chicago. In less than a year, Peace Corps training contracts have been signed with 36 institutions of higher learning, ranging from the Ivy League in the East through the Mid-Western universities and on the Universities of the Far West. By September 1962, almost 50 universities will have trained Peace Corps Volunteers.

The university training programs are all "firsts" in American education. They are the first short-range educational programs designed to train Americans in the language, history, economy, culture, and government of specific nations.

George Washington University can now give a complete area studies program on Nepal; Georgetown University can do it for Ethiopia; the University of Hawaii can accomplish the same for North Borneo and Sarawak, and Texas Western College for Tanganyika.

To date, five educational institutions have entered into contracts for the administration of Peace Corps projects overseas, and several other contracts are expected to be negotiated shortly. The Chile project is administered by Notre Dame University on behalf of the Indiana Conference of Higher



Education, and the West Pakistan project is administered by Colorado State University. In addition, Michigan State University, Harvard University, and the University of California at Los Angeles are assisting the Peace Corps in administering projects in Nigeria.

Of the first 1,150 Volunteers, more than two-thirds had Bachelor's degrees; one in 10 has an advanced degree — an M.A. or Ph.D.

The Peace Corps has already placed 10 teachers on the faculty of Chulalongkorn University in Bangkok; five teachers on the faculty of the University of the East in Venezuela; 25 on the faculty of the University of Nigeria. Soon we shall have eight teachers at the University of Huamanga in Peru, 10 teachers at the University of Ife in Nigeria, 25 teachers at the University of the Philippines in Quezon City and Los Banos. And, by September 1, with up to 300 secondary school teachers in Ethiopia, we shall have added 50 to 75 percent to the total staff of the Ethiopian secondary school system. To date, of all the occupations, teachers have been most in demand by host countries.

Wesleyan University recently asked if the Peace Corps could coordinate its training with their program for the Master of Arts in Teaching degree so that each of their graduates would receive a certificate as a Peace Corps teacher as well as the Wesleyan M.A. in teaching.

In Washington, D. C., seven universities in a consortium (Howard University, Georgetown University, Catholic University, American University, George Washington University, University of Maryland, and Johns Hopkins University's School of Advanced International Studies) are pooling their faculties and resources to train up to 600 Volunteers this summer. There are 11 projects involved at this time — ranging from fishermen for Togo to teachers for Nepal. This Peace Corps training program is the first to bring together all of the District of Columbia institutions of higher learning in a cooperative program, and is duplicated only by another similar Peace Corps undertaking in Puerto Rico where the University of Puerto Rico, the Inter-American University, and the Catholic University of Puerto Rico jointly administer a Peace Corps program to train Volunteers going to Latin America.

There was one need overseas which the American universities could not fulfill, and that was for community development workers.

The Peace Corps, through the assistance of the Commonwealth Government, and the Puerto Rican university consortium, established its own training program for community development workers, taking liberal arts graduates, blue collar workers, and farmers and training them as community development workers for Latin America. This innovation will be of major importance as programs of land reform are expanded.

## THE PEACE CORPS AND INTERNATIONAL AGENCIES

The Peace Corps will shortly announce its first project in cooperation with a United Nations agency, the Food and Agriculture Organization (FAO).

This project was authorized by the Peace Corps Act, which provided for the assignment of up to 125 Volunteers to serve with international organizations.

The legislative authority is related to the United States proposal to the United Nations in August, 1961, at which time the Economic and Social Council (ECOSOC) authorized experimental use of volunteer workers to be included in on-going assistance programs. At the ECOSOC debates, only the Soviet Bloc voted against the United States proposal.

The first project will utilize twenty Peace Corps Volunteers requested by the Government of Pakistan to serve with the Food and Agriculture Organization. These Americans will bring to the local farmers along the Ganges and Kobadak Rivers the benefits of several years' heavy investment by the United States and the United Nations in dams and other irrigation facilities. The presence of these twenty Americans with a United Nations organization will help to change and improve farming procedures in East Pakistan by enabling farmers to grow a second crop each year.

In this first Peace Corps international agency program, the Peace Corps provides administrative, logistical and medical support for the Volunteers; FAO provides the professional guidance for the project similar to the job supervision provided by the host country in bi-lateral programs. In the immediate future, Peace Corps programs with other international agencies will probably follow the terms of the agreement with the Food and Agriculture Organization.

## THE PEACE CORPS AND U.S. PRIVATE ORGANIZATIONS

From its inception, the Peace Corps recognized the desirability of working closely with interested private organizations. It has drawn upon their contacts and experience and received support from them in planning, recruiting, selection, training and overseas project administration.

In June of 1961, there were only two projects administered for the Peace Corps by private agencies — CARE in Colombia and Heifer Project, Inc., on the island of St. Lucia in the West Indies.

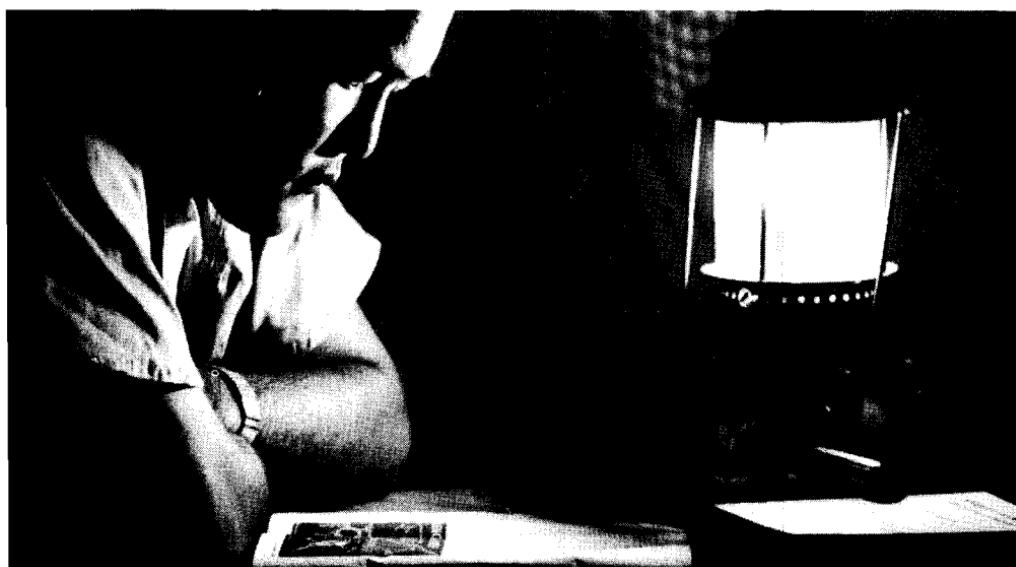
Today there are 17 projects administered by private organizations under contracts with the Peace Corps.

The Agricultural Technical Assistance Foundation is administering agri-

cultural extension projects in Thailand and North Borneo; CARE is sponsoring community development and urban development programs in Colombia and a rural development project in Sierra Leone; the Experiment in International Living is administering the multi-purpose Peace Corps project in East Pakistan; Heifer Project, Inc., has undertaken our agricultural and rural development work in Bolivia and Ecuador; International Voluntary Services is administering an elementary education project in Liberia; National Farmers Union is administering a rural community development project in Bolivia; the National 4-H Foundation is under contract to administer the Peace Corps Volunteers developing rural youth 4-H programs in Brazil and Venezuela; the Near East Foundation is responsible for the direction of our rural education project in Iran; the United States YWCA is administering an urban social welfare project in Chile; and the Venezuelan YMCA is administering a youth recreation project for the Peace Corps in Caracas.

As a matter of administrative policy, the Peace Corps has refrained from negotiating contracts with ecclesiastical or church organizations — i.e., those primarily or exclusively under clerical control or authority. Church groups, however, have provided invaluable support to our programs — particularly in increasing the understanding of the Peace Corps and its needs throughout the nation. Among the religious groups supporting the Peace Corps in this manner have been those representatives of virtually every major faith, including the Catholic Relief Services, National Catholic Welfare Conference, the National Council of Churches of Christ, the National Jewish Welfare Board, and the National Council of Jewish Women.

The National Advisory Committee of the Peace Corps includes several leaders of private organizations: Joseph Birne, President, Communications Workers of America; Leroy Collins, President, National Association of Broadcasters; Rev. John J. Considine, Director, Latin American Bureau, National Catholic Welfare Conference; Cornelius J. Haggerty, President, Building Trades Council, AFL-CIO; Murray D. Lincoln, Chairman, CARE, Inc.; Mrs. E. Lee Ozbirn, International President, General Federation of Women's Clubs; Rev. Clarence E. Pickett, former Executive Secretary, American Friends Service Committee; Rev. James Robinson, Director, Operation Crossroads Africa.



# THE VOLUNTEERS

## THE VOLUNTEER: THE STORY OF THE PEACE CORPS

On June 14, 1961, the first 12 Peace Corps trainees were selected.

By June 30, 1962, 1,077 Volunteers were already at work in 15 countries, and another 2,939 were in training or scheduled for training during the summer.

By June 30, 1962, agreements for Volunteers had been reached with 37 countries.

(The appendix table gives the breakdown.)

Thus, in its first full fiscal year, the Peace Corps recruited, selected, and trained Volunteers at the rate of approximately 240 per month and reached agreements at the rate of approximately three per month.

Projected plans call for approximately 5,000 Volunteers for some 40 countries by December 31, 1962—all requested by the local governments.

Yet the story of the Peace Corps cannot be told only in numbers. The individual Volunteer, what he or she has done and is doing, is the story of the Peace Corps.

Each of the Volunteers described on the following pages was leading a private life and pursuing a personal career last June. Now each is on the job "overseas." Some have been there since last September.

These Volunteers were not especially chosen to be featured in this report. Theirs were among the few photographs available at Washington headquarters.

Despite the random selection, they tell the story of the Peace Corps in its first year of operation.





### KENNETH BAER

Last year, Kenneth Baer received his master's degree in history from the University of California, in Berkeley. This year, Kenneth is teaching history at the Ebeneezer Secondary School in Accra, Ghana.

Baer, 24, from Beverly Hills, California, got his B.A. in history from Yale in 1959 and has worked as an expediter, laborer, and warehouseman. He has traveled in the Netherlands, Spain, Germany, Austria, France, and Italy.

### JAMES RICHARD BELISLE

Last year, James Richard Belisle was an electrical engineer at the China Lake, California, Naval Ordnance Test Station. This year, Belisle is working on a survey crew staking out the routes for farm-to-market roads in Tanganyika. He is also training Tanganyikans to continue this work. Belisle, 23, holds a B.S. degree in engineering from the University of California. He is a mountain climber, an experienced camper, and has worked as a carpenter and automobile mechanic. His work in Tanganyika keeps him far out in the "bush" where he moves his camp to keep up with his work.





### **FRANCES ELLEN BRINDLE**

Last year, Frances Ellen Brindle was a social worker in Detroit, Michigan. This year, she teaches English and works with children in the Philippines. Miss Brindle, 23,

is from Madison, Wisconsin, and graduated from the University of Michigan in 1960 with an A.B. in English. She has worked in a day camp for underprivileged children in Detroit and as a hospital volunteer.



### **JUDITH MARIE HUNEKE HEIN**

Last year, Judith Marie Huneke Hein had just graduated from the University of Redlands, Redlands, California, with a B.S. in biology. This year, she assists in operations and trains nursing assistants in clinical practice. She met her husband during Peace Corps training, and they were married in May. Mrs. Hein, 23, is from Hanford, California. She has worked as a microbiologist and nurse's aide in Kings County Hospital in her home town. She has also worked as a counselor in a YWCA teenage camp and has traveled in Mexico.

### **WILLIAM FRANCIS HEIN**

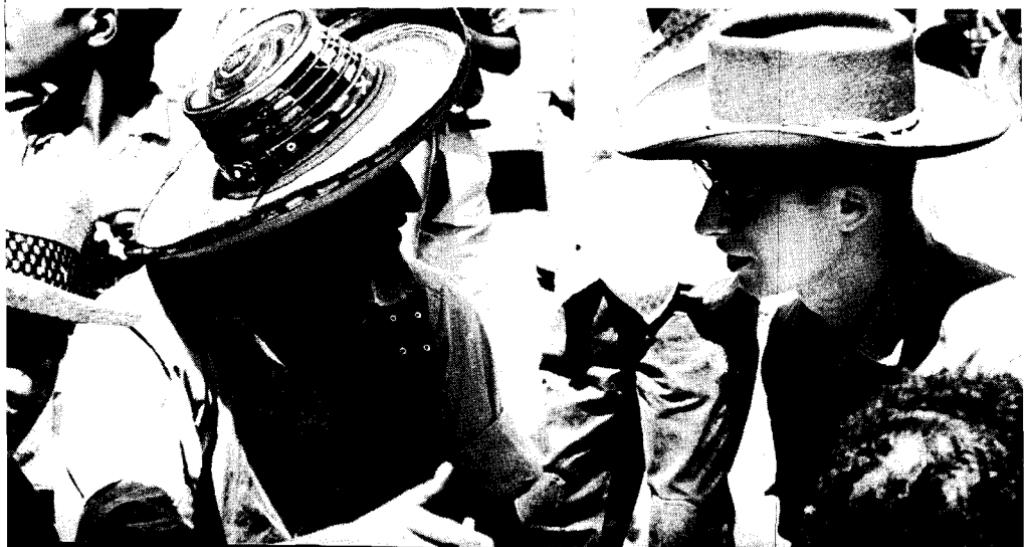
Last year, William Francis Hein was a Civil Engineer with the Bridge Department of the City of Santa Clara, California—his home town. This year, he is the District Engineer in Rajshahi, East Pakistan. He designs dams, bridges and other public works and supervises the office staff. He also teaches Civil Engineering at Rajshahi University. Hein, 27, got his B.S. in Civil Engineering from the University of Colorado at Boulder in 1958. He served as a Second Lieutenant in the U. S. Corps of Engineers and worked as a carpenter during his school years. He married Volunteer Judy Huneke in Teggaon, East Pakistan on May 12, 1962.



### **EDWARD GOULD ROWLAND CHALKER**

Last year, Edward Gould Rowland Chalker of Chester, Connecticut, was working as an engineer for the Hartford firm of Van Zelm, Heywood and Shadford. This year, he is doing community development

work in Titiribi, Antioquia, Colombia. Chalker, 23, received his B.S. degree in engineering from Trinity College in Hartford, Connecticut. During his summer vacations, he worked as a surveyor, auto mechanic, plumber, electrician, and mason.





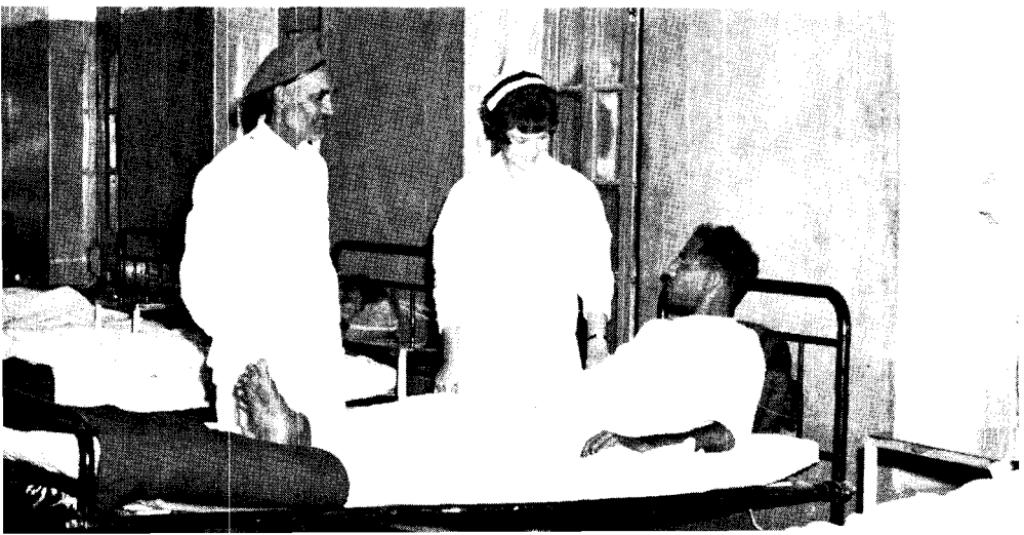
#### ARTHUR GENE HUNTER

Last year, Arthur Gene Hunter was a graduate student of forestry at North Carolina State College. This year, he is helping in a program to improve agricultural methods on the island of St. Lucia in the West Indies. Hunter, 24, from Raleigh, North Carolina, received his B.S. degree in forestry from Louisiana Polytechnic Institute and has worked as a forester in Louisiana, Washington, New Mexico, and Alabama. His studies included genetics, plant pathology, botany, and bacteriology. His work in St. Lucia includes methods of increasing vegetable production through use of irrigation, improving soil conservation, and poultry and swine raising. He also advises a newly organized 4-H Club.

#### JANET FERN HANNEMAN

Last year, Janet Fern Hanneman was working as a psychiatric nurse. This year, she is working in the Government Mental Hospital in Lahore, West Pakistan. She is the only nurse there with psychiatric training. Miss Hanneman, 25, is

from Junction City, Kansas. In 1958, she received her B.S. degree in nursing from the University of Kansas, then went to New Zealand as a Rotary Fellow and studied psychology at Victoria University. She has also worked as a psychiatric nurse in London.





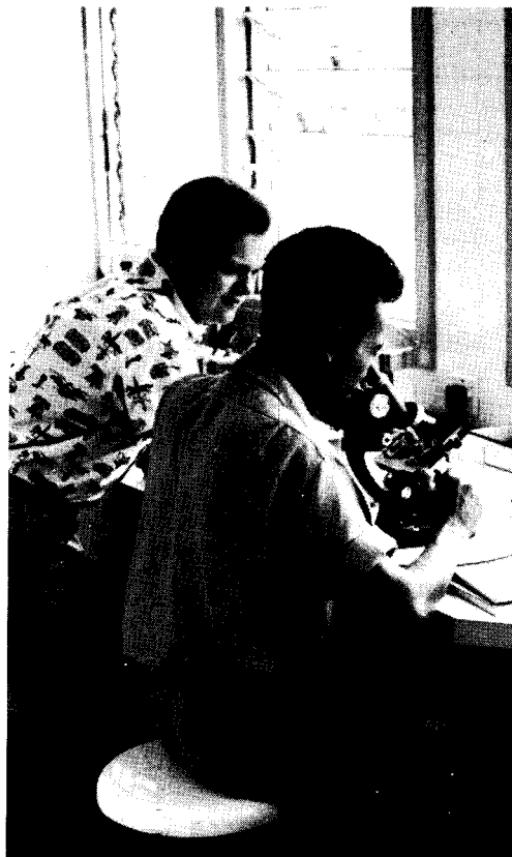
### **JOHN MARTIN LAGOMARSINO**

Last year, John Martin Lagomarsino got his B.A. in history from Sacramento State College. This

year, he teaches English in the Philippines. Lagomarsino, 23, is from Sacramento, California. He has worked as a salesman, a cashier, and has done volunteer work with the Red Cross.

### **JAMES DALE LEWIS**

Last year, James Dale Lewis was working as a medical laboratory technician for a pathologist who served the laboratories of eight different hospitals. This year, he is working on the East Coast of Malaia as a medical laboratory technician. Mr. Lewis, 24, is from McFarland, Wisconsin. Before becoming a medical laboratory technician, he worked for two years with a printing company and a paint company. He is a skilled tennis player and musician.





### FLORENCE ELIZABETH McCarthy

Last year, Florence Elizabeth McCarthy received her B.A. in history from the University of California at Berkeley. This year, she is doing agricultural extension work at the Academy for Village Develop-

ment in Comilla, East Pakistan. Miss McCarthy, 22, is from Solvang, California. She was brought up on a farm and has 11 years' experience in 4-H Club work. She has traveled in England, Belgium, Holland, Germany, Austria, Switzerland, Italy, and France.



### DAVID MICHAELS

Last year, David Michaels taught English to foreign students at a New York City language institute. This year, he, and his wife, teach English at a school in Yala, in Thailand. Michaels, 26, met and married another Volunteer, the former Marianne Spaulding, during Peace Corps training. He is from New York City and received his B.A. degree in English literature from the University of Minnesota. Michaels also did graduate work at New York University.

### **EUGENE JOSEPH SCHREIBER**

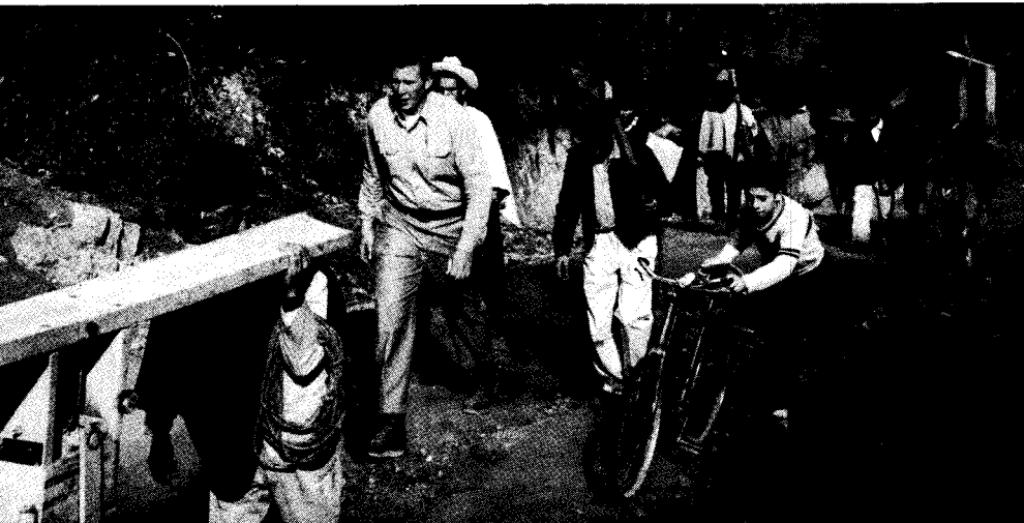
Last year, Eugene Joseph Schreiber was the Assistant Editor of the Construction Methods and Equipment magazine in New York City and a night student at Columbia University. This year, he is an assistant resident civil engineer on construction sites in Tanganyika. Schreiber, 23, is a civil engineer from University City, Missouri. After graduating from Purdue University in 1959, he worked for the District of Columbia Highway Department in Washington, D. C. He then served six months in the Corps of Engineers of the United States Army.



### **GEORGE KROON**

Last year, George Kroon was a student at Claremont Men's College in California, studying business administration. This year he is doing Community Development work in Colombia. Kroon, 22, works with

a Colombia co-worker in leading residents of a remote village to cooperate in such projects as building roads and a community health center. The first road will cut in half the distance from the village to the nearest market center.





### MADGE ELVIRA SHIPP

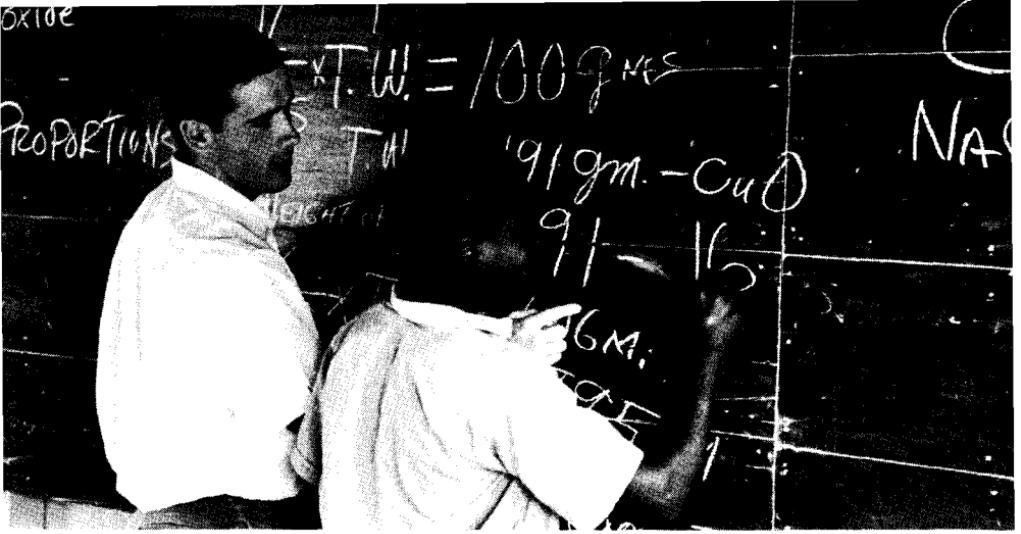
Last year, Madge Elvira Shipp taught school in Detroit—just as she had done for 16 years previously. This year, Miss Shipp is doing in-service teacher training on the island of St. Lucia. She also teaches adult education classes two nights a week and speaks to women's clubs and organizations. Miss Shipp is 55 years old, from Detroit, Michigan, and is a graduate of Eastern Michigan University in Ypsilanti, Michigan. In 1960, Miss Shipp earned a master's degree in education from Wayne University, in Detroit.

### ERNEST AUGUSTUS PHILLIPS

Last year, Ernest Augustus Phillips was a party chief in charge of a highway survey party for the consulting engineering firm of P. W. Genovese in New Haven, Connecticut. This year, he is in Malaya

working as a road surveyor on rural roads in the state of Pahang. Mr. Phillips, 25, is from Forestville, Conn. He attended the University of Hartford and Northeastern University. He has had four years of experience as a surveyor.





### MICHAEL JOSEPH SHEA

Last year, Michael Joseph Shea had just received his B.S. degree from Marquette University. This year, Mike can be reached in care of Mr. Ofori-Ata, the Headmaster of Akim-Abuakwa State Secondary School in Kibi, Ghana, where he is

the physics teacher. Shea, 22, from Eau Claire, Wisconsin, was in the upper 10 percent of his class and was the first string quarterback on the football team. He has worked at a variety of summer jobs during high school and college and can double as a plumber.

### ROBERT WILLIAM TAYLOR

Last year, Robert William Taylor had just graduated with a degree in agriculture from California State Polytechnic College. This year, he is putting his agricultural knowledge and experience to use in Comilla, East Pakistan, in agricultural extension work. Robert, 24, is from Oakdale, California, and has worked in agriculture and as a mechanic during his school years and summer vacations. When he arrived at the Academy for Village Development, he tackled the problem of parboiling rice with a fuel other than wood and in large enough quantities to make the effort profitable. Taylor now has a machine in operation which uses the rice husks as fuel and has a capacity of 400 pounds an hour. The old village method yielded only about 40 pounds an hour.





### DOROTHY DEE VELLENGA

Last year, Dorothy Dee Vellenga was a house mother and taught chemistry and biology at Foxcroft School, a private girls' boarding school in Middleburg, Virginia. This year, she teaches the same subjects, but in a secondary school

in Ghana. Miss Vellenga, 24, is from New Concord, Ohio. She has a B.S. in biology from Monmouth College, Illinois. She worked throughout her college career but took off enough time to travel to Turkey with The Experiment in International Living.



### WILLIAM FREDERICK WOUDENBERG

Last year, William Frederick Woudenberg was the office manager and chief draftsman for the American Art Stone Company, in Cliffside Park, New Jersey. This year, Bill is doing community development work in Buenaventura Valley, Colombia. Bill, 32, attended Rutgers University, is from Paterson, New Jersey, and has been employed by the same company since 1948, taking time out to work for three months in a kibbutz in Israel and serve two years in the Marine Corps. In Colombia, Woudenberg developed a new method of construction. On a special loom he designed and built, long strips of bamboo are woven into a mat. Two mats, wired about three inches apart, form wall sections which are then filled with concrete.

### RICHARD EUGENE VAN LOENEN

Last year, Richard Eugene Van Loenen got his B.S. in geology from Kansas State University in Lawrence, Kansas. This year, he is a geologist in Tanganyika. Most of his time is spent on safari in the bush, collecting ore samples, making geologic surveys and maps, and training Tanganyikans to do this work. Van Loenen, 24, is from Boque, Kansas. He has worked on a farm, with a drilling company, and in construction. He operates tractors, bulldozers, and chemical equipment and has also worked as a carpenter, plumber, surveyor, and electrician.



### JAMES ROY WELCOME

Last year, James Roy Welcome was at the University of Illinois majoring in agronomy and agricultural economics. This year, he is in Colombia working in com-

munity development. Among other things, he has helped organize 4-H clubs and build schools. Welcome, 21, is from Bloomington, Illinois. He has worked as a salesman and surveyor and can operate farm machinery. He is also an ardent skier.



# OPERATIONS

## THE PROJECT

By June 30, 1962, projects calling for almost 5,000 Volunteers had been requested by 37 countries.

No country has received as many Volunteers as requested.

Additional countries have been told that their requests cannot be met in the near future.

The first step in determining the potential demand for Peace Corps projects was taken when Sargent Shriver made his visits to world leaders who had expressed interest in Peace Corps work.

It is significant to note that both the so-called "neutralist" nations and those more commonly called our "allies" requested Volunteer programs.

At the time of Shriver's trip, African nations especially were under communist propaganda pressure to disassociate themselves from Peace Corps work.

Despite this, Julius Nyerere, then President of the Tanganyika African National Union; Kwame Nkrumah, President of the Republic of Ghana; and the leaders of Nigeria — His Excellency the Rt. Honorable Dr. Nnamdi Azikiwe, Governor General and Commander-in-Chief; Alhaji the Rt. Honorable Sir Abubakar Tafawa Balewa, Prime Minister; and Alhaji the Honorable Sr. Ahmadu-Bello, Sardauna of Sokoto, Premier of the Northern Region — requested projects for their countries.

In those first days, India, Pakistan, Malaya, Thailand, and the Philippines, St. Lucia, Colombia, and Chile also invited Volunteers.

The best description of the work in particular projects came from the Volunteers themselves. The following letters (*not* collected for purposes of the annual report) have appeared in the Volunteers' own publications, were letters written to Washington, or general letters to friends. The letters provide an interesting insight not only of the work Volunteers do but of Peace Corps training and of Volunteer reaction to their new situations.

Excerpts from these letters follow.

## CHILE by JANET BOEGLI

The little town of Rio Negro is located in Southern Chile — an area very similar in climate to that of Western Oregon and Washington. We are now in the rainy season and this means cold, damp weather until September. Rio Negro shows evidence of the 1960 earthquake with the remains of some public buildings and the still unrepainted houses occupied by families unable to meet the costs of rebuilding.

The house is small and modest, but because it is new and clean we find it ideal. The two Chilean girls and I have taken over the task of furnishing the two little houses with as little cost as possible, making feed sack curtains and combing the town for bargain prices. The boys have built a wood shed, tables from sugar boxes, and shelves. One of the Chilean boys is making chairs out of the local bamboo. We cook our own meals. . . .

The *delegados* for the Institute of Rural Education are *campesinos*. They've had only nine months of training for their work, and only one of

them in our group here has gone past the 5th grade in school. But they are young and they are eager, and despite our vast cultural differences we form quite a good team as we live and work together.

Each of the girls or delegadas has formed what she calls "*centros*." A *centro* is a natural community of about 20 or 30 houses whether it be a *fundo*, where the *inquilinos* work for a large land holder or *patrón*, or a group of small property owners who live somewhat close to each other. In each *centro* the *delegada* has formed a type of Mothers Club and it is here that our work begins.

Each day I go to one of these club meetings armed with a flannel board, pictures, sewing equipment and a talk composed with the aid of almost every publication and pamphlet put out by USDA, HEW and the University of California Extension service. . . . In some communities our program is basic health and nutrition, how to wash and use beer bottles for babies formula, how to mix powdered milk, the prevention of childhood diseases, pre-natal care and a little family finance. After each talk or demonstration the ladies sew. We teach them how to make patterns, how to knit, to make curtains and bedspreads, and how to operate a sewing machine. . . .

To raise money for a machine in one *centro* the women are making children's clothes to sell; another group is planning to organize a fair with a raffle, cake walk, and other money-making booths.

I'm working in one community that is especially isolated. In a month or so we'll have to go by horseback in order to enter. A group of Indians living high in the coastal mountains live only by the lumber they cut and sell. Tom is working here to start a cooperative whereby they may sell their lumber together. In this community the people are entirely without milk, fruit and vegetables. The babies are thin-faced with large sunken eyes. They are fed only the sugar, rice water and tea formula. Ill-clothed children run barefoot in the mud. Washing is down near the riverbank on wooden paddles. The homes are of wood planks. Some are lucky enough to have a wood stove, others only a fire of coals. Here our classes will center around how to buy more good food with the little cash they have and how to cook it preserving the vitamins and nutrients. Here, too, we'll start a health campaign.

But meetings are not enough. Periodically we visit each house in the community. From these visits I can gain a better idea of the needs of the women in each area.

This Easter Sunday was one of the happiest I have ever known. Tom and I went with the *delegados* to a little community of about 40 houses high up in mountains. The back of the jeep was loaded with a sewing machine, carpentry kit, garden tools, and a first aid kit — all from CARE. The week before we'd worked to organize the fiesta. And they came, men on horseback and families in their oxcarts, some walking almost 10 km. The women brought pastries, cakes and cookies. The men moved benches from the little chapel into the one-room schoolhouse. Together they opened the kits from CARE. . . .

For entertainment we haven't much to do. Sometimes Tom and I will go 30 km. to Osorno to see a show, talk to the North American priests there or go shopping. Osorno is a lovely town and has a very German atmosphere. Southern Chile has been settled by them. Because I am tall and blonde the shopkeepers began their business by greeting me in German and seemed surprised that I speak only English and Spanish. Sometimes on Sunday I will go to the German Lutheran church in Osorno but because the whole service is in German I usually feel rather lost.

Our work in Chile is not only with the country people. Tom and I have made it a point to visit with each of the leaders in Rio Negro from the mayor on down. We keep in contact with the Chilean Ministry of Agriculture and the National Health Service. The Ministry of Agriculture has helped our work a great deal giving demonstrations in several of our centros and giving advice of an agricultural nature.

I often feel it a mistake to speak of the Peace Corps as if it were the only organization concerned with the underdeveloped peoples. Chile has many such organizations, many such people. Here in the South the minister of agriculture prefers to work with the countless small farmers who own only a third of the land while to raise production it would be much simpler to work with the few large land owners who control two-thirds of the land; the National Health Service has established rural clinics for part-time health service in the country; the Catholic Church has many dedicated priests and lay workers who are concerned with the welfare of the country people; and finally, the Institute of Rural Education, with whom we work is attempting to educate the country people through its schools and community development programs. Then there are the rural teachers, poorly paid and lacking equipment, who take an interest in the people, and this past year a group of 80 University of Chile students worked for 3 weeks in several communities north of here. . . .

I believe our greatest success will be in the fact that the North Americans came and in their coming they bring to the public eye the problems at hand. The simple fact that the gringos don't mind getting their shoes muddy and their hands dirty, and that they can live without the comforts of town in order to work on a job that needs to be done — if we can encourage more of the nationals to do and support the same — then we will have been a success.

## **COLOMBIA from TOM MULLINS**

On August 25, 1961, sixty-two Peace Corps Volunteers graduated from a nine-week training program at Rutgers University and were accepted to serve as community development workers in Colombia. The project was the first Peace Corps program to be administered by a private agency — CARE.

After a day-long trip to Washington for State Department briefings and an interview with President Kennedy, we departed from New York on September 7 for South America. After arriving in Bogotá, the capital of Colombia, the group went to Tibaitata Experimental Farm some twenty kilometers from the capital. We stayed at this farm, established by the Rockefeller Foundation, for about five weeks.

While at the farm we attended regular lectures in Spanish by the various departments of government. Colombia's President Lleras came out to offer his gratitude to the Peace Corps and outlined some of the problems we would encounter. These briefings were held to inform us about the situations in which we would be working — water, roads, schools, health. Along with the lectures, the Volunteers took field trips to observe pueblo life and its problems. One such trip was to the small town of Sutatenze where we observed a training school for young Colombians in village work similar to the Peace Corps. The people from the town threw a grand fiesta for the boys with fireworks and dancing. Also, while at Tibaitata, the sixty-two Volunteers participated in work sessions in a small community or barrio near Bogota called Los Laches. The boys helped the people to begin their new school by making the cement blocks, digging the foundation and erect-



ing a storage building for curing the blocks. All this done with the people who lived in Los Laches. After five weeks at Tibaitata the work sites were personally selected with approval by President Lleras. The Peace Corps Volunteers were assigned to three groups.

The National Federation of Coffee Growers received thirty-eight Volunteers to work in the coffee-growing areas of the country. The Cauca Valley Corporation received six boys to help in their work. The remaining twelve were assigned to Accion Comunal, a government agency formed to help improve the pueblos in the central regions of Colombia. The Volunteers were placed in nine departments (states) and twenty-nine teams of two each were formed. Each of the four Volunteer Leaders delivers supplies to the Volunteers. Each team received a Colombian to work with them so each group was made up of two North Americans and one Colombian.

The projects now under way in each site are very similar. The village people feel that water, roads, schools and general health and sanitation are their most urgent needs. Here is a sample of sites and projects as of January 1962:

1. La Union, Narino. Aqueduct now under way and also two roads and bridges.
2. Minca, Magdalena. Projects now under construction: aqueduct, road, park, public health center, school, electrification program.
3. Tunia, Cauca. Building private home for widow and six children, building latrines, sports facilities, school.
4. Candelaria, Valle. Sports facilities, pure water, soccer field, electrification program, class in simple wiring, English, roadbuilding.

There have been a couple of side projects completed thus far. One Volunteer has designed some prefabricated furniture and another has built a bamboo-weaving machine for making mats for construction.

Regional meetings — at which the Volunteers compare and discuss their mutual problems — are held every three or four months in the four regional sites where the leaders are located.

The reception of the Peace Corps in Colombia has been very good. Few, if any incidents have diminished the Colombian peoples' enthusiasm in working with the Volunteers in the small villages.

What's a day like for the Peace Corpsmen in Colombia? Arising at six in the morning, George Kroon (Wallingford, Pennsylvania) washes and shaves in cold water getting ready for another day in Fuguene, Cundinamarca. Breakfast at a local *cantina* usually consists of a couple of fried eggs, some fried meat, fruit juice, bread and, of course, hot Colombian coffee. Out for a tour of his work area, George travels by horse with his Colombian promotor Morales. They inspect the sites of two schools being constructed and also the new aqueduct. Back in the village they have a lunch of hot soup, meat, potatoes, rice, fruit and coffee. In the afternoon, George and his partner work in the two plazas with the people who live in Fuguene and surrounding areas. They spend their time making cement blocks for the new public health center that is being built with funds raised recently at a fiesta. Everyone, from the mayor to the smallest kids, is helping out in the building. At the day's end, George goes to a farmer's house for supper. Hot soup again starts the meal, followed by meat, potatoes, rice beets or onions, bread and *tinto* — a small cup of coffee. After a bit of singing and learning a Colombian dance or two, George returns to his living quarters. He lives in a small building with one room for sleeping, another for an office and there is a bathroom with running water. After making a few notes of the day's happenings, George has time for a letter to his folks. The electricity is made available by a generator that operates from dark to about ten p.m. If George wants to read after the generator stops, he lights a lantern in the room.

This is quite typical of many of the Volunteers in Colombia. The work is now beginning to roll along to successful advances in community development. The first few months have been perhaps the most difficult in getting things organized. Almost all the work has been in thought and words, but now these are being reproduced in bridges, schools, roads and public health centers. Colombia has a great future. So does the Peace Corps in Colombia.

## GHANA from JOHN DEMOS

According to the telegrams which started it all, we had been selected for "a Peace Corps teaching project in China." That was last June, and we were scattered over a huge area from Idaho to Iran. Some of us wondered briefly if the Director's enthusiasm had not for once got the best of him, but further information from Washington put us right. Our destination was to be the small but important West African country of Ghana.

We began with a seven-week training program at the University of California at Berkeley. The pace of the program was fast, and the atmosphere somewhat tense, but all in all, most of us found it stimulating, and even enjoyable. In the mornings, we were treated to a wide variety of intellectual fodder-language lessons almost before our eyes were open; Dr. Stiles' horror movies on Health, sober sociological comment from Professor Apter and colleagues ("Area Studies"); and occasional doses of American History and "International Studies" as well. In the afternoon, many of us tried valiantly to learn how to play soccer. In the evenings,

we were psychologized, or instructed in such exotic arts as "high-life" dancing. At the time, these various parts of our training program seemed somewhat diffuse and chaotic; but looking back later on, we knew that we had learned a great deal about Africa in general, and Ghana in particular.

From the very start, the question of motives was raised, i.e., "why did you join the Peace Corps?" Everyone seemed to want to know — newspapermen, psychologists, politicians, and even the people you met at parties. Invariably, we gave these queries an unfriendly response — partly because they soon acquired the hollow ring of a cliche; partly because the reasons were complex, profound, and personal; and partly, perhaps, because we weren't quite sure of the answer ourselves.

In general, though, we held to a sharply restricted view of our role as Peace Corps teachers. Indeed, this soon became a source of pride, and around it there developed a remarkable kind of group loyalty. Probably we were sensitive to public criticism of the Peace Corps as opening the floodgate to youthful, naive idealism. In any case, we struck the exact opposite pose. We were "hard-headed." We were "realistic." First and last, we aimed to succeed simply as teachers. Such was the basis of our own special *esprit de corps*.

In the last week of the training period, as we labored over our "work-books," the matter of official selection obliterated all other concerns. Rumors flew from one person to the next, and grew prodigiously in the passage. In the end, though, only a few had to be left behind. Altogether, some fifty were chosen (plus two added later on). We finished with a gala celebration, at which many libations were poured and the program faculty accepted cigarette lighters inscribed with the heaviest pun of the year: "Here today, Ghana tomorrow."

We had a last, brief spell of home leave, receptions at the White House and Ghana Embassy, and on the afternoon of September first, we were set down in Accra. Our first impressions were nearly all favorable: the mild (rather than hot) weather; the spacious handsome compound of the University of Ghana (where we spent two weeks in further "orientation"); and the warm welcome of Ghanaians in every place we visited. We were greeted by the Minister of Education, the local council, the American Ambassador, and an assemblage of local chiefs. The ministry arranged bus tours to some of the interesting sites in and around Accra: to markets, hospitals, and schools; to old slaving castles along the coast (now museums), and impressive new construction projects such as the Volta Dam. It was hard to reduce all this to any sort of pattern. What struck us most, perhaps, was the incredible mixture of the old and the new, the traditional and the modern. We had our first taste of Ghanaian food. And on the beach at Winneba we had a mild object-lesson in the possible discrepancy between intentions and results. Spying some fishermen ponderously hauling in their nets from the sea, a group of us rushed to help out. Our most strenuous efforts succeeded only in breaking the lines.

In mid-September, the period of our preparation came to an end, and we went to our various posts throughout the country. As expected, we were all assigned to secondary schools (roughly comparable to American high schools, but modeled on the British system in most essentials). In a few cases, they were Ghana's oldest and most distinguished schools; but more often they were brand-new, or nearly so — the spearhead of a great drive to increase educational facilities in all parts of the country. They are alike only in accommodations for staff; these, we found, are almost embarrassingly plush. Classroom facilities are generally ample, laboratory supplies

very thin, students intense and eager. Most of us have substantial classroom-loads and housemaster (or mistress) responsibilities. There are also extracurricular activities (coaching sports, and "societies"); and a few Volunteers do some adult education as well. In nearly every instance we have been received with the greatest courtesy and warmth, by students and fellow-teachers alike.

There is little time to get bored or lonely, or to loaf, but occasionally on a weekend some of us contrive to ride in from the backcountry to one of the larger cities (Accra or Kumasi). Some come to do errands, some to perfect their high-life, and some to get married. There have been three weddings within our group since last October (we must surely lead all other projects in this department); and there is a rumor that the next member of the Peace Corps staff in Accra will have a background in marriage-counselling.

It would be premature to attempt an estimate of our success in our jobs; but so far most of the signs are heartening. There remain, though, some puzzling questions about the whole idea of Peace Corps service. For example: are we "different" from other "expatriates" in Ghana? (There are many of them teaching alongside us in the schools.) If so, how are we different? And in what way should we express this? The old question "why did you join the Peace Corps" has been somewhat altered to "what will you make of it now that you are here?" This is something which each of us must work out for himself.

## NIGERIA *from ROGER LANDRUM*

The thirty people in our group assembled at Michigan State in early September to begin the long trek through eight weeks of intellectual and physical training. We spent five weeks on the MSU campus in an extensive program administered by MSU's African Studies staff and by visiting experts. Then we moved to a biological research station at Hickory Corners, Michigan, for a more secluded but just as intensive three weeks of study.

After home leave, we reassembled on November 24 at Idlewild. Moving out over the Atlantic, a certain sense of common purpose and anticipation of Africa turned our thoughts ahead. We came in off the coast of West Africa in the half-light that precedes the dawn, and landed at Dakar, Senegal, in time to watch the hot sun rise out across the African hinterland. We continued a spectacular flight along the West African coast, where dense rain-forests and rivers come out to the Atlantic shores and thatch and wattle roofs of traditional villages, metal roofs of growing industrial towns, and an occasional metropolitan town dot the land. We landed briefly in Liberia and Ghana, and then landed at noon in Lagos, Nigeria. In one short night all the pictures, thoughts, and plans since we had first filled out a Peace Corps application were becoming real.

We spent four days in Lagos, welcomed by Sir Abubakar Balewa, Prime Minister, and by other officials of both the Nigerian and American Governments. We were given further orientation, and spent many hours wandering about the town, through the open markets of grains, fruits, vegetables, meats, lumber. We walked along the streets looking at the new skyscrapers; we visited the National Museum of Antiquities which is just beginning to collect the art of the ancient kingdoms and of the tribal craftsmen of Nigeria; we swam one moonlit night in the warm tropical surf; and everywhere we shook hands and exchanged greetings with the very hospitable people of Nigeria.

On November 29 we left on a two-day, 500-mile bus ride to the University at Nsukka. Our road cut through the dense rainforest belt, into the bush, and finally into the savannah land; it took us through the cities of Ibadan, Benin City, over the great Niger River, through Onitsh, and on to Nsukka. From the bus windows, we saw banana and pawpaw trees, looked for monkeys, wiped the dust from our faces, and waved back to villagers who greeted us with *nun onya ocka*: welcome, white man. During our overnight stay, the town called Akure showed us a fine evening at the Princess Hotel, where we made our first bouncing, bungling attempt to learn the supple African Highlife dance and laughed with the Nigerians at our clumsiness.

We arrived at the University the next day, just when the dry season began, and when the *Harmattan*, the famous "doctor" wind, blows down from the Sahara, bringing fine particles of dust that create a haze which obscures vision, cools the evening, dries the colds of animals and people.

The University rests in a small valley surrounded by miles of undulating ridges and dome hills. They remind one of the hills in Alan Paton's *Cry the Beloved Country* that are "lovely beyond all singing of them." The hills rise above scattered areas of bush and plain. During the rainy season a covering of long, wavy grass grows on them. But by the time we had come, the villagers had begun their annual task of setting fire to the grass to clear the land for a good fresh growth and to flush out animals for hunters. This blackened and charred the hills surrounding the University.

The University itself now consists of some twenty buildings, with others under construction and with areas being cleared for more. Faculty and staff quarters skirt the campus on two sides. Now, during the dry season, the campus is barren, stripped of grass and vegetation by the processes of construction. But over one thousand students and a hundred and fifty faculty members and staff are working hard, organizing the University, molding its spirit, and conducting full-time classes at the same time. For much of the hope of building this nation rests with its universities, and with the carefully selected students who are studying here and elsewhere to become the teachers, scientists, businessmen, and artists of a new generation.

Now, after three months on campus, we are all busy with teaching or research assignments. Some are lecturing in history, sociology, political science, English, economics, and music; some are assisting in sociological studies of the surrounding villages; our agronomist is helping to plan an experimental farm; our veterinarian is given extension lectures in animal husbandry and conducting research on animal death at the Eastern Region cattle ranch; some are teaching secretarial courses and office management to federal employees; two are helping the local district officer take a census; and over twenty are conducting night classes in English language and literature, economics, geography, and mathematics for the University junior staff. We are all becoming involved in the informal work and enjoyment which helps discipline and organize a functioning university.

Since our arrival, we have participated in a number of special events. Some sang at the installation of the first Chancellor of the University, Dr. Nnamdi Azikiwe, one of the great leaders of Nigerian independence and the present Governor-General of Nigeria. The Indian community on campus invited us all to a reception and cultural program in celebration of Indian Independence Day.

Occasionally we make trips away from the University. One group of five went on an insect-collecting trip to the rainforest area for the biology

department. There they visited several forest and river villages where they were given cocoanuts and a live rooster as symbols of friendship. The district officer invited them to a Christmas dance as guests of honor.

Another group was invited by the social welfare officer to make a tour of Port Harcourt, a large waterfront town. They visited local industrial and shipping facilities, visited a rubber plantation, a palm-oil estate, and homes of University students from the area. Several groups have been invited to attend mask-and-drum dances in celebration of the harvest season. Two Volunteers spent a week-end in a student's home as guests of honor for a family wedding.

But now our work has mostly settled into the rhythms of class schedules, with the patient work of assembling lectures, correcting papers, holding conferences with students, talking late into the nights in bull sessions.

Our three months here have given us some background for assessing our commitment. We feel certain about the importance of our work; to offer aid in the development of a stable and healthy nation by working in this University, to establish bonds of friendship by working with the students, and to enrich our individual lives by cross-cultural experience.

As I sit here writing this report, one of the last unburnt hills is afire in the distance. Students are studying in the dormitories and professors are working in their offices. I can hear the band from a student dance across campus. The *Harmattan* has begun to blow itself out, and each day our vision of the surrounding hills is clearer. Most of us feel very much at home now and are busy with our work. We are wondering if the winter is hard or mild at home. And we are waiting to see what the rainy season will be like. When the new growth will come to the burnt hills, the grass will grow on campus, and we will be able to look back over a term of completed work.

## PHILIPPINES by LEO A. PASTORE

There were two new faces here in Pulupandan recently; in fact there were 11 new faces in all spread throughout the province of Negros Occidental. Eleven Volunteers from the newly arrived group of 50 have been assigned here in the established households of Volunteers from the first group. "The old timers" of the PCV's in the Philippines had been looking forward to the arrival of the newcomers anxious to question them about training, travel, and personalities, and equally anxious to help them become oriented.

This was an important part of the Los Banos training program for the new Volunteers and they had been here in the Philippines for one week and were now being required to put to use many of the aspects of Filipino culture and the Filipino way of life they newly learned while at Penn State.

What better orientation could they have had? They lived and worked with their fellow Volunteers — perhaps for only one week, but as one of the new Volunteers stated, "That week spent in the field with you was worth all of the weeks we have spent or will spend in formal training." That seems to be a pretty rash judgment, but after observing Harvey November and Dave Szanton, two of the new men, moving around the schools and community with two of the established Volunteers — Pat Rowe and Jim Turner, I am inclined to say that there was more truth than rash judgment in that statement. Their movement into the schools and the communities was a very simple affair without any fanfare or community



hoopla. This can be a very important thing to them, especially since they were taking part in an orientation program, and this came out because of their association with the established Volunteers.

Of course, when they move out to their own areas, they will have to spend some time in setting up their households, and in becoming acquainted in their respective schools and communities as the first group did, but they will carry with them some of the experience of the first group, they will be familiar with some of the pitfalls we have met and will be able to avoid them. They will be much more efficient in setting up and moving into action because of their new experiences in the field, but we hope that they will experience (and we know that they will) the warmth and the friendliness that we have.

In the three months that we have been here the smiles have not waned, the kindness of the people is as magnanimous as it was during the very first hour of our arrival, and the friendships have taken root and are beginning to grow. Only one thing has disappeared from the faces of the people — the skepticism that greeted us when we informed them that we would be living in the rural areas; this now has been replaced by neighborly greetings and smiles.

Peace Corps in the Philippines has come of age, the growing pains are on the way out, and the unsteady step forward has been replaced by a firm stride in the right direction. To be sure, there has been no overnight change anywhere; to be perfectly frank, there has been no specific accomplishment that has been so big that I can point to it in reference to the success of the project here, but I can say that there have been many small accomplishments by the PCVs that have put this project over, just little things like attending the local barrio elections, and showing interest in the barrio council meetings, playing ball in the town plaza with the kids, and numerous other small things going on in all of the provinces where the PCVs are found.

This is the pulse beat of the Philippine project, and it grows stronger with the passing of time. In Pulupandan our neighbors no longer greet us with "Hi, Joe"; rather, they call us by our first names now. To be sure we are still PCVs to them, but what's more important we are also their neighbors now. And, come the town fiesta in February, we are going to be adopted sons of the community — after we dance a native dance in the town plaza of course.

## EAST PAKISTAN *from BILL REDER*

Once again I find myself sitting down to write you, to tell you what the Peace Corps is doing in East Pakistan and what life is like here. I feel the necessary compulsion to do this each month so I can keep in touch with you and bring to you through my eyes and thoughts a people that is 13,000 miles away.

Before I came to Pakistan it was just a place on the map. I am sure many of you have experienced the same lack of interest or care. The time has finally come when we all must care about all of those countries "just on the map." For those countries are living, alive with flesh and blood, emotions, wants, feelings, etc. The day has come when small nations can plunge the great nations of the world into the perils of war and destruction.

Make no mistake, the Kashmir, Rhodesia, Kenya, and Algerian problems are problems, and we had all better have concern as to their outcomes. Many countries are looking to the United States for leadership as the stronghold of democracy. We must take a strong stand for democracy in all areas and see to it that all disputes are recognized and dealt with in the interests of peace.

If one takes the time out from daily endeavors of life and looks around beyond the edges of good living and indulgence one can see that many nations, large and small, are rapidly being pulled down by some form of despotism.

I did not write to explicitly discuss politics or world affairs, but I hope I have managed to create a little thinking and perhaps a fire or two under a few seats of the people who are in the position to do something about world conditions — whether it's just being more conscious about world affairs, making their students more conscious, their children, or perhaps their Congressmen.

Now to more pleasant thoughts. I am finally settled and living at 4 Bakshi Bazar Lane. We have rented a large house in Old Dacca to accommodate eight to ten Volunteers. Dacca is the capital of East Pakistan and quite crowded. It's very difficult to get separate living accommodations for eight people so we are living together until we are able to find other housing.

We are all deep into the adventures, challenges and frustrations of our assignments. The Mirpur project of eight Volunteers is busy working on the development of a housing colony. They are repairing and maintaining heavy construction machinery, bulldozers, cranes, etc., laying bricks, building storage buildings, and making sociological surveys. They are also running a first-aid clinic and medical dispensary for the people now living in Mirpur.

The Rajshahi groups are busy teaching and lecturing in various fields — radio engineering, American history, international relations, physical edu-

cation. Our two nurses are busy teaching, assisting with operations and running clinics.

The Comilla group is working at the Academy for village Development under the guidance of Director Aktar Ahmeed Khan (one of the greatest men in Asia). The girls are busy teaching health and home economics to the village women. The men are working on irrigation and flood control, agricultural extension, educational films for villages and youth clubs.

The Dacca group is busy in their respective fields. The audio-visual team is busy preparing for East Pakistan Educational Week, the physics teacher is busy with his formulas, our doctor has been devoting tireless hours to the Research Department at Dacca Medical College, and the physical education team has been busy teaching tennis, coaching track and field, instructing in weight training, body building and gymnastics.

Since January 1, 1962 I think we have had 92,000 meetings and cups of tea. That's how you get things done in Pakistan — over tea. There was a great deal of ground work and selling that had to be done before implementing a program. At present we are reaching about fifty to sixty students a week with our program. It's a slow process here.

Since we moved into our new house we have been paid visits every night by students, neighbors, or just people that know we are residing here. Everytime we leave or return to our house the neighborhood children scream, "Lo Kit". I guess the English used to say "hello Kid" and they interpreted in their best English as "Lo Kit." We always know beforehand if an American is approaching our house by the screams of "Lo Kit." . . .

The Peace Corps is really making a tremendous impact in East Pakistan and in nearly all areas of specialization; the government has put in a request for double and triple the number of Volunteers for the next project.

I hope this letter finds you all healthy and happy.  
Regards to all.

## WEST PAKISTAN *from ADDIS PALMER*

My job is a little overwhelming at this point. I have been working on a syllabus for the Anatomy and Physiology course I'll be teaching. Now that it is ready, I have to start on the others. The program looks pretty good so far, but like many things here, until you put it into actual practice you don't see the flaws.

I have had a tour of the city health clinics and the leper colony. After my trip to the latter, all of us here in Lyallpur are planning to adopt the leper colony as our pet project. The guys have a movie projector and some selected short subjects from USIS and now we have to find a generator. We are all going out with some food and material for clothes that we appropriated, and have a little show for them. We hope to learn some Punjabi songs and maybe even put on a little variety show. There are forty-four lepers, men, women, and children, all living together in one old Hindu temple. It is situated about ten miles out of town in a barren, God-forsaken strip of unproductive land. There are no houses for miles, and the lepers seem to be a forgotten people . . . The nuns and missionaries go out regularly with food and bring a little change of scene into their lives. They have a few chickens and a plot of land to farm, but it still seems too little and a rather sad and futile existence. It will be the one project that we will all be working on together in our free time, and everyone is quite

enthusiastic about it. Even the fact that we will have to bicycle the ten miles hasn't seemed to dim spirits any.

There is so much to do. Where do you start? I feel so small and insignificant. We all have our limitations. Remember the quotation by John Donne? "No man is an island, entire of itself; . . . Any man's death diminishes me, because I am involved in Mankind." You can't help but become involved, but you can somehow find solace in the little things you do and bend with the rest. Some of the Volunteers are finding it very hard to keep from becoming depressed with the enormity of it all. None of us say how we really feel. We gripe and complain, laugh and poke fun, and yet each of us has another side sacred only to himself. Why are we embarrassed to express how we really feel? For fear we might sound corny and possibly be laughed at? We are such a cold culture outwardly, and yet we are the softest on the inside. How we should hate ever being found out.

You asked me for my impressions on the Puerto Rico training program there. I think I speak for the group when I say that in our case it was the most important part of our training. As you all may remember, we were a pretty down-trodden bunch when we arrived there. We didn't trust a soul! This was good in one respect, as it made us turn to each other and, as a result, we are probably one of the closest groups in the field. All of you, without exception, treated us like twenty-eight individuals, with respect for our opinions and judgments. You were the first to realize that we had our own personal reasons for joining the Peace Corps and respected our reasons. Prior to Puerto Rico, we were pushed and herded like children, and guided every step of the way. You made us stand on our own feet and to think for ourselves. If we turn out to be one of the better or more effective groups of Volunteers, it will be mainly because all your contributions have made it so. If this is the case, then you, too, will deserve part of the credit, as you all are as much a part of the West Pakistan project as we are. We don't feel that we have left you all behind us in Puerto Rico, but rather that you are still with us here. I think you all feel that way too, at least I hope you do.

## ST. LUCIA from ROBERTA NAPIER

Early last summer the Peace Corps and Heifer Project, Inc., inaugurated a program at Iowa State University to prepare fifteen Volunteers for work on the Caribbean island of St. Lucia.

After one month's training at Iowa State we departed for St. Augustine, Trinidad, where we continued training at the University College of the West Indies. Here, working with students from Jamaica, Fiji Islands, British Guiana and many of the Windward Islands, as well as Trinidadians, we became more familiar with the people with whom we would live and work during the coming months.

On October 15, fifteen Volunteers were greeted at Vigie Airport by St. Lucian government officials, the police band and the men and women who were to become our co-workers, all flanked by many interested citizens of the island. We realized that here at last was St. Lucia—the island we had studied from so great a distance with such intensity. We would no longer be able to look at this place objectively; we were now a part of it.

On the job now, we live and breathe our work. We are working in most instances on established projects—in extension work, adult educa-

tion, teacher training, youth programs, home economics, forestry and health education. The extension workers are helping local farmers raise livestock provided by Heifer Project, Inc.

Our interest in St. Lucia, its people and our work is always increasing and we look forward eagerly to the remaining year-and-a-half of our Peace Corps assignments.

Carlos Naranjo, working in Castries, the island's capital, has this to say about his work which is similar to that of five other teachers on St. Lucia:

"My job assignment is that of teacher-training. We are concerned with the in-service training of the Island's teachers. This includes Friday night and Saturday morning classes, vacation classes and bi-weekly assignments. There are 52 elementary schools and approximately 500 school teachers. Of these, about 150 are beginning reading and writing class two nights a week."

Malinda DuBose, one of the two Volunteers working on health problems, reports:

"Our long-range goal is to institute some uniformity in the clinic service in the south of the island. I am now working on the health promotion program, and typhoid prevention, as well as teaching the Red Cross first aid course. We have had four showings of Walt Disney health films to audiences of 300 to 500 people. These have been in the country, one showing in an open field, one by a rum shop, another near a church and still another at the health center. The medical department seems to feel that results have been good. We are also working with three experimental Rural Clinics at which we have distributed vermicide medicine to 320 children. The clinics have been held in the open, using two folding tables and tacking posters on nearby trees. Mothers bring the children, some walking several miles."

The other Volunteers are working in agriculture. Here, Bill Hundley describes his activities:

"Soil conservation is the main area of work. With 160 inches of rain per year and most of the peasant holdings on steep hillsides, a considerable part of our program consists of supervising the construction of contour drainage ditches. Also, we provide instruction on banana cultivation, the main crop of St. Lucia. Our work includes instruction to farmers on cacao trimming, vegetable gardening, establishing citrus trees, grafting of mangoes, etc. Later a considerable part of our time will be devoted to instruction on care of poultry and swine."

## SIERRA LEONE by GEORGE C. LAVELLE

I'm the only PCV in Makeni . . . The school is quite young — in its fourth year, but it's been advancing at the rate of one form per year and so this year we have a form IV and next year a form V.

Makeni is a town of an estimated 10,000 population, the largest town, and capital of the Northern Province. St. Francis', however, is the only secondary school in Makeni, and the only secondary school in the province, outside of Magburaka, that goes as far as form IV. We have about 180 students, of which half are boarders.

The students come from all types of backgrounds. Many are from very small outlying villages, having illiterate parents, very poor. These usually have an uncle or some other benefactor who pays the boys' school fees.

A large number come from Makeni itself. Some of these have literate parents who are very concerned with the boys' education; others have poor parents, not so concerned. The usual case with the latter is that the boy must work at home at his usual chores, or very often must spend evenings in the market selling cigarettes and other things in order to get his fees. It can be generally stated that these boys do less well in their studies, as a direct result of their home life, than the boarders. Boarding is much preferred. The only other condition worse than this is the case of the boy coming from another town or village who lives with people other than his immediate family and must work for them in return for the boarding they give him. A typical boy is one in the boarding who comes from another town and whose father is a "well-to-do" lorry driver or other laborer with a steady job and who faithfully pays the boy's fees for him, having a moderate interest in his education.

As far as my job in the classroom is concerned, the adjustment to this type of an educational system was not too easy; I can best illustrate what I mean by means of my first form algebra class. I have one period on Monday, then two days without algebra, then one period on Thursday, one on Friday, then two more days without algebra until the next Monday. It is extremely difficult to maintain any continuity in the subject matter—difficult for the students, which makes it doubly difficult for the teacher who is trying to get through to the students. Progress moves very slowly this way—the boys take algebra as one continuous course, three days a week, for the whole five years of the secondary school . . . But that is only algebra. They do this for all their classes which means that they are taking eight, nine, sometimes ten courses in each year, but only a few days a week for each.

I have heard a couple of other Volunteers comment about discipline problems. In the majority of the schools flogging (whipping or beating) is standard practice. But I'm very happy to say that I have no such problems. My school does not flog. Boys will be boys, but they behave and obey well. My classes have not yet ceased to amaze me. These boys want to learn so badly that many times I have had to tell individuals that it is not possible for me to give them extra lessons outside of class, which is true. My work load would not allow it. With a few exceptions they do their homework faithfully, would rather spend a Sunday studying or reading than out playing. It's almost as if they felt a solemn obligation to their studies; in fact, I think they do. This more than makes up for the handicaps and is stimulating for the teacher. Success in a particular lesson is very rewarding because there is no doubt that the material is much more difficult for them than for an American counterpart.

My work load is heavy but not as heavy as some others. I have a total of 24 class hours a week in the following distribution: Algebra Form I, 3 hours; Arithmetic Form II, 3 hours; Biology Form III, 3 hours; Health Science Form IV, 5 hours; Latin Form II, 4 hours. (Forms I and II have two streams so that doubles the arithmetic and algebra hours listed.) I don't want to depress anyone, but after looking at my schedule consider the fact that I was the only Chemistry teacher in our group here.

The majority of my after-school hours are taken up with class preparation. At first I was spending hours upon hours preparing classes (all new classes for me) but now I feel in complete command of my curriculum and I can estimate about one hour's preparation per class hour and that estimate is probably a little on the long side. I have the unusual task of beginning a biology department; that subject has never been taught here at St. Francis'



before . . . St. Francis' has a fairly good lab for general science but there is nothing for biology as a special subject other than one good microscope, a few small magnifying glasses, and two sets of wall charts. Specimens are hard to purchase so I've been making my own slides, reconstructing a few skeletons, and getting some rabbits and guinea pigs from a veterinary station about 10 miles away (something I couldn't do without my jeep). Improvisation is the order of the day.

Some of my best friends in Makeni are Sierra Leoneans. These include some very nice and intelligent young clerks in the bank with whom I spend several evenings a week either at my house or theirs; a couple of lorry drivers . . . who have sons in my school and who are often doing things for me; Mr. Sesay, a clerk in the native administration with whom I lived for the first two months here; Dr. Wilson, a Creole educated in the U. S. and Switzerland and who has an American wife. My willingness to associate with these people has given me a good reputation in Makeni. Everywhere I go people greet me and I'm anything but lonesome or bored.

## TANGANYIKA from EUGENE SCHREIBER

Since the inception of the Tanganyika project on June 25th of last year, thirty-five engineers, surveyors and geologists have undergone four distinct Peace Corps stages.

Starting out with eight weeks in El Paso, Texas, we received a detailed background of Tanganyika, brushed up on American history and institutions, and got our first dose of Swahili. After El Paso we headed for Washington to meet the President, bussed up to New York to visit the United Nations and Adlai Stevenson, and then flew to San Juan, Puerto Rico. There

we became the first Trainees to confront the Peace Corps Field Training Center and tried our hands at mountain climbing, two-mile runs, endurance swimming, three-day hikes, rope-swinging, and Tarzan-like obstacle courses. After a month of this, we were off to Africa. Enroute from Nairobi, Kenya, into Tanganyika, it was a mere sign of a golf course fairway -- reading "Beware of Lions" -- that startled us into the realization that at long last we really had made it.

For seven weeks, we lived as a group in Tengeru, at the foot of Mount Kilimanjaro, where we underwent intensive Swahili at the Natural Resources School. This was our third phase in the Peace Corps. Then, after nearly five months of training, we were handed our assignments and dispersed into the field.

Today the thirty-five of us are scattered throughout Tanganyika. Our jobs vary considerably. The five geologists are mapping the country for the location of economic minerals. The twenty-one surveyors are making an inventory of the present rural road network and laying out and supervising the construction of feeder, farm-to-market dirt roads. These feeder roads, which Tanganyika vitally needs to transport cash crops to market, are being built primarily by hand labor. Most of our twenty-one surveyors are working in pairs, based in towns but spending the majority of time on safari in the bush. Included in their parties, besides the normal complement of rod-men and chairmen, are African trainees who are being taught surveying on the job. Eight of our nine civil engineers are serving as assistant resident engineer, on construction sites of major trunk roads and bridge crossings. The ninth is teaching math, English and roadbuilding at the Public Works Department School in Dar es Salaam, the capital.

Now a little on our happenings to date. Beyond a doubt, the highlight of our tour took place during Tanganyika's Uhuru celebrations, when the former Trust Territory became the 22nd independent African nation since World War II. It's a rarity indeed when one witnesses the birth of a country, and to each of us it was, aside from the color and gaiety, a sobering and inspiring event.

Now that we're old hands in the way of jungle lore, we try to be nonchalant when we stumble across any rhino, hippo, lion, giraffe, zebra or other wild animals. For Tanganyika is the heart of the world's big game country. Nonetheless, you can bet that each of us has his camera handy on safari into the bush.

We feel we're fortunate serving here in Tanganyika. The work is up our alley, the people have been wonderful, and perhaps most of all we can't escape the feeling that we're at the right place at the right time. As Tanganyika's Chief Engineer of Roads and Airdromes told us back in El Paso, "I can assure you, you won't have been taught what you will learn, and it won't be found in textbooks . . . You're jolly lucky." We agree.

## THAILAND *from JACK REYNOLDS*

Forty-four of us stepped off the plane at the Bangkok airport. We had been at the University of Michigan for thirteen weeks of intense study of Thai language, Thai history and culture, English language teaching, American culture, malaria control procedures, technical and vocational training and hundreds of other special lectures covering everything from the use of an overhead projector to the first aid treatment of shock. (Whether there's a relationship or not is yet to be seen.) Two of our group who had met

during training, David Michaels and Marianne Spaulding, got married just before we left. It was a happy surprise for all of us.

The training in Michigan had been good, but it had been in Michigan. In Thailand the situation suddenly became real. Things are different half way around the world. We had been told this in Ann Arbor, but we realized it in Bangkok.

We soon learned that our most valuable training had been in Thai language and we had occasion to use it right from the start. Art Crisfield and Peggy Bruton responded to the welcome at the Bangkok airport in Thai. Bob Pitts and Ann Flanagan were interviewed on TV in Thai and Bob Johnson spoke on the radio. The Thai people accepted us readily when they found we spoke their language. That's not to say we are fluent yet. A trip to a Thai barber shop can still be a disastrous experience.

Thailand is more than we expected. The people were friendly, receptive, kind and helpful from the start. Wherever we've gone, whether in the capital city or the outlying districts, whether in the homes of generous Thai officials or in the market place, we have been warmly received. And, naturally enough, the children are our favorites.

Not everyone is completely sold on our coming, however. The concept of the Peace Corps is still vague in most areas, especially outside the capital. Even in Bangkok our purpose was misunderstood by at least one very elite jewelry firm that sent us special invitations to purchase some of the "finest jewelry in Thailand."

There have been a few adjustment problems: most of the doorways are too short for us, and the restrooms are a real puzzle. But these situations are usually more funny than they are trying. The Thais, we feel certain, are puzzled by us. One evening we found ourselves on a stage at a buffet dinner and were confronted with requests for American songs. We picked up a Thai mandolin — the most familiar looking instrument — and started to sing an American folk song. Thai musical instruments, unfortunately, are not made to play American folk songs and we finished as we started — in a completely different key than the mandolin. We suspect that some of the Thais now have a strange concept of American music.

In a few more weeks we'll be in our assigned areas preparing to teach or to help fight malaria. The Thais seem delighted to learn that so many of us, 35, will be working in the provinces away from the capital city. The few who will stay in Bangkok will teach at the Chulalongkorn University.

The rest of the teachers will be in teacher training colleges, trade schools and technical institutes. Those technicians working in malaria eradication will be in labs, and the entomologists will be out in the field. We will be spread from the southern border, near Malaya, to the northern and north-eastern borders, near Burma and Laos.

We've been through a relatively long training program and we're anxious to get to work. We want the Thai people to know that we are sincere about helping in any way we can. We hope Thailand will ask another group of Peace Corps Volunteers to come to this beautiful and interesting country. We're very glad they asked for us.

## PROJECT II

Figures can't summarize what Peace Corps Volunteers are accomplishing overseas, and accomplishments that can be measured or counted are not the standards of success or failure. Building a bridge is no more important than building a friendship in Peace Corps work.

Nevertheless some figures convey special meaning against the background of the job of development to be done. For instance, it is estimated that the 51 Volunteers teaching in Ghana come into contact with a total of 8,000 secondary school students. In Ghana this is almost half (45%) of all the students currently attending secondary schools.

Anecdotes recounting outstanding achievements of individual Volunteers cannot be presented as evidence of overall achievement. But the effect of the Volunteers teaching efforts in Ghana could not be assessed without knowing that a Volunteer is developing a school farm to stimulate interest in vocational agriculture — an important new element in Ghanaian secondary education.

Thus the report on projects is a mixture of figures and individual achievements which indicate progress. Here are some examples:

**GHANA** — In addition to the information mentioned above: At five of the 30 schools where Peace Corps teachers are located the Volunteers have organized sports programs, including teaching games, coaching and helping layout and build tracks, courts, pits, etc.

The Volunteers' projects for the summer vacation include: collecting biological specimens for the University; social welfare work in homes and hospitals; teacher training programs; and assisting in an NIH research program.

**COLOMBIA** — One hundred Volunteers now engaged in community self-help programs at 55 locations. During the first six months of the program, 60 Volunteers working out of 29 locations contacted the people in 115 villages. The villages and Volunteers started work on 27 two-room schools, have 24 more planned. They are building 20 aqueducts (ranging from  $\frac{3}{4}$ -inch pipes a few hundred yards to 4-inch pipes several miles) and have 10 more to start. They have built five health centers. Started two more. They have built or started ten sports fields, seven bridges and 16 roads. The Volunteers have started five libraries and are teaching nine courses (in such subjects as community action, agriculture or health) and have helped with three parks, three telephone systems, five cooperatives and two wells. They have helped to build houses in three areas, worked in literacy programs in four areas, helped with 4-H in five areas, and are engaged in reforestation, agricultural programs, electrification, farm pond construction, and health programs. They have fought a plague of red ants in one instance and have saved two lives through first aid. All the projects were done with the cooperation of local villagers and government and private agencies in Colombia.

**NIGERIA** — The 109 Volunteers in Nigeria are teaching between 8,000 and 10,000 secondary school students and about 500 college students.

Special activities outside regular classroom teaching include: Coaching and teaching sports; organizing science and art clubs, singing groups; and library development. At Nsukka the Volunteers teach after work classes in math, English, geography for the University's junior staff (clerks, janitors, etc.). One Volunteer teaches a night course in American history and government for a class of about 100 teachers, government workers and other professional people. Although all are teachers, the Nigeria Volunteers have helped build a water tower, a dining hall at a school, latrines and a swimming pool.

**TANGANYIKA** — The Volunteers in Tanganyika, engineers and geologists, have full-time jobs running surveys and helping with on-the-job training of their Tanganyikan fellow workers. In addition to these responsibili-

ties they have engaged in the following activities: three run English classes at night; several have tutored students in engineering; one teaches a course in mathematics; several are getting books from organizations in the U.S. and distributing them to schools; one helped organize a youth club and helped it with community development activities. In the bush the Volunteers are called upon to perform first-aid in local villages.

INDIA — There are 26 Volunteers in the agricultural training program in the Punjab. A poultry raising training program run by two Volunteers is reaching 200 trainees, who will, in turn, teach poultry raising in 8 - 10 villages each. Seven of the Volunteers are teaching special informal classes in sheet metal work, English, welding and workshop methods. Two are organizing youth groups with a total of 600 boys. Five show educational or recreational movies after hours for audiences of from 500 to 1,000. One Volunteer has made several improvements for efficiency and safety in a local peanut oil plant.

MALAYA — A mixed group of teachers, nurses and surveyors is working for a variety of agencies and institutions. The teachers teach from five to eight subjects each. Two road surveyors also supervise clearing the routes through virgin jungle. Some of the medical technicians are the only trained technicians in laboratories where they are working and are helping to train several co-workers.

Ten Volunteers are teaching more than 1,000 Malayan students in biology, mathematics, general science, commercial subjects and vocational trades. Nurses, in addition to general duty, are working in a leprosarium, surgery, rural health centers, and public health education.

SIERRA LEONE — The Volunteer teachers in Sierra Leone are teaching in new schools with 80 to 100 students, and established schools with up to 600 students. In the smaller schools they have daily contact with all the students; in the larger schools their classes total about 180 students.

Probably the two most important contributions the Volunteers have made is a remarkable record of attendance to their duties and out-of-school contact with students — both healthy innovations.

Outside activities include: library development; an adult discussion group studying African literature; a weekend math class; boys club work; and helping in a school for the blind. In community work the Volunteers have organized a swimming and life saving class; helped build a new school; worked in a hospital; started a community garden; served on a government advisory board for educational TV; helped organize a fund raising auction for a school for crippled children; and started a school newspaper. Socially the Volunteers sing in a choral group; have judged beauty contests and played in a local jazz band. One Volunteer was the first white person to join an African tennis club.

ST. LUCIA — The 15 Volunteers on this tiny West Indian island can report they have contacted "everybody." One of the teachers states: "I consider that I have indirectly taught every 12-13-year-old girl on the island through the weekly lesson guide I wrote (for home economics)." In special Saturday and vacation classes a Volunteer has taught a total of 286 teachers. The 12 agricultural workers have projects in every part of the island.

The Volunteers teach adult education classes in the evenings and participate in all St. Lucia's public affairs. Several Volunteers were members of the band that won the "band of the year" award at a recent festival. Volunteers served on the refreshment committee during the Windward Islands

Games. They participate in the literacy program and the nutrition program in cooperation with local and international agencies. They participate in sports, particularly basketball.

**THE PHILIPPINES** — The largest single Peace Corps program includes 272 Volunteers teaching in Philippine schools. It is estimated that the Volunteers are teaching over 35,000 Filipino students. Nearly all are teaching English and science.

The extensive community service and social activities of this group are described elsewhere in this report.

Program development and operations were the responsibility of Associate Director Warren Wiggins.

## SUMMER SCHEDULES

Peace Corps activities extend beyond the specific job assignments of the host government.

The following report was printed in the June issue of *The Volunteer*, the Peace Corps newsletter, concerning the Philippines summer project. It is indicative of what Volunteers are doing throughout the world:

"Philippine elementary schools closed in mid-April for summer vacations. The Peace Corps' 272 teachers' aides are now working on 52 different projects ranging from camp counselling and agricultural work to forestry and summer theatre.

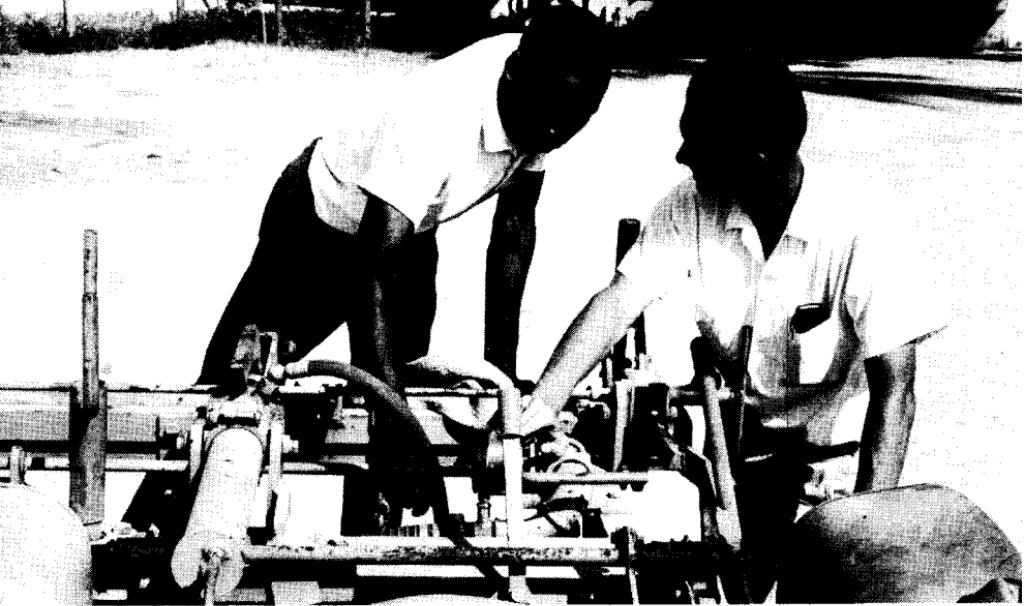
"The Volunteers in the Philippines selected their summer activities with a view to achieving several objectives. They felt their work should contribute in some way to Philippine development, lead to the promotion of better Philippine-American relations, stimulate self-help among host country nationals and -- when possible -- to serve as a pilot experience for possible Peace Corps work in the future.

"Among the Volunteers' summer projects is Camp Brotherhood, established by 18 teachers' aides in the province of Negros Occidental. A piece of government-owned land at Manbucal was donated to the Volunteers for the summer to set up a boys' camp. They have enrolled about 600 campers representing all areas of the province. Camp Brotherhood, staffed by Volunteers, Filipino co-workers and senior students from Negros Occidental College, will offer instruction in arts and crafts, classes in English, opportunities for discussion, and athletic activities.

"Last month Volunteer Judy Conway commented on its progress:

"Leo Pastore, Jim Turner and John Bossany have taken care of the finances and administrative matters. Funds and supplies have been solicited from various profit and non-profit organizations in the Province. . . . The Sugarcane Planters and Growers Association seemed enthusiastic about a place mat I made for the arts and crafts course that I'll be teaching. It's made of waste products of the sugar cane and they could train workers on the haciendas to do this during the slack seasons in sugar production. . . . We're all busy working on specialized talents for the camp. We will have seven days instruction for all Volunteers one week prior to the camp opening."

"In Laguna, 11 Volunteers are assisting with a special project of the University of the Philippines College of Forestry. Philippine forests are being destroyed at a rate faster than that of any other country. Some Volun-



teers are collecting, organizing and preparing for distribution information for a public forestry education program. Some are planting trees. Others are fire fighters.

"Former medical technologist Pat Nash, one-time receptionist Linda Egan, and ex-secretary Phyllis Smith are working at the CARE hospital in Banaue, Mountain Province. The ten-bed hospital was opened in 1959 to provide medical facilities in a portion of Mountain Province where no such facilities before existed. One doctor, one nurse and several attendants presently service the bed-ridden patients as well as the hospital's large out-patient clinic. The three Volunteers are working as nurses' aides and in the X-ray laboratory."

Some of the 225 Filipino teachers studying at the Peace Corps Summer Institute at La Salle College published a newsletter, Negros Horizon, which commented editorially on the summer projects.

The editorial on Camp Brotherhood concluded:

"This project holds much challenge and promise for the future, but will remain a challenge and a promise unless we set our hearts to its fulfillment. Let it stand as our enduring legacy for the generation yet unborn. . . . Let it not be said of the people of Negros that we are ill-equipped to continue the task that the Peace Corps Volunteers have thus far so nobly advanced."

Of the La Salle Summer Institute itself, Negros Horizon said in part:

"The Peace Corps has many projects all over the country, all of them worthwhile and valuable. We deem the project at LaSalle the most needed, most helpful and most far reaching in its benefits. For whatever benefits the teachers get from this institute will be passed on to their students as long as they are teachers. . . .

"Let us appreciate what our American friends are doing for us. . . . But let us not stop there. Let us translate appreciation into action. . . . Above all, let us, in the coming school year, revitalize our classroom work by carrying out what we have learned in the Institute."

## MEDICAL PROGRAM

One of the earliest concerns about the Peace Corps was how the Volunteers would hold up under health conditions so vastly different from those in most places in the United States. It was recognized that, in many of the countries where the Peace Corps would be working, the potential health hazards are serious. Thus, a comprehensive health program was developed with the aim of minimizing the effect of these problems.

One of the first and most important decisions made by the Peace Corps was to seek and obtain the assistance of the United States Public Health Service in staffing and administering the health and medical program for the Peace Corps.

Following this agreement, the Surgeon General in March 1961 assigned Dr. Leo Gehrig to the Peace Corps. Dr. Gehrig has since continued as the Peace Corps Medical Director. He has established a comprehensive medical program, strongly emphasizing preventive health measures designed to keep the Volunteers well.

Since the beginning of the Peace Corps, over 3,000 medical examinations have been processed. Most of these examinations were given at Federal medical facilities (Veterans Administration, Department of Defense, Public Health Service) near the candidate's home. Over-all, approximately six percent of all candidates were found *not* to be medically qualified for Peace Corps service.

An essential aspect of the Peace Corps' medical program is the mandatory, advance medical survey of locations where Volunteers will serve overseas. Such surveys have been made for approximately 36 countries by personnel from the Public Health Service, State Department, Agency for International Development, the Department of Defense, and members of the Peace Corps medical staff.

Every trainee receives about 30 hours of health instruction, ten hours of which is devoted to a First-Aid Course taught by the staff of the National Red Cross. This preparation is supplemented by further instruction and counseling during their work abroad.

Because of the nature of the Peace Corps program, arrangements must be made for Volunteers to receive most of their medical care overseas from host-country practitioners and facilities. In addition, a Peace Corps Physician has been assigned in most countries to carry out an active preventive medicine program and to organize and oversee the medical care program. The Physician also contributes a portion of his time to a health activity of the host country. This work has included such functions as teaching medical students and laboratory technicians and assisting in hospital and clinical services. By the end of the summer, about 30 Public Health Service medical officers will be on these assignments.

The major illnesses experienced to date by the Volunteers have been infectious hepatitis, malaria, appendicitis, and dysentery. There have also been a large number of cases of upper respiratory infections, skin complaints and gastrointestinal disorders; however, only a few of these patients have required hospitalization. The Volunteers overseas have been involved in a small number of accidents so far; only a few have required major medical attention.

The reported incidence of illness and injury among Peace Corps Volunteers overseas from September 1, 1951, through April 30, 1962, is included in the appendix; while this report does not reflect all the illnesses experienced by the Volunteers, it does indicate the major health problems.

In its first year of operation, there have been three Peace Corps deaths, two in a Colombian airplane crash and the third in the Philippines of a liver abscess resulting from amoebic dysentery.

Before going overseas, all of the Volunteers receive vaccinations against smallpox, typhoid-paratyphoid, tetanus-diphtheria, poliomyelitis, yellow fever and influenza. Also inoculations against typhus, cholera, plague, rabies and tuberculosis are given as indicated. In an effort to curtail the number of cases of infectious hepatitis, immune serum globulin is now being used as a prophylactic measure in all Peace Corps projects overseas. The health experience reported to date indicates the need to continue to reemphasize to the Volunteers the importances of following basic health protection measures, such as boiling water, controlling food intake and utilizing mosquito netting. The Peace Corps physicians are repeating these instructions in their health counselling during visits to the Volunteers' residences and work places. In addition, other Peace Corps staff members — both traveling from Washington and stationed overseas — are pointing out again and again to the Volunteers the wisdom of practicing sound health measures so they will be able to do their jobs.

## THE THREE INCIDENTS

The Peace Corps makes mistakes. Here's a letter received from Peace Corps Volunteer Virginia D. Eck:

"Your letter requesting me, as a Spanish teacher, to complete the Peace Corps questionnaire and examinations for possible assignment in Latin America, reached me here in Nigeria. I am in my fifth month of Peace Corps duty teaching English as a second language."

And there are minor incidents which go unreported in the press. A college professor sent the Peace Corps this note about a former student, Miss Anne LaBarre, serving in the Philippines:

"May I share with you the kick I got out of the following lines from a letter received today from a member of the Peace Corps?

"I think we are generally accepted now. While in the market last week a man threw a dead fish at me which hit me in the back of the neck, at the same time calling me a white \_\_\_\_\_. The people around grabbed him and he was arrested immediately. I had him released right away and surprised everyone when I shook his hand and congratulated him on his individuality. I prefer this type to those who hate silently."

Most of what the Peace Corps does, however, is still "good" newspaper copy. Because of this, three incidents were reported beyond the true scope of their importance.

The first involved a Peace Corps trainee, Charles Kamen, who allegedly applauded the House Un-American Activities film "Operation Abolition" in the wrong places while attending a Rotary Club meeting in Miami, Florida.

Extraordinary pressures were brought to bear on the Peace Corps to summarily drop Mr. Kamen. The Director decided, however, to continue him in training and to permit him to be evaluated on the basis of all the facts in the same manner as all other trainees. The integrity of the selection process was at stake. Under these circumstances, the Peace Corps took the firm position that if it reacted to pressures or pressure groups in the determination of who should or should not be a Volunteer, the fundamental selection concept of the Peace Corps — that of selection based on merit — would be destroyed with disastrous consequences.

The second incident involved Margery Michelmore, a Peace Corps Volunteer in Nigeria. A postcard she wrote home was used to arouse students at the University College at Ibadan, Nigeria.

Examination revealed these facts.

Miss Michelmore did write the postcard. The postcard was lost and came into the hands of certain students who reprinted and distributed it throughout the University.

A student rally was called and the Peace Corps denounced. The rally attracted only 150-200 students, not the 1,000 reported by the press. This error in reporting made the Michelmore incident a worldwide story.

The motives of those who took the trouble to duplicate and circulate copies of the postcard may never be completely revealed; in any case the long range positive effects outweighed the temporary negative ones. The lack of substance and malice in Miss Michelmore's indiscreet comments was soon apparent, as were her sincerity and honesty.

The Peace Corps, till then a generalized concept, became personalized in Miss Michelmore whose academic qualifications and other qualities for Peace Corps service were obvious. Other Peace Corps Volunteers throughout the world were also alerted to their vulnerability in a way much more effective than a lecture or a written warning.

(In response to requests by the Nigerian Government, the Peace Corps will have 110 more Volunteers slated for Nigeria by the end of June 1962, to add to the 108 already there. The government has also requested an additional 180 to arrive in the fall of 1962. There were only 40 Volunteers in Nigeria at the time of the incident.)

The third incident involved Mrs. Janie Fletcher, a 65-year-old trainee with considerable field experience in home economics who did not meet the requirements for Peace Corps service in Brazil and was separated from training.

While the unanimous Selection Board decision was based on other reasons, she attributed her release from Peace Corps training to her inability to master the physical aspects of Puerto Rican training.

As has been pointed out, a trainee at Puerto Rico is not judged by these standards. Approximately 470 trainees completed the course by June 30, 1962, a half dozen of them in their sixties. Each of the older Volunteers followed a physical exercise schedule consistent with his own capabilities.

It is fortunate, however, that these three incidents were of such a minor nature. The Peace Corps fully expects, and the American people must be prepared to understand, incidents in which the Peace Corps or a Peace Corps Volunteer is clearly in the wrong. With a growing program, such incidents are bound to occur, no matter how well the Volunteers are selected and trained.

An unusual amount of luck, and the good sense of Volunteers, explain the absence, so far, of major incidents which might have seriously damaged the Peace Corps.

## EVALUATION AND RESEARCH

A major problem in June 1961 was how to capitalize quickly on Peace Corps experience and avoid repeating mistakes. To do this, the Peace Corps has employed a unique system of evaluation and research.

A small evaluation staff was organized by Associate Director William Haddad and assigned the responsibility of examining Peace Corps field oper-

ations and reporting to the Director the progress of each project. Information and recommendations from these reports are also disseminated to those designing training programs and preparing future overseas operations.

Direct reporting techniques are used in gathering information. A major source of information is the Volunteer himself.

The reports begin with projects entering training and continue as the Volunteers go overseas to apply their training to jobs in the field.

Overseas, all possible sources of information are tapped. People who have worked with, or observed the work of Peace Corps groups, are contacted and their views incorporated in the reports. These include not only Americans, but host country supervisors, co-workers, newspaper reporters, and government officials.

This method of evaluation provided a margin of safety for Peace Corps operations and enabled a quick feedback of valuable experience from the pilot projects to the overall Peace Corps operation. Use of objective newspaper techniques also provided an easily applied evaluation methodology.

Research, to determine the validity of the original operating assumptions and techniques, was also begun early in Peace Corps history. The aim of the research effort is to provide answers to the practical questions which arise in the attempt to do something new. The effort includes both short- and long-range studies, emphasizing careful analytical design and quantitative measurement of selection, training, and operational activities.

The Peace Corps research program, first under the direction of Dr. Nicholas Hobbs and now headed by Dr. Joseph G. Colmen, has enlisted the assistance of some of the nation's top scholars. They include:

Dr. Brewster Smith, of the Department of Psychology, University of California (Berkeley), appraising effectiveness of individual Volunteers, and of the group in Ghana, in their teaching assignments and in developing mutual understanding with their Ghanaian colleagues; appraising the effect of Peace Corps service on the Volunteers; and analyzing factors that contribute to effective adjustments.

Dr. Wayne Holtzman, Professor of Psychology at the University of Texas and Associate Director, Hogg Foundation for Mental Health. He is leading a team of Brazilian psychologists and social scientists in undertaking a study of Peace Corps activities in Brazil. They will measure and evaluate the changes that take place in the Volunteers, the social and technological impact of their work, and validate the Peace Corps' selection and training methods. This will be one of the first American social research programs to employ a large number of host country scientists in research about the effects of, and on, Americans at work in their country.

Dr. Morris Stein, Professor of Psychology, New York University and recent recipient of the National Institutes of Health Career Science Award, is working with the Volunteers in Colombia. He is studying their effectiveness in community development and the impact of the Volunteers on Colombians, in terms of increasing their understanding and appreciation of the United States.

Albert Gollin, Associate of the Bureau of Applied Social Research, Columbia University, is working on methods of evaluating and increasing the predictability of the performance of Volunteers in overseas work.

Dr. Elliott McGinnies, Professor of Psychology, University of Maryland, is reviewing literature on selection programs to determine whether other organizations have successfully applied procedures which would increase the effectiveness of those used by the Peace Corps.

Dr. Harley Preston, Director of the Institute of International Services, is determining the validity of current selection instruments and procedures in comparison with performance in training, and developing improved instruments which may be more effective for screening.

Additional research will be aimed at:

1. How recruiting can be directed toward people who will work best in overseas assignments.
2. Improving training methods.
3. Determining the effectiveness of training methods against measures of performance overseas.

The research program is carried on in close coordination with host government officials utilizing local researchers whenever possible.

The Peace Corps has been aware from the start that a scientific third party evaluation of its effectiveness is an essential guide to planning operations and measuring success in its mission. These studies will serve as a clear guide to the eventual size and scope of Peace Corps operations.

## THROUGH OTHERS' EYES

### THE PEACE CORPS AND THE AMERICAN PRESS

The American press has shown a close and continuing interest in the Peace Corps. Nearly every group of Volunteers has been visited overseas or in training by representatives of the press, radio or television.

While press comment on the Peace Corps has been generally favorable, it has in recent months become overwhelmingly so. Indeed, the significant element in recent press reaction has been an about-face in opinion by a steady succession of journals which had originally doubted the feasibility of the idea. Here are some excerpts from 1962 editorial comment:

*The Enquirer*, Philadelphia, June 5: "When President Kennedy, as one of his first official acts, asked Congress to establish the Peace Corps, we, like many other Americans, had our misgivings.

"Looking back over the Peace Corps' attainment to date, we are happy to note that we may well have underestimated the young people of America."

*Los Angeles Times*, June 6: "There is reason to study the Peace Corps carefully, to analyze the reasons for its success in improving the American image overseas. The lessons of the Peace Corps should become guideposts for the rest of our foreign aid program."

*The New York Herald Tribune*, March 1: "When first proposed the Corps met with a lot of understandable cynicism. Pitfalls aplenty were inherent in any such plan. That its hopes have been so largely realized while its dangers were avoided is a credit to those who have run it. . . .

"The Peace Corps is proving itself an impressive, and inspiring, example of American idealism in action. Yet its benefits flow both ways. Backward countries are getting help that they need. At the same time, the United States is building a pool of experienced manpower which can be a valuable national resource. . . ."



*The New York Times*, June 17: "As the Peace Corps enters its second year . . . the idea of service to mankind without thought of personal gain has retained its initial élan. Experience in the field has tempered extravagant expectations. It has also muted the voices of alarm and ridicule."

*The Cincinnati Enquirer*, June 5: "The Peace Corps, to be sure, has had its rough days. . . . These incidents, however, do not becloud the fact that a vast majority of Peace Corps members have deported themselves admirably, that their spirit of self-sacrifice has reflected real credit on their country and that many parts of the world have been materially served by their work."

*New Orleans States Item*, June 11: "Few altruistic movements directed abroad have caught fire as has the Kennedy Administration's Peace Corps. More surprising than domestic acceptance of the Corps is the esteem that has been showered upon it by those countries which have clasped its helping hand."

*The San Francisco Examiner*, April 6: "Corps Director Sargent Shriver is to be congratulated for his leadership of an experiment undertaken in the face of considerable skepticism. . . . As it fulfills its function of aid to the underprivileged, this army of good will ambassadors serves to enhance the image of the United States abroad."

*The Detroit Free Press*, April 9: "We, like Congress and the majority of the people, had our doubts about the Agency a year ago. Now, having seen first hand reports and heard the enthusiasm of foreign governments, we are delighted to report that the skepticism was ill-founded. . . . Here is one Agency where not knowing it couldn't work was a distinct advantage."

*The Times*, Trenton, N.J., February 28: ". . . gloomy prophecies have not been fulfilled. Instead, the Peace Corps has justified every optimistic expectation. Its members, carefully chosen and thoroughly trained to begin with, are displaying a spirit of dedication and a surprising capacity for the difficult tasks with which they must contend. They are being well received by the people and are proving to be effective factors in improving living conditions in the lands in which they labor. There are persisting demands for more of them."

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Not all papers are as enthusiastic for the Peace Corps. Some see it as a possibly effective idea but one not fully tested. This feeling is usually combined with arguments that the Peace Corps should be kept small for the time being, that otherwise it will become ineffective or "bureaucratic."

*The Daily Progress*, Charlottesville, Va., April 5: "This new enthusiasm for the Peace Corps could get too far and lead us to expect too much of it. . . . It would be a mistake to attempt to push it too rapidly, at a sacrifice in the personal qualities and the preparation of the young volunteers who are sent abroad."

*The Post-Intelligencer*, Seattle, March 6: "Mr. Kennedy's message (to Congress) declares that the Peace Corps' early 'successes have fulfilled expectations.' Whose expectations? . . . Congress, we believe, should and will demand a further testing period — much more time — before it lavishes more spending on a fractionally-tried scheme."

\* \* \*

Some papers are still skeptical:

*The Chicago Tribune*, April 6: "For final comment on the corps, we find no more fitting words than those voiced a year ago by Rep. John C. Davis, a Georgian and a Democrat. At a House hearing . . . he told Shriver: 'We've seen a great many agencies like yours start on a modest scale. Once they're established, they grow like a mushroom on a warm, foggy night!'"

*The Advertiser*, Montgomery, Alabama, April 20: "Though we confess to mild surprise that the Corps hasn't seriously impeded the national purpose, nothing that has been said in the Corps' favor adds up to much more than our observation of several months ago that it has simply managed to avoid trouble."

## PEACE CORPS AND THE FOREIGN PRESS

The newspapers have greeted the arrival of Peace Corps Volunteers in various countries during the past year with what has been, on balance, a courteous and hospitable welcome. With the exception of papers which have customarily pursued the anti-American line, the press in host countries has generally been friendly while reserving judgment.

During the past year of overseas operations the press has had an opportunity to observe Peace Corps Volunteers at work, to report on their activities and to assess the value of the programs in their countries. Following are excerpts from some of the stories and comments which have appeared in the press in countries where the Peace Corps has a substantial history of operating. While not reflecting final judgment, these comments and observations bear a growing consciousness of what the Peace Corps is trying to accomplish and indicate progress toward mutual understanding.

(From the "Malayan Times," March 29):

"Before the first batch of the American Peace Corps Volunteers arrived in Malaya, people here were speculating on the motive of the U.S. Government in sending young Americans to underdeveloped countries. The majority thought they were hotgospellers for the American way of life.

"Now that they are here and working in remote areas among the rural people, Malayans are beginning to admire them for their self-sacrifice. They are setting an example to young Malayans, many of whom dislike to venture out of their own home towns to work even some distance away. They also, we hope, have given Malayan parents, too prone to mollycoddle their own children, much food for thought."

(From "Phim Thai" [Thailand], April 26, editorial commenting on U.S. efforts to correct misunderstanding of American foreign policy aims):

". . . Some results can already be seen now, but if they are not seen clearly and properly understood by all peoples in other countries it will be of very little use to send American leaders abroad to give explanations and to try and correct mistaken views regarding the U.S. It is the U.S. Peace Corps units which will be able to give good advice soon on how to correct misunderstandings and mistaken views."

(From the "Philippines Free Press," April):

". . . For the United States cannot live alone, and if it would live with other nations it must understand their people, and what better way is there to understand others than by living as they live and working with them? And this is just what the Peace Corps is doing. The Philippines is independent, but with the Peace Corps around, Filipinos and Americans have never been closer to each other."

(From "Ngrumo," Dar es Salaam, Tanganyika):

". . . Therefore, these guests (Peace Corps Volunteers), who are accustomed to a comfortable life — if they are willing to offer their services for our benefit, why shouldn't our young men also go into the villages and into the fields and volunteer for service in national projects?"

(From the "Times," Lagos, Nigeria, April 7):

Writer Tai Solarin suggested converting the Nigerian Army into a peace corps and commented on the American Peace Corps, ". . . which has led the world by reorientating . . . its young men into teachers and technicians to help self and world."

There was also evidence of a sympathetic press in the handling of some incidents which could have been used for anti-American propaganda had the papers been so inclined. Two such incidents were the false accusation of assault against a Tanganyikan Volunteer and a jeep accident involving Volunteers in Manila. In both cases the local press treated the incidents fairly and with restraint.

## THE PEACE CORPS AND THE COMMUNISTS

Since its inception, the Communists have waged a propaganda campaign against the Peace Corps.

In March 1961, the campaign was vitriolic, but not intensive. In broadcasts to Southeast Asia, the Communists flatly predicted that no nation there would accept Volunteers and developed the theme that the Peace Corps was an arm of the Central Intelligence Agency. Some of the propaganda came from Communist China, some from Moscow.

In recent months, the campaign has been stepped up. Cuba's attacks have been both shrill and intensive. Havana Radio claims that the Peace Corps is not only an arm of the CIA, but is preparing the way for a new invasion of Cuba. Shriver is identified as a "bleedingthirsty Chicago butcher and sausage maker."

Communist Chinese attacks not only reach Southeast Asia, but also include Africa. While Russian propaganda usually attacks the Peace Corps as distinguished from the Volunteer, the Chinese attack the integrity of the individual Volunteer.

Premier Khrushchev joined the attack on the Peace Corps when he said on May 30, 1962:

"The United States Government recently formed the so-called Peace Corps, whose soldiers are engineers, surgeons, teachers, students. The imperialists understand well that now they cannot keep their domination only with the help of the Bible and troops. Along with force, the imperialists strive to preserve their dominion in the former colonial countries with the aid of the ideological indoctrination of the population, the use of economic means of enslavement. But these tactics will not save them from failure. For it is clear that the so-called Peace Corps or the Alliance for Progress in Latin America are weapons of imperialism."

Examples of other attacks include:

EVERGREEN — A magazine of Chinese Youth and Students, No. 7, 1961:

". . . In view of the failure of Eisenhower's big-stick policy, Kennedy, while carrying on a policy of arms expansion, war preparations and armed suppression, seeks to push ahead his political machinations with the help of sugar-coated cannonballs bearing such labels as 'peace,' 'cooperation' and 'assistance.' Here lies the real reason for Kennedy's fervent interest in the 'Peace Corps'."

HAVANA IN SPANISH TO THE AMERICAS 22 May 62:

". . . It has been said with reason that the Peace Corps members come to the different countries to make inventories of the national wealth as a step prior to the sale of the country to the United States."

MOSCOW IN HINDI TO INDIA 30 March 62:

". . . Some facts published in the United States also reveal the real aims of the Peace Corps. The plan to organize the Corps was prepared by the U. S. State Department, Pentagon, and CIA. The Director of the Corps, Shriver, is an old employee of the CIA. The chief of staff of the U. S. Army, Decker, said that the Pentagon intends to send troops to foreign countries under the Peace Corps label. According to him, this will be done in the event of serious unrest in foreign countries. Another important fact is also worth mentioning here: In his address to the Congress, President Kennedy emphatically stated that the U. S. Peace Corpsmen are accorded warm, friendly welcomes in the undeveloped countries, but even here the cold facts do not tally with the U. S. President's statement."

MOSCOW IN HAUSA TO AFRICA 18 June 1962:

". . . Its demonstrated activities reveal the purpose for which it is sent. It is sent only to collect information about these countries in order to revive colonialism through establishment of military bases. There is no doubt about this because it was disclosed by an American military official

. . . He said members of the Peace Corps are military men . . . There is no peace in the aid of the Peace Corps; it is a political agent of the colonialists. Beware of the Peace Corps, for those countries which accepted it have started to regret. Send it away from your country."

PEKING TO ASIA 7 April 1962:

. . . The press also quotes a statement by Sargent Shriver, leader of the U. S. Peace Corps, saying that the 75-member corps will work together with the U. S. (sic) 'Andes mission' in Ecuador. This U. S. (sic) mission, a secret military agents organization, has been conducting conspiratorial activities for the suppression of the Indians in Ecuador."

PRAGUE RUDE PRAVO 5 April 1962:

. . . The 'Peace Corps' headed by CIA agent Shriver, President Kennedy's brother-in-law, is to assemble espionage data in underdeveloped countries, organize a struggle against the national liberation movement, and prepare the soil for the capital expansion of American monopolies. The majority of the countries that were offered these 'services' declined them."



# BUDGET

## THE COST

The Peace Corps appropriation for the fiscal year ending June 30, 1962, is \$30 million. By June 20, 1962, all except about \$1 million of this sum had been committed, and the remainder is needed to finance contracts and other obligations before the end of the fiscal year. Foreign assistance funds totaling \$1,634,090 were used to finance the Peace Corps during the four months of its existence in Fiscal Year 1961.

The cost per Volunteer for each year of service is approximately \$9,000, or \$18,000 for the two-year period. While costs from project to project will be influenced by such variables as transportation to and from the country and the living allowances established for the Volunteers in a particular country, the total two-year cost consists of the following approximate amounts for each component:

	<i>Per Cent Amount of Total</i>
Training	\$ 2,500      13.9
Transportation	2,600      14.4
Living Allowance	3,100      17.2
Clothing Allowance	(200)
Housing	(800)      4.4
Medical Examination and Care	(600)
Project Equipment and Materials	1,000      5.6
Termination Payment	1,800      10.0
Program Support	2,448      13.6
Administration	2,952      16.4
Total for 2 Years	\$18,000      100.0
Cost per Year	9,000

The cost per Volunteer is higher during the first year of service than during the second for several reasons. The total training costs, for example, occur during the first year; costs of transporting the Volunteer to and from training sites make the first year's transportation costs higher and medical examinations and inquiry into the Volunteer's suitability occur during the first year of service. Even the termination payment is not exclusively a second-year charge — it is accrued and set aside at the end of each month of the Volunteer's service. Computation of the cost per Volunteer therefore must take into consideration the full two-year period of service.

The cost of a Peace Corps Volunteer, it might be noted, compares favorably with the cost of missionaries and of personnel of voluntary service organizations serving overseas. Reports available from religious organizations indicate annual costs ranging from \$6,000 to \$9,000 per year, and these are sometimes exclusive of overhead costs. *All overhead costs are included in the costs cited above for Peace Corps Volunteers.*

Approximately 70 per cent of the costs of the Peace Corps program, as indicated above, is for direct expenses of the Volunteers — their training, travel, subsistence and medical care, and termination payments. The remainder is divided between administration and program support. Administrative costs include costs for administrative or supervisory personnel and office and travel expenses in Washington and abroad. Program support costs are those which also could be classified as direct expenses of Volunteers (but are not so catalogued since they are not attributable to specific Peace

Corps projects). The cost of examinations by the U. S. Civil Service Commission into the backgrounds of Peace Corps Volunteer applicants, for example, amounted to over \$1 million in Fiscal Year 1962. This is included in the program support category, as is the cost of the training camps operated by the Peace Corps in Puerto Rico.

The costs of Peace Corps programs by countries from inception through May 31, 1962, and total obligation projections as to the end of the 1962 Fiscal Year on June 30, are shown on the accompanying chart. Among other things, this Exhibit indicates that approximately \$10 million, or one-third of the Peace Corps appropriation, is committed in June, the last month of the fiscal year. This is not the result of "June buying," to use up the amounts remaining in an appropriation. It is the result of the operation of the Peace Corps "natural year" (discussed in Congressional presentations) in which the greatest input of Volunteers occurs during the late spring and summer months when Americans are changing jobs and making new commitments for fall and winter employment. The universities are able to accommodate more Peace Corps training programs in the summer months when facilities and housing are not fully in use, and faculty members can devote intensive effort to the accelerated programs. Moreover, summer entry into Peace Corps training permits arrival of the Volunteers for September or October entrance on duty in schools, hospitals, and clinics abroad. Thus contracts for training, and occasionally for project participation overseas, are negotiated in May and June, and become objects of financial notice and obligation in June.

The Peace Corps is not a "giveaway" program, except in the sense that each Peace Corps Volunteer freely contributes his services in an orderly way for some 21 months in an overseas job where he is needed. All Peace Corps expenditures, with the minor exception (less than one per cent of the total budget) of salaries paid to indigenous personnel in Peace Corps offices overseas, are made for or on behalf of an American citizen.

In every country overseas where Peace Corps projects are in operation, the host country is making some contribution toward the Volunteers' support. In Ghana, Sierra Leone, and Nigeria, for example, furnished housing is provided, and Ghana and Liberia provide all or part of the living allowance of the Volunteers. These contributions emphasize the host country's involvement in and responsibility for the Peace Corps programs, and extend the effectiveness of each U. S. dollar expended.

The number of persons permanently employed in Washington to administer the Peace Corps has been kept within the 275 limitation set by Congress for the Fiscal Year 1961-1962. In addition to these, the Peace Corps has employed, on a temporary basis, a substantial number of persons to handle "peak loads," especially in selection and training.

Overseas the Peace Corps gets some of its administrative support, on a cost reimbursable basis, from already established U. S. agencies, such as Embassies and AID missions, thus minimizing the number of Peace Corps staff required overseas. Normally the Peace Corps staff in a country consists of a Representative, a doctor, an American secretary, and from one to five Associate Representatives as are warranted by the number and geographical dispersal of the Volunteers. On June 1, 1962, 59 U. S. citizens were serving as Peace Corps administrative staff overseas. This staff receives no post differentials, no PX privileges, and no diplomatic privileges or immunities, except from certain taxes and duties. Their housing is modest, and they are expected to associate as much as possible with citizens of the host country.

In all respects the Peace Corps attempts to conduct a lean, economical program. Air travel in the Peace Corps, for example, is by economy class, and Peace Corps vehicles are rugged utility types.

The \$31,634,000 of U. S. Government funds involved in Peace Corps operations from their inception in March, 1961, through June 30, 1962, has financed the organization of the Peace Corps programs in 31 countries (and the consideration of programs in others), and most importantly, the entry into service of approximately 5,000 Volunteers, many of whom are to be trained in the first quarter of fiscal year '63.

Management and financial affairs have been the responsibility of Associate Director John Corcoran.

## Exhibit A

### PEACE CORPS OBLIGATIONS

#### By Regions, Countries, and United States

FISCAL YEAR 1961 AND FISCAL YEAR 1962 (TO MAY 31)  
AND PROJECTED REQUIREMENTS FOR JUNE, 1962

#### REGION AND COUNTRY

REGION AND COUNTRY	FY 1961	FY 1962 (To MAY 31)
<i>Africa Operations</i>		
Cameroon	\$ —	\$ 323,851.22
Ethiopia	—	20,698.68
Ghana	78,680.90	363,892.10
Ivory Coast	—	—
Liberia	—	28,869.27
Nigeria	5,500.00	1,502,288.76
Sierra Leone	—	377,333.96
Somalia	—	397,081.99
Tanganyika	141,332.71	284,292.87
Tunisia	—	197,770.67
Total Africa	\$ 225,513.61	\$ 3,496,079.52
<i>Near Eastern — South Asian Operations</i>		
Afghanistan	\$ —	\$ —
Ceylon	—	163,627.00
India	5,114.80	196,571.58
Iran	—	338,520.06
Nepal	—	—
Pakistan	—	747,260.47
Total Near Eastern		
South Asian	\$ 5,114.80	\$ 1,445,979.11
<i>Far East Operations</i>		
Malaya	\$ —	\$ 458,188.39
North Borneo/Sarawak	—	401,337.00
Philippines	\$ 31,425.74	1,606,358.15
Thailand	—	545,102.97
Total Far East	\$ 31,425.74	\$ 3,010,986.51

*Latin American Operations*

Bolivia	\$ —	\$ 358,585.11
Brazil	—	616,272.06
British Honduras	—	—
Chile	86,494.00	647,960.78
Colombia	179,838.30	1,103,965.15
Dominican Republic	—	81,770.20
Ecuador	—	470,239.39
El Salvador	—	153,606.75
Guatemala	—	3,265.00
Honduras	—	170,954.00
Jamaica	—	126,199.78
Peru	—	183,993.95
Venezuela	—	487,482.42
West Indies	18,432.00	117,249.44
Total Latin American	\$ 284,764.30	\$ 4,521,544.03
Total All Regions	\$ 546,817.95	\$12,474,589.17
Total Administrative Expenses	\$1,087,272.54	6,771,220.01
Total Obligations, May 31	\$1,634,090.49	\$19,245,809.18
Commitments in June 1962 (through June 20)		7,386,913.12
Other known requirements for June (payrolls, fixed expenses)		2,798,178.16
Total		\$29,430,900.46

## PUBLIC SUPPORT

### THE PEACE CORPS AND THE PUBLIC

Response to the Peace Corps from the "private sector" of American life has accelerated from the first day the program was established.

Within one year a large number of significant national organizations endorsed the Peace Corps by resolution. Among them are the American Federation of Teachers, the American Association of School Administrators, the American Council on Higher Education, the Methodist Board of Missions, the Executive Board of the Allied Industrial Workers of the AFL-CIO, the YWCA, the 4-H Foundation, the Student National Education Association, and the American Personnel and Guidance Association.

The Commander in Chief of the Veterans of Foreign Wars of the United States sent a telegram to the President stating: "On behalf of the Veterans of Foreign Wars, I wish to congratulate you upon the establishment of the Peace Corps. This far-sighted step in constructive Americanism will, we are sure, serve the cause of freedom and understanding among men everywhere. I pledge you our full support in this great cause."

Expressions of support have been translated into action. Major companies, for example, are granting leaves of absence to employees who want to serve two years in the Peace Corps. Among these are International Business Machines, American Telephone and Telegraph, and Owens-Illinois.

More than 450 professional, technical, civic, and fraternal organizations have written the Peace Corps to offer their services.

In Los Angeles the Building Trades Council has arranged apprenticeship credit for a plumber now serving in the Peace Corps.

Members of the American Federation of Teachers are receiving leaves of absence. Locals of the Firemen and Enginemen's Union, the Hod Carriers Construction Union, the Cannery and Warehousemen Food Processors Union, the Heavy Construction Labor Union, and the Retail Clerks Union have contributed Volunteers.

The United Auto Workers and the AC Spark Plug Division of General Motors negotiated a specific contract clause protecting the rights of union members entering the Peace Corps.

New York City and Philadelphia are among American cities giving leaves of absence to local teachers who volunteer for the Peace Corps.

Organizing and coordinating community support, along with recruiting and Congressional affairs, has been the responsibility of Associate Director Bill Moyers.

## AMERICA RESPONDS

Could the United States produce enough Americans of high quality and character to make the Peace Corps successful?

This was one of the most important early questions asked about the Peace Corps. It can now be answered.

Americans began responding to the Peace Corps idea in November 1960, after President Kennedy's San Francisco speech outlining the Peace Corps idea.

Between March 1 and June 1, 1961, after Peace Corps preliminary policies were set, approximately 10,000 Americans actually filled out and mailed in Peace Corps applications.

From June to December 31, 1961, Americans volunteered at the rate of 1,000 per month. At that time, most people regarded this response as "extraordinary."

In those early months, the Peace Corps made little effort to attract Volunteers, preferring to wait until it had a clear mandate from the Congress both in terms of authorization and appropriation. The mandate came on September 22, 1961.

With bipartisan national endorsement, the Peace Corps took the initiative in explaining its program and the opportunities for Peace Corps service.

October and November 1961 were taken up in preparing an adequate public information and public affairs program for 1962.

The results of this planning are now apparent. Month by month, the total number of Peace Corps applicants has risen. In some weeks in 1962, almost as many people volunteered as in an entire month of 1961.

In one week in March 1962, 724 people volunteered; in one week in May, 878; in one week in June, 965.

Since mid-February 1962, Americans applied at more than twice the 1961 rate, clear evidence that the nation is responding.

But the Peace Corps is not only interested in numbers.

Who are these people? How good are they? What are their qualifications?

The Volunteers came from the cross-section of American life. They are of every race, creed, and religion. (In the first Peace Corps project, 35 surveyors and engineers for Tanganyika, the Volunteers were named DeSimone and Van Loenen, Lum and Young, O'Hara and Feldman, Quattlebaum and Parson.)

Before they joined the Peace Corps, they lived in every state of the Union and Puerto Rico. They were truck drivers and college professors, plumbers and scientists, nurses and students.

They are old and young, grandparents and teenagers. They are physically strong and mentally alert.

Those already selected, trained, and accepted as Volunteers have, during their first year of overseas service, been the "proof of the pudding."

What about the new applicants?

By scientifically established standards, a greater number of new applicants are qualified for selection for training than those applying earlier.

There are a number of reasons for this.

First, not as many are automatically disqualified, since Peace Corps entrance standards are now better known (for instance, married applicants must both volunteer and each have a needed skill).

Second, the number of applicants with personality problems severe enough to warrant exclusion has dropped sharply (in the first 5,000, there were 216 such cases; in the second 5,000, 127).

Third, a greater proportion of persons with usable skills are applying (approximately 53 percent in the first 5,000; approximately 80 percent in the last 5,000).

Fourth, an ever increasing number of applicants fall into the top rating brackets as a result of preliminary screening. These and other factors lead the Peace Corps to the conclusion that the quality of the individual applicant is keeping pace with the increased numbers.



# APPENDIX

## TALENT SEARCH

In April, 1961, the Peace Corps launched a quiet "talent search" to find the field leaders for its overseas operations.

The overseas job was outlined as a difficult one.

*First*, the Peace Corps Representative must have much the same motivation as the Volunteers in order to provide the personal leadership necessary in a Peace Corps project.

*Second*, the Representative must have had a successful career in the United States which he was willing to leave to serve in the Peace Corps.

*Third*, he must have the capacity to be responsible to the Ambassador, serve as a mission director and at the same time seek his friends and associates outside the American community as well as within.

*Fourth*, he must forego all diplomatic privileges and immunities, except certain customs and tax exemptions, all hardship allowances, all PX privileges and live at a standard usually below that associated with the diplomatic community.

*Fifth*, he must have the diplomatic skills to deal with host governments even at the presidential and cabinet levels.

*Sixth*, he must have the administrative qualities needed for difficult and complex operations and the creative ability to make the most effective use of Volunteers requested by the host government.

*Seventh*, he must know the language of the country to which he is sent (or learn it soon).

*Eighth*, he must exemplify, mentally and physically, the dynamic image of the United States.

The problem in April, 1961, was this: "Where do you find these men?"

And once you find them, how do you interest them in serving the Peace Corps?

After the 1960 Presidential elections, Sargent Shriver established a nationwide talent search reaching into every conceivable community to find qualified people to serve at the top levels of government. On his "contacts" list were over 100 names of people throughout the country who were in a position to recognize highly qualified men and women.

This list was made available to the Peace Corps and expanded to include two hundred key business, university, foundation, government and other "talent searchers." Each was told what the Peace Corps needed, asked *not* to suggest names from within their own organizations, and not to consult those they recommended. The response was overwhelming. The names brought forward represented an exciting cross section of America. In all, a thousand names were made available to the Peace Corps and names continue to arrive from these sources.

Internally, the Peace Corps established an interview system to cover all eight points considered as essential in a Representative. If a candidate met these standards, he was scheduled for a personal interview with the Director. Those candidates passing this test were referred to the Civil Service Commission for a full-field investigation.

Of the first 200 interviewed in Washington, only 11 met Peace Corps requirements.

From June 15, 1961, until May 31, 1962, a total of 528 candidates were routed through the talent search process, each had interviews, and each was evaluated.

Of this number, 46 were approved and are now on board; 9 are just about to come aboard; 30 are approved and in the process of completing their medical and security examinations.

The talent search process was (and is) extremely time-consuming for members of the Peace Corps senior staff. Every one of the applicants, for example, has been interviewed by the Director himself, who has likewise interviewed every doctor and even every secretary sent abroad. But it was decided that the interviews must be conducted at this level and enjoy the highest operational priority. There are no positions in the Peace Corps more important than these staff jobs overseas.

The first director of the "talent search" was William Haddad, at that time a special assistant to the Director. He was followed in the job by Glenn Ferguson, now Peace Corps Representative in Thailand, and since Ferguson, three special assistants to the Director have continued the talent search, first Frank Williams, then William Warner, and now John D. Rockefeller IV.

A sample of those selected include:

Arctic explorer and mountain climber, ROBERT BATES, 51. He has explored the Yukon, Alaska, and the Chilean desert and participated in two attempts to climb K2 (in Pakistan). He has co-authored two books and numerous articles. A magna cum laude graduate of Harvard, he received his Ph.D. from the University of Pennsylvania. In recent years he has acquired facility in the Nepali language. Mrs. Bates has a degree in social work, was overseas with the Red Cross in World War II and has been secretary of the American Alpine Club. He will serve in Nepal.

Dr. Bates will be joined by a mountain climbing professor of philosophy and religion, DR. WILLIAM UNSOELD, 35. With degrees in physics, geology, theology and philosophy, Dr. Unsold lectures at Oregon State, has climbed in the Alps and Himalayas, speaks German and Hindustani and has worked as a section hand, smoke jumper, foundry pourer and seaman. Mrs. Unsold was once a guide in the Grand Teton National Park.

Anthropologist DR. JOHN LANDGRAF, 48, is returning as Peace Corps Representative to North Borneo and Sarawak where he lived two years doing research. He was an associate professor of anthropology at New York University in charge of its Southeast Asia research program. He speaks the Malay-Indonesian dialects of North Borneo and French. Mrs. Landgraf has worked as a teacher and school nurse.

One of the outstanding American students of Southeast Asia, J. NORMAN PARMER, 36, left his position as professor and chairman of the department of history at Northern Illinois University to serve in Malaya. He holds degrees from Indiana University, University of Connecticut and Cornell University. He has lived in Malaya and Singapore, visited Indonesia, Thailand, and India. He and his wife speak fluent Malay. Mrs. Parmer taught high school in Singapore.

LEWIS BUTLER, 34, graduate of Princeton and Stanford Law School, was a partner in one of San Francisco's leading corporate law firms when he joined the Peace Corps. He has been chairman of the state and city Bar Legal Aid Committees, active in Boys' club work, and President of the Stanford Alumni. Mrs. Butler is fluent in Spanish. They are serving with Mr. Parmer in Malaya.

HARRIS WOFFORD, 36, was Special Assistant to the President when he decided to come full time with the Peace Corps. Wofford, on leave from Notre Dame Law School, was one of the "working group" that helped establish the Peace Corps and served as its liaison with the White House. He was also the President's assistant for civil rights. Wofford and his wife, Clare, have traveled widely and worked in India, Israel and Europe. They co-authored the book, *India Afire*. He is going to administer the 300 teacher project in Ethiopia and also to serve as the Peace Corps special representative for Africa.

WILLIAM CANBY, JR., 30, will join Wofford in Ethiopia. Formerly clerk to Supreme Court Justice Whittaker, Canby is a summa cum laude graduate of Yale and first in his class in the University of Minnesota Law School. Mr. Canby was a partner in a St. Paul, Minnesota law firm and was active in the NAACP. He speaks French. Mrs. Canby is a school teacher, good background for the Ethiopian project where Volunteers will serve as secondary school teachers.

ROBERT POOLE, 30, was a history teacher and football and baseball coach at the Taft School, Watertown, Connecticut, when he joined the Peace Corps. A cum laude graduate of Yale, Mr. Poole recently was selected as one of the two most successful and respected teachers of Taft School and given the Mailliard prize. He traveled and studied in Africa and will serve in Ethiopia where one of the largest Peace Corps projects will be located. Mrs. Poole has participated in the Experiment in International Living and the Frontier Nursing Service.

Ex-Navy officer and student of the Near East, DAVID WEINMAN, 28, is going to Turkey. He speaks French and Turkish and holds degrees from Amherst College (B.A.) and Michigan University (M.A. and LL.B.). His wife, Susannah, is an experienced social worker.

RUBIN SIMMONS, 47, is serving in Tunisia. He speaks both French and Arabic. For six years, he was Agricultural Credit Advisor with ICA in Libya; before then, a credit specialist for the Farmers Home Administration, Washington. He is a graduate of Lincoln University. Mrs. Simmons worked for UNRRA in Germany and ICA in Libya.

ROBERT STEINER, JR., 41, of Vermont, is going to Afghanistan. Born in Iran, he speaks Persian. He is a partner in a company engaged in poultry farming, real estate management and recreation facilities and was formerly cultural officer at the U.S. Embassy in Teheran and Director of American Friends of the Middle East. He holds degrees from Wooster College and Columbia University.

DR. CHRISTOPHER B. SHELDON, 36, serves in Colombia. With degrees from University of San Marcos (Lima) (M.A.), Princeton Theological Seminary (B.D.), and University of Madrid (Ph.D.) (he defended his thesis in Spanish), Dr. Sheldon founded the Ocean Academy, Ltd., a preparatory school for boys on board the famous sailing ship "Albatross."

THEODORE BANKS, JR., 37 is serving with Dr. Sheldon in Colombia. When he joined the Peace Corps he was the supervisor of training for Delta Air Lines. He speaks both French and Spanish and has traveled widely in Latin America. He is a Phi Beta Kappa graduate of Emory University and Georgia Tech, and taught Spanish at Emory.

DR. SAMUEL PROCTOR, 40, President of North Carolina Agricultural and Technical College, is the Peace Corps Representative in Nigeria. A minister of the Baptist Church, Dr. Proctor holds degrees from Virginia Union University, Crozer Theological Seminary and Boston University (D.D.). He

was formerly President and professor of religion and ethics at Virginia Union.

ANDRES HERNANDEZ, 49, of New Mexico, serves in the Dominican Republic. A crew chief in the CCC, foreman in the Forest Service, Hernandez studied at Bradley University, University of New Mexico, University of Edinburgh and New Mexico Highlands University. He speaks Spanish with the fluency of English. He has been advisor to the Government of Guatemala where he helped in rural development, housing and homesteading. Mrs. Hernandez has taught primary school and home economics. She is also fluent in Spanish.

A partner in a Cleveland law firm when he joined the Peace Corps, E. ROBERT HELLAWELL, 34, is now Peace Corps Representative in Tanganyika. A cum laude graduate of Williams College and magna cum laude at Columbia Law School, he was active in the Bar Association and the discussion group leader in a world politics program. Mrs. Hellawell was active in the League of Women Voters and speaks French.

GEORGE CARTER, 37, is an authority on African religion, philosophy and intercultural relations. Holding degrees from Lincoln and Harvard Universities, Mr. Carter has been a full-time consultant to the American Society of African Culture. He has traveled extensively in Africa and Asia. He represents the Peace Corps in Ghana, which he had visited a dozen times before joining the Peace Corps.

RAYMOND PARROTT, 33, an economist and formerly Assistant to the President of the Norfolk and Western Railway, was recruited through the National Association of Manufacturers. Holding degrees from Trinity College and Fletcher School of Law and Diplomacy, Mr. Parrott has done economic studies for several U.S. counties and states and in Jamaica, Honduras and Puerto Rico. He serves in Ghana with Mr. Carter.

RODERIC BULLER, 35, former Rockefeller Foundation agronomist in Mexico, is Peace Corps Representative in Venezuela. A graduate of Lafayette College and a Ph.D. from Penn State, Dr. Buller is a specialist in agronomy and statistics. In Mexico he trained technicians in pasture improvement and livestock production. Mrs. Buller, an anthropologist, did village work in Mexico and taught social anthropology at the University of Mexico. Both are fluent in Spanish.

Beverly Hills lawyer FRANK MANKIEWICZ, 38, is a graduate of University of California Law School, Columbia School of Journalism and UCLA. He has been a staff member of the Los Angeles Anti-Defamation League and a legal intern for League of California Cities. A former newspaper editor, he will represent the Peace Corps in Peru. He is fluent in Spanish.

WILLIAM MANGIN, 39, an associate professor of sociology and anthropology at Syracuse University, will return to Peru with Mankiewicz. Mr. Mangin was formerly field director of the noted Cornell project at Vicos. Fluent in Spanish, he also knows French, German, and Italian. He holds degrees from Yale and Syracuse. Mrs. Mangin, a primary school teacher, is also fluent in Spanish.

WALTER CARRINGTON, 35, was a Boston lawyer and a member of the Massachusetts Commission against Discrimination. A graduate of Harvard Law School, he has been a leader in inter-group relations. Mr. and Mrs. Carrington led a group to Nigeria for the Experiment in International Living and have traveled widely in Europe, Africa, the Near and Far East. Mrs. Carrington, a musician, speaks German, Italian and French. They are in Sierra Leone.

San Francisco stevedore superintendent MICHAEL MCCONE, 28, is serving with Mr. Carrington in Sierra Leone. A graduate of Yale, he has been a rigger in Venezuela and logger in Oregon. Mrs. McCone is a graduate of Stanford University.

DR. WILLIAM J. COUSINS, 38, is a graduate of Yale and Fisk Universities, and holds a Ph.D. in Sociology from Yale. Since 1961, he has been Chief of the Training and Resources Branch of AID. Dr. Cousins has served in India and Pakistan as a Community Development Project Advisor and with the American Friends Committee. Mrs. Cousins, born and raised in India, is a naturalized American citizen. They are serving in Iran.

JAN OWEN, 41, leaves a clerical position to serve the Peace Corps in Jamaica. Since 1954, he has been the Minister for the Westminster Presbyterian Church in Charlottesville, Virginia. Mr. Owen is a graduate of the University of Texas and the Austin Presbyterian and Union Theological Seminaries. Mrs. Owen, also a graduate of the University of Texas, has been active in civic affairs in Charlottesville.

DERIK SINGER, 33, was on the original Peace Corps task force and has served since February, 1961, on the Washington staff specializing in Latin American affairs. Previously he served with both CARE and the ICA in Latin America. Fluent in Spanish, and responsible for developing many Peace Corps programs in Latin America, he will serve as Representative in Bolivia. Mr. Singer is a graduate of New York University and Johns Hopkins.

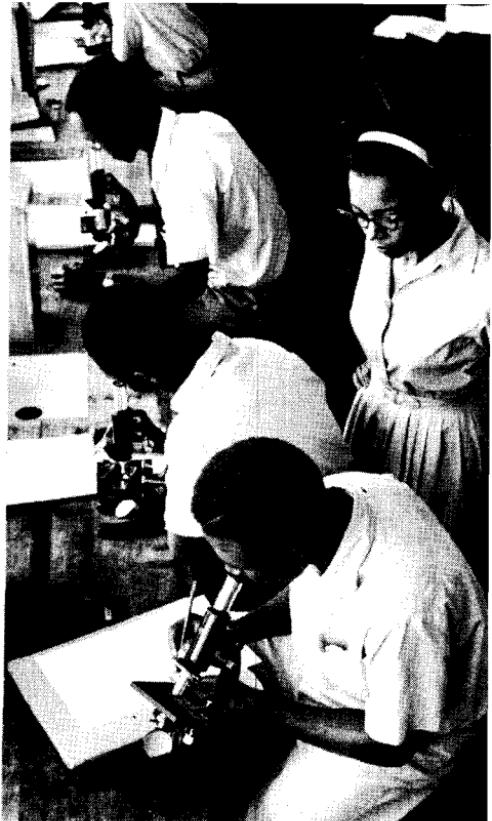
JOHN SMITH, 36, a Minnesota farmer, is a graduate in agronomy at Iowa State and former vocational agriculture instructor for the Truk District, Pacific Islands. He and Mrs. Smith are going to Ecuador.

RUSSELL TERSHY, 40, is going to Bolivia. He was the National Director of Training Schools for Young Christian Workers, a movement operating within the framework of the Roman Catholic Church to develop young adult leadership in labor unions through social action. While with the Army, Mr. Tershy received Special Training at Stanford University in Far Eastern Studies. He speaks Chinese well, understands Arabic and will be prepared in Spanish before taking up his post in Bolivia.

Dear of Faculty of Brandeis University when he joined the Peace Corps, DR. LAWRENCE FUCHS, 35, has written two books and numerous articles on politics, as well as having been an active public speaker on foreign affairs. He is a graduate of NYU and Harvard. Mrs. Fuchs, holder of an M.A. in psychology, is presently a psychotherapist. They are serving in the Philippines.

Sociologist ALEXANDER HARE, JR., 39, is serving in the Philippines. With degrees from Swarthmore College, Louisiana State, Iowa State, The University of Pennsylvania and the University of Chicago, Dr. Hare was Associate Professor of Sociology at Haverford College. He has conducted research at Yale and Harvard and is the author of numerous publications on human relations. He commanded an engineering battalion during World War II.

GLENN W. FERGUSON, 33, is a graduate of Cornell University with a B.A. in Economics, and M.B.A. in Personnel Administration, and an LL.B. from the University of Pittsburgh Law School. He served as administrative assistant to the Chancellor of the University of Pittsburgh and as a management consultant. Mr. Ferguson worked on the Washington staff before going overseas as Peace Corps Representative in Thailand. Mrs. Ferguson graduated from Mary Washington College of the University of Virginia with honors in English.



JOHN WHITE, 36, holds an M.S. in agronomy from the University of Massachusetts and previously served as an AID agronomy advisor in Laos and Thailand. Returning to Thailand for the Peace Corps, Mr. White speaks French, Lao, and Thai. His wife, Eleanor, taught English in Bangkok, is familiar with Thai.

BRUCE MACKENZIE, 37, is a graduate of West Point and student of French and German literature. A specialist in technical publications and displays for Bell Labs and IBM, Mr. Mackenzie has helped devise new teaching systems. Both he and his wife Dorothy, a medical technician, are fluent in French. They are going to the Ivory Coast.

Forty-four-year-old Marine Lt. Col. WILLIAM WILKES is retiring early to represent the Peace Corps in Gabon. A 1939 graduate of Arkansas State College, Wilkes is fluent in French. His wife also speaks French and has been an elementary school teacher.

In Tanganyika is JOHN PETER HOHL, 37, formerly a licensed professional hunter in Kenya. Originally from Ohio, Mr. Hohl was sales-service coordinator for Owens-Illinois Glass Company in Toledo. He speaks German and Swahili.

California Assemblyman BERT DELOTTO, 43, from Fresno. Active in politics and civic affairs, a real estate broker and developer, and director of a savings and loan association, Mr. Delotto is going to Somalia. He studied electrical engineering in night school and graduated with a degree in business administration from Fresno State.

## VOLUNTEERS OVERSEAS

(These lists were compiled about June 20. When printed and delivered, some Volunteers will have finished training and been sent overseas; other Volunteers will also have entered training.)

<i>Region/Country</i>	<i>Number of Volunteers</i>	<i>Began Training</i>	<i>Beginning of Duty</i>	<i>Due Home</i>
<b>AFRICA</b>				
Ghana	51	7/2/61	8/30/61	7/63
Nigeria	39	7/24/61	9/26/61	7/63
	24	9/18/61	11/26/61	9/63
	45	9/20/61	12/28/61	9/63
Sierra Leone	32	11/7/61	1/3/62	11/63
Tanganyika	35	6/25/61	9/30/61	6/63
<b>FAR EAST</b>				
Malaya I	67	10/16/61	1/15/62	10/63
Malaya II		2/28/62	5/16/62	2/64
Philippines I	272	7/13/61	10/12/61	7/63
Philippines II		8/25/61	2/15/62	8/63
Philippines III		12/7/61	3/27/62	12/63
Philippines IV		3/29/62	6/19/62	3/64
Thailand	45	10/9/61	1/25/62	10/63
<b>LATIN AMERICA</b>				
Bolivia I	46	3/31/62	6/30/62	3/64
Brazil	43	1/3/62	3/24/62	1/64
Chile	45	7/20/61	10/12/61	7/63
	20	4/1/62	6/30/62	4/64
Colombia I	103	6/25/61	9/8/61	6/63
Colombia II		2/5/62	5/19/62	2/64
El Salvador	25	1/29/62	5/4/62	1/64
Jamaica	38	4/2/62	6/12/62	4/64
St. Lucia	15	8/1/61	9/8/61	8/63
Venezuela	23	4/1/62	6/5/62	4/64
<b>NEAR EAST/SOUTH ASIA</b>				
India	26	10/1/61	12/22/61	10/63
Pakistan — East	29	8/30/61	11/1/61	8/63
Pakistan — West	28	9/15/61	12/10/61	9/63
<b>TOTAL</b>	<b>1051</b>			

## VOLUNTEERS IN TRAINING

<i>Region/Country</i>	<i>Number of Volunteers</i>	<i>Began Training</i>	<i>Beginning of Duty</i>	<i>Due Home</i>
<b>AFRICA</b>				
Somalia .....	47	4/23/62	7/22/62	4/64
Tunisia .....	77	4/23/62	8/14/62	4/64
		6/1/62	8/14/62	6/64
Ghana II .....	94	6/20/62	9/4/62	6/64
Ivory Coast .....	47	6/22/62	9/4/62	6/64
Liberia .....	107	6/18/62	8/23/62	6/64
Niger .....	7	6/22/62	9/11/62	6/64
Nigeria .....	110	6/29/62	9/11/62	6/64
Senegal .....	6	6/22/62	9/11/62	6/64
Sierra Leone II .....	60	6/16/62	9/4/62	6/64
Tanganyika .....	32	6/30/62	9/5/62	6/64
Togo .....	30	6/22/62	9/11/62	6/64
<b>FAR EAST</b>				
Philippines IV, V, & VI .....	282	6/21/62	9/5/62	6/64
		6/15/62	9/10/62	6/64
North Borneo/Sarawak .....	81	6/15/62	8/16/62	
Thailand II .....	64	6/19/62	10/1/62	6/64
<b>LATIN AMERICA</b>				
Honduras .....	27	6/15/62	8/62	
Bolivia II .....	53	6/30/62	10/6/62	6/64
British Honduras .....	35	6/25/62	8/27/62	6/64
Dominican Republic .....	21	3/20/62	8/2/62	3/64
Venezuela .....	41	4/29/62	7/1/62	
Ecuador .....	128	3/26/62	8/7, 10/6	
		6/27/62	& 10/30/62	
Peru .....	180	3/26, 4/18	8/7, 8/1	3/64 &
		& 6/14/62	& 9/19/62	4/64
<b>NEAR EAST/SOUTH ASIA</b>				
Afghanistan .....	13	6/9/62	8/14/62	6/64
Ceylon .....	49	6/4/62	9/4/62	6/64
Iran .....	51	6/8/62	9/5/62	6/64
Nepal .....	73	6/13/62	9/17 & 8/21	6/64
Cyprus .....	24	6/25/62	10/1 & 9/5	6/64
India .....	52	6/26/62	9/18/62	6/64
Turkey .....	47	6/25/62	9/5 &	
			10/1/62	6/64
<b>TOTAL</b> .....	<b>1838</b>			
<b>TOTAL OVERSEAS AND IN TRAINING</b> .....	<b>2889</b>			

**REPORTED INCIDENCE OF  
ILLNESS AND INJURY AMONG  
PEACE CORPS VOLUNTEERS OVERSEAS**

September 1, 1961 - April 30, 1962

		<i>Male</i>	<i>Female</i>
040	Typhoid .....	1	0
041	Paratyphoid .....	1	0
045-8	Dysentery .....	68	29
049	Food Poisoning .....	3	0
051	Strep Throat .....	2	2
085	Measles .....	1	1
089	Mumps .....	1	0
090	Dengue .....	1	0
092	Infectious Hepatitis .....	9	2
110-7	Malaria .....	7	2
131	Dermatophytosis .....	17	4
	Other Infectious Diseases .....	5	2
240-5	Allergic Disorders .....	10	7
296	Purpura .....	0	2
324	Anxiety Reaction .....	2	2
370	Conjunctivitis .....	2	0
390-1	Ear Infections .....	7	6
453	Vascular Disease .....	0	1
461	Hemorrhoids .....	3	0
470-5	Acute Upper Respiratory Infection .....	60	53
480-3	Influenza .....	9	4
491-3	Pneumonia .....	3	2
500	Bronchitis .....	6	4
519	Pleurisy .....	0	1
530-5	Dental Problems .....	7	29
540-2	Ulcer .....	0	1
543	Gastritis .....	2	1
550	Appendicitis .....	3	2
571-8	Gastroenteritis and Other Disorders of Intestines .....	87	33
600	Kidney Infections .....	0	2
630-7	Diseases of Uterus .....	0	10
	Other Diseases of Genito-Urinary System .....	30	23
690-716	Infections of Skin .....	30	23
722	Rheumatoid Arthritis .....	0	1
726	Lumbago .....	1	1
730-49	Other Diseases of Bone and Muscle .....	1	2
780-9	Ill-defined Diseases .....	24	2
812	Arm Fracture .....	0	1
840-8	Sprains .....	9	4
850-6	Head Injuries .....	1	6
870-898	Lacerations .....	9	1
910-29	Superficial Injuries .....	6	1
940-9	Burns .....	0	1
960-89	Drug Reactions .....	1	1
	Snake Bites .....	1	0

## MARRIAGES, BIRTHS, DEATHS

As might have been expected, Volunteers found each other attractive . . . so attractive that marriages have already taken place in eight countries.

One child was born to a Peace Corps Volunteer Leader couple married prior to Peace Corps service.

There have been three deaths, two in Colombia and one in the Philippines.

The details:

### *Marriages*

#### **GHANA**

George Hamilton and Carol Armstrong in Half Assini, November 11.

Arnold Zeitlin and Marian Frank in Accra on December 16.

Thomas Miller (non-PCV) and Lucille Carmichael in Accra, October 7.

Ophelia DeLaine and Amos G. Gona (Indian National) in Kumasi, April 6.

#### **WEST PAKISTAN**

Dell Christianson and Charlotte Larson during training at Colorado State University.

#### **EAST PAKISTAN**

William Hein and Judith Huneke in Dacca, May 19.

#### **NIGERIA**

Charles Polcyn and Yvette Burgess in Lagos, January 30.

Hershel Herzberg (Nigeria UCLA) and Dorothy Crews (Nigeria Harvard), end of May.

Dave Pibel and Marie Doyle in Nsukka on April 25.

Robert Scheppeler and Vicenette Sparacio in Nsukka, June 8.

#### **THAILAND**

William Davis and Sally Maclay in Bangkok, February 16.

David Michaels and Marianne Spalding in training at University of Michigan.

#### **COLOMBIA**

Mathew DeForest and Ana Elvia Flores Castellanos (Host Country national) in Bogota, February 8.

#### **MALAYA**

Mary Jo Bray and William Weinhold in Kuala Lumpur, April 14.

#### **PHILIPPINES I**

Margo Heineman and Pera Daniels in Daet, Camarines Norte, April 28.

#### **TANGANYIKA**

James O'Hara and a nurse from Ireland, Margaret Marie Roche in Dar-es-Salaam, June 16.

### *Births*

David Danielson (Peace Corps Volunteer Leader) and wife, Judith, Nigeria, a girl, Robin, May 16.

## *Deaths*

David Crozier (Colombia)  
Lawrence Radley (Colombia)  
David Mulholland (Philippines)

## THE WASHINGTON STAFF

To make the Peace Corps an effective organization, to put into action the idea of a Peace Corps, the best possible men had to be found for the Washington staff.

Where were they?

Would they work for the Peace Corps?

Sargent Shriver set out to find men and women with ability, experience, energy, and dedication.

Months of work were compressed into a few weeks. Day and night Shriver put questions to people with exceptional training and experience in the fields of management, medicine, overseas operations, education, public affairs, law, journalism, business and government.

Early in June, speaking to the Peace Corps Washington staff, President Kennedy said: "You have set a new tone for government service."

Here are sketches of some of those people.

TIM ADAMS began his career in journalism in 1949 with the San Francisco Chronicle . . . continued it in the Army as reporter for Stars and Stripes in Tokyo . . . later a combat correspondent on the Korean front . . . returned to the Chronicle, then moved to the San Francisco Examiner as a staff writer . . . in June of 1961, he became assistant to the Director of Information and later Acting Director.

JOHN W. ALEXANDER, JR., Director of African Operations . . . 15 years overseas experience with American operations in Korea, the Philippines, Laos, and Germany . . . Headed Nigerian Desk, Agency for International Development, before joining Peace Corps. Graduate George Washington University . . . World War II service in Philippines . . . national ranking collegiate boxer.

SAMUEL F. BABBITT, Director, University Liaison . . . formerly dean of men, Vanderbilt University . . . B.A. and M.A., Yale, where for four years he was assistant to the dean . . . Infantry platoon sergeant in Korea . . . extensive travel in Europe.

JOSEPH G. COLMEN, Director of Research . . . Associate Professor of Psy-

chology at George Washington University . . . Ph.D. from American University, undergraduate work at City College of New York and Columbia . . . Received two Superior Achievement Awards for service as Director personnel research activity for United States Air Force . . . Member two Presidential committees studying personnel problems . . . Author of many publications . . . Naval Communications Officer, WW II.

JOHN D. CORCORAN, Associate Director for Management . . . formerly associate director of Public Services Administration . . . Consulted on special projects for governments of Israel, Iceland, El Salvador, Thailand, and Afghanistan . . . Former consultant Bureau of the Budget . . . Helped formulate present Administration's foreign aid policies . . . Prepared reorganization study for U.S. Office of Education . . . Served in India and North Africa in World War II.

WILLIAM A. DELANO, General Counsel . . . Yale graduate . . . Two years in Berlin with American Friends Service Committee . . . China-Burma-India Theater as Chinese interpreter during World War II . . . Chairman, New York City Bar Association Committee on the Bill

of Rights . . . A director of American Civil Liberties Union, Morningside Community Center, and South Brooklyn Neighborhood . . . President, Yale Law School Alumni Association of New York City.

**LAWRENCE E. DENNIS**, Associate Director for Peace Corps Volunteers . . . Formerly Vice President for Academic Affairs, Pennsylvania State University . . . Editorial writer, Des Moines Register . . . Special Assistant to U.S. Commissioner of Education . . . Graduate, Iowa State Teachers College and University of Minnesota . . . Communications Officer, U.S. Navy, in World War II.

**ROGERS B. FINCH**, Director of University Relations . . . Formerly Director, Research Division, Rensselaer Polytechnic Institute . . . Associate professor, Massachusetts Institute of Technology . . . Director, Special Technical and Economic Mission to Burma, Point IV . . . special consultant on engineering education for Burma, Indonesia, and Japan . . . Adviser to Ford Foundation for engineering education in Latin America . . . Major, Army Quartermaster Corps, World War II.

**LEO J. GEHRIG**, Medical Director . . . Graduate, University of Minnesota Medical School . . . Formerly deputy chief of surgery, United States Public Health Service Hospital, Seattle . . . Assistant chief, Division of Hospitals, USPHS . . . Ship's physician, USS Eagle . . . Served in Northern Alaska in campaign against tuberculosis . . . Specialist in handling of illness and injury where professional medical facilities not available.

**JAMES GIBSON**, a Mississippian, got his B.A. from Duke University in 1934 . . . graduate work at George Washington and American Universities . . . worked with the National Archives and the Army Pictorial Service . . . then to Department of Agriculture . . . served as their Chief of the Motion Picture Service . . . came to the Peace Corps in May, 1961 . . . serves as Chief of Division of Agricultural Affairs.

**ALICE GILBERT**, Director of International Programs . . . Graduate, Radcliffe and Yale Law School . . . Associated with Cahill, Gordon, Reindel & Ohl . . . Conducted youth programs for Experiment in International Living in England, France, and Sweden.

**RICHARD A. GRAHAM**, Director of Recruitment . . . Graduate in engineering, Cornell University . . . Co-founder of electronic controls company and sales manager and development engineer for a power transmission manufacturing com-

pany . . . Inventor of electrical control devices and mechanical variable speed devices . . . project officer, ground controlled missiles, United States Army . . . Served in Iran as project officer in charge of power and water system construction.

**WILLIAM F. HADDAD**, Associate Director for Planning and Evaluation . . . Graduate work in journalism, Columbia University . . . Russian and Chinese studies at Georgetown . . . Formerly special assistant to Senator Estes Kefauver and Senate Subcommittee on Juvenile Delinquency . . . Since 1957 investigative reporter for New York Post, receiving eight major journalism awards . . . Formerly assistant to Robert Kennedy.

**ODIE HOWELL** . . . born in the District of Columbia . . . worked in the Offices of the Inspector General and the Comptroller, Department of State, before coming to the Peace Corps in May, 1961 . . . serves as Director of Administrative Services.

**DOROTHY MEAD JACOBSEN**, Director of Personnel . . . Career personnel administrator . . . helped set up Rural Electrification Administration and Federal Works Agency in 30s . . . Chief of Navy civilian employment in Washington area . . . Organized Navy's career intern program (largest in government) . . . Served as member and chairman of interagency committee directing overall career intern program for Federal Government.

**WILLIAM JOSEPHSON**, Deputy General Counsel . . . Graduate in Law, University of Chicago, Columbia Law School, where he was an editor of the Columbia Law Review . . . Formerly Far East Regional Counsel, ICA . . . Experience in court and corporation law with Paul, Weiss, Rifkind, Wharton & Garrison, N. Y. . . Helped author initial Peace Corps policy documents . . . principal author of Presidential Executive Order establishing the Peace Corps.

**JOSEPH F. KAUFFMAN**, Director of Training . . . Formerly Executive Vice President, Jewish Theological Seminary of America . . . B.A., M.A., and Ph.D. (later from Boston University) . . . Regional Director, Anti-Defamation League in Omaha and Denver . . . Assistant to the President and Dean of Students, Brandeis University . . . Army service in North Africa and Italy, World War II.

**E. LOWELL KELLY**, Director of Selection . . . Chairman, Department of Psychology, University of Michigan (on leave) . . . Formerly president, American Psychological Association . . . Ph.D., Stanford, graduate work at Universities of Berlin and Vienna . . . Developed

biographical inventory for selecting Navy pilots. World War II . . . Staff member, Senate War Investigating Committee conducting hearings on legislation setting up National Science Foundation . . . Directed Veteran's Administration program for clinical psychologists . . . Author of numerous technical papers . . . Extensive study of problems of pilot training.

**W. F. KELLY, JR.**, Director of Contracts and Logistics . . . Career public servant . . . Formerly chief, Procurement and Logistic Assistance Branch, NASA . . . Chief, Services Branch, Aeronautical Systems Center, Air Force . . . Graduate, Ohio State . . . European Theater, World War II, U.S. Army.

**CASS KENDZIE**, was the State Department's Deputy Executive Director of the Bureau of Far Eastern Affairs, when he transferred to the Peace Corps in March, 1961 . . . born in Poland . . . A.B. from Wayne University . . . Masters in Public Administration from University of Michigan . . . worked for the Navy before State . . . served overseas for State in Vietnam and Ceylon . . . now Director of Division of Volunteer Administration.

**PADRAIC KENNEDY** . . . A.B. from Columbia College . . . M.A. in History from the University of Wisconsin where he also taught American History . . . served two years in the Army, stationed in Europe . . . serves as Chief of the Division of Volunteer Field Support.

**TOM MATHEWS** . . . born in Salt Lake City, 1921 . . . B.A. from the University of Utah . . . served as reconnaissance officer with 10th Mountain Division in World War II . . . reporter and Sunday Editor of the Salt Lake City Tribune from 1945 until 1952 . . . resigned to join the San Francisco Chronicle as a general assignment reporter and feature writer . . . came to Peace Corps in March 1961, later becoming Director of Public Information . . . left the Peace Corps in April 1962 to become Deputy Assistant Secretary of State for Congressional Affairs.

**BILL MOYERS**, Associate Director for Public Affairs . . . Formerly personal assistant to Vice President Lyndon B. Johnson . . . Rotary International Fellow, 1956-57.

**CHARLES J. NELSON**, Director, Program Development and Coordination . . . Former Research Fellow, New York University, on Mayor's Committee on Administration and Citizens' Budget Commission . . . Helped reorganize New York State Civil Service and Department of Education . . . Formerly chief, Latin America and Africa Branch, ICA Community Development Division . . . Served in Philippines and Iran with ICA . . . Army Captain, World War II.

**JULES PAGANO**, Director of Professional, Technical and Labor Division . . . Recipient of Fulbright Fellowship in Adult Education to study in United Kingdom . . . Director of Training Program for Latin American community leaders, 1959-1960 . . . Member of Advisory Committee of the University of Chicago . . . Member of Executive Board of National Institute of Labor Education . . . Traveled throughout South America and Europe in various capacities for State Department and international organizations . . . Former Director of Education, Communication Workers of America.

**BRADLEY H. PATTERSON, JR.**, Executive Secretary . . . Formerly assistant cabinet secretary to President Eisenhower . . . Senior member, Committee Secretariat Staff, State Department . . . Secretary to the Wriston Committee . . . Associate Professional Lecturer, George Washington University . . . Received Arthur S. Flemming Award as one of outstanding young men in Federal service, 1960.

**CHARLES G. PETERS, JR.**, Director of Evaluation . . . Educated at Columbia University and University of Virginia . . . Formerly member of West Virginia Legislature where he successfully sponsored the State's Civil Service Law and a bill setting up a State Human Rights Commission . . . Has visited fourteen Peace Corps training programs and nine overseas projects.

**LEE ST. LAWRENCE**, Director of Far East Operations . . . Earned Meritorious Service Award for personal heroism in Congo and Laos while serving with International Cooperation Administration . . . Formerly program officer in Yugoslavia for Point IV . . . Studied at Oxford, Trinity College in Dublin, Institut de Science Politique in Paris, and Johns Hopkins School for Advanced International Studies . . . European Theater, World War II.

**EDWARD SCHIFFMAN**, Director of Near East and South East Asia Operations . . . Ph.D., Harvard . . . Formerly director, U.S. foreign assistance program in Iranian province of Isfahan . . . Economic advisor in Ethiopia . . . Libya desk officer, ICA . . . Assistant director, U.S. aid mission in Thailand . . . Agricultural expert assigned to American Military Government in Germany.

**MELVIN SCHUWEILER** . . . Deputy Associate Director for Program Development and Operations . . . born and raised in Stevens Point, Wis. . . interrupted law studies at University of Wisconsin to serve in World War II . . . awarded Silver Star and Purple Heart with Clusters . . . studied at Cambridge in England . . . received B.A. in International Relations at American University . . . served as

Planning Officer with the U.S. Military Government in Germany . . . then as a specialist on private overseas investment for the State Department . . . in 1954, moved to the Foreign Operations Administration as an investment and economic development specialist for Latin America . . . left government for private enterprise, becoming the national sales director with the Ortho-Vent Shoe Company.

JACK H. VAUGHN, Director of Latin American Operations . . . Formerly director, USIA centers in Bolivia and Costa Rica . . . USOM program officer and director, Cooperative Service for Economic Development, Panama . . . Program officer, Europe and Africa, ICA . . . USOM Director, Senegal . . . Instructor in languages, Universities of Pennsylvania and Michigan . . . Faculty associate, Johns Hopkins School of Advanced International Studies . . . Company commander in Marines . . . Former boxing coach.

WILLIAM WARNER . . . A.B. at Princeton . . . graduate work at Columbia University . . . Naval officer during the WWII . . . extensive experience in private employment in Chile, Guatemala, and elsewhere in Latin America . . . went to United States Information Agency in 1958 as an advisor on Latin American Affairs . . . came to the Peace Corps in February

of 1961 . . . serves as special assistant to the Director.

WARREN W. WIGGINS, Associate Director for Program Development and Operations . . . B.A., University of Colorado . . . Graduate work, Harvard . . . Served as a senior economist and program officer, Marshall Plan mission to Norway . . . Coordinated economic programs for 14 nations of Western Europe . . . Senior U.S. economic adviser to Philippine Government . . . Acting director, U.S. aid mission in Bolivia . . . Assistant Deputy Director, ICA . . . Won Arthur S. Flemming Award as one of outstanding young men in Federal Government, 1962 . . . Awarded Air Medal and DFC for flying "The Hump" in World War II.

FRANKLIN H. WILLIAMS, Director of Private Organizations . . . Formerly assistant counsel, NAACP . . . Director, NAACP activities in several western states and Alaska . . . Assistant Attorney General for California, establishing state's first Constitutional Rights Section . . . Graduate, Lincoln University and Fordham Law School.

LLOYD WRIGHT, Director of Public Affairs Support . . . Former Marine . . . Director of Public Relations, Baptist General Convention of Texas . . . Twelve years' experience in radio, television, public information, and public relations.



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