
PEACE CORPS

**5th ANNUAL REPORT
TO CONGRESS**

For The Fisical Year Ending June 30, 1966

PEACE CORPS



5th Annual Report



**PEACE
CORPS
5th**

Summary

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Built on strong feelings and high hopes, the Peace Corps has survived overwhelming popular acceptance, near deifi-

cation, and some secret self-doubts. It emerges, after five years, as a solid idea with accomplishments to count.

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The Peace Corps changed Directors, re-examined its amateur standing and grew dramatically during the year. Training became an experience in itself as well as a springboard for the big job overseas. The impact of Volunteers on Peruvian students (right) and other citizens of 15 Andean villages was described in an anthropological study released in 1966. The returning Volunteer was entrusted with more of a share in the Peace Corps' future, and with



the exception of the military, the organization became the number one "employer" of new U. S. college graduates as it set a new record for recruiting.

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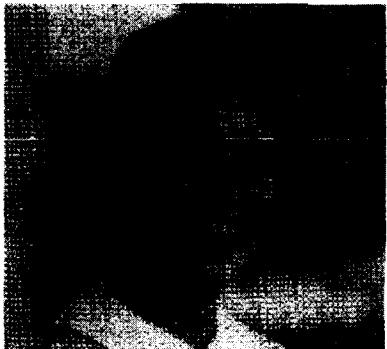
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Some 7,000 Volunteers as of this writing have completed their overseas tours and come home. They are, for the most part, changed, charged, challenged and very self-confident. How are they doing and what are they doing? Interviews with student nurse Ann Kessler (right) and other representative returnees provide a clue to the status of this new breed.



I. Introduction:

AN IDEA FOR ALL SEASONS

In 1961, the Peace Corps took the drab concept of public service and gave it dash. It was high adventure with higher purpose, a blow against the chauvinism of the 50's, a disarming, fresh approach to international relations. It appealed equally to the gambling instincts and social consciousness of youth, and to the forgotten idealism of older generations.

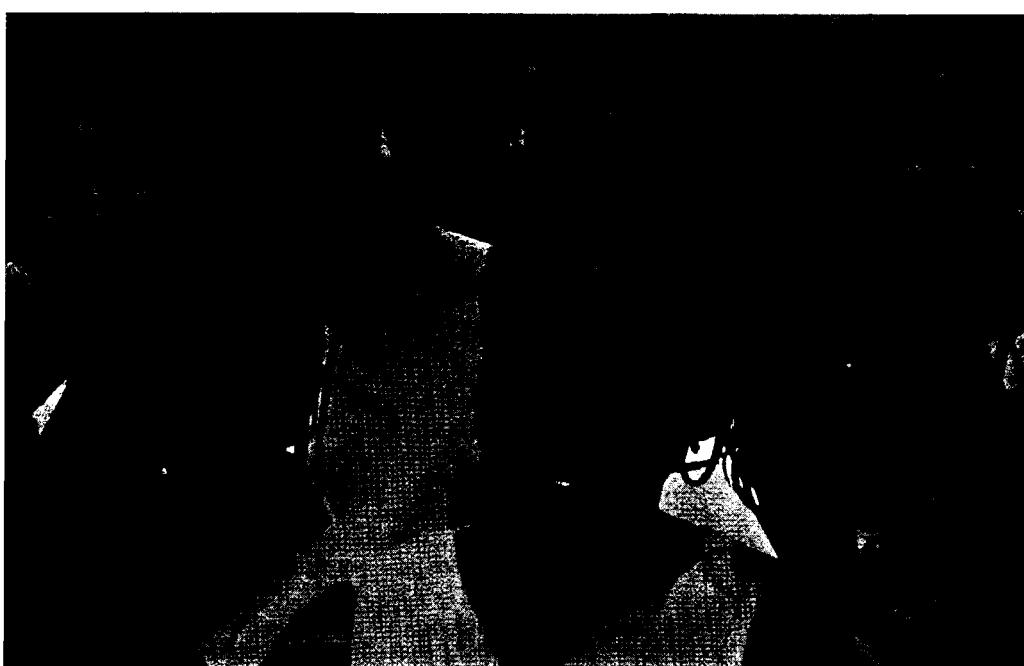
If the early Peace Corps was more of an approach than a solution, no one seemed to mind. In a world beset by ambiguity and chronic mistrust, it had the ring of truth and that was enough.

Today, five years later, it is not nearly enough. The Peace Corps is a victim of its own innovations. Once the child prodigy of public service, it must now skip quickly over adolescence and become a responsible adult in a world it helped to sophisticate.

The Peace Corps opened a sort

of delayed-action Pandora's Box when it chose to expose and deal with the long-neglected roots of underdevelopment, those basic human ills that were soon to become part of the Peace Corps liturgy: poverty, hunger, ignorance, disease. Because other foreign assistance programs usually dealt only with the surface symptoms—economic instability, lack of technological progress, shortage of top-level manpower—the Peace Corps had what amounted to *carte blanche* at the grass roots. It could experiment, and with relative freedom.

The novelty of it all has protected the Peace Corps to this day, a fact which has been alternately a source of delight and disappointment to Peace Corps officials. Autonomy allowed the Peace Corps to develop in its own time, on its own terms, and to create a separate and scrupulously



20,000TH VOLUNTEER: Margo Bevier, 23, became a symbol of the Peace Corps' continuing growth in May 1966 when she arrived in Benin City, capital of Nigeria's Mid-Western Region, to take up duties as an English teacher at a women's training college. Here she shares a light moment with several students who wear their hair braided fashionably in long pigtails.

honest identity in the host countries.

Volunteer as Folk-Hero: For this, it paid an ironic price. Because it kept its vows of humility, hard work, sensitivity to local customs, simplicity of living, the Peace Corps earned an almost saint-like reputation in places where the American presence had sometimes been less than lovable. The word went out that the Peace Corps was dispelling the "Ugly American" image wherever it went. Volunteers were being called "ambassadors of good will." In short, the Peace Corps was good news—beefsteak on an international black eye. And so, the program which had been so carefully designed to avoid any taint of self-servingness found itself feeding the most

notoriously self-serving of American instincts—the need to be popular.

No one was more aware of this need in the first three years than the Volunteers overseas. They bridled at the myth-making back home, were appalled and embarrassed by the extent to which the Peace Corps was being romanticized by parents, friends and news media. The banal realities of Peace Corps life, the frustrations in the way of progress in Peruvian, Malaysian and Indian villages, the unlikelihood that the Volunteer could make any dramatic changes during his two years' service, were glossed over. The modest accomplishments of the Volunteers, on the other hand—a small schoolhouse here, a minor change in

school curriculum there, a sewing class in one town, a soccer team in another—were hailed as miracles of ingenuity.

That the American public has doggedly clung to the surface glamor of the Peace Corps is not altogether its fault. There was something remarkable and exhilarating about the audacity of young, inexperienced Americans facing up to the overwhelming problems of underdevelopment in rugged and unfamiliar territory. The mere fact that they survived the "cultural immersion" in relatively primitive locations after only limited preparation was, in the wisdom of the early 1960s, fantastic. Quite simply, it hadn't been done before.

The Idea Grows: With the advent in 1964 of the poverty program, which was loosely patterned after the Peace Corps, the main thrust of the Kennedy-Johnson era became evident. Social change—now—was the name of the game, and the changing of attitudes was the goal first and foremost. Volunteers were not do-gooders who went out to the ghettos and backwaters of society to build a better mousetrap for the underprivileged (or "disadvantaged" as the new jargon had it); they were people who through a good deal of observing, talking, listening, and patient cause-and-effect repetition, were creating an atmosphere for change. Again in the new-era jargon, they were trying to establish a "meaningful dialogue" between the haves and the have-nots—an exciting yet maddeningly slow process.

But without much doubt, this process is the wave of the future.

As of June 30, 1966, 10,530

Peace Corps Volunteers were serving 46 developing nations, thousands of other volunteers were working in some phase of the anti-poverty program in the U.S., 18 modern, industrialized countries were exporting volunteers, and more than 15 developing nations had launched internal service programs. During the last year, more than 40,000 Americans applied for Peace Corps service, and while only a quarter of this number is likely to be selected, the Peace Corps plans to have about 15,000 Volunteers in 53 countries and one territory* by 1967.

The depth and intensity of the trend toward social action was evidenced further in the results of a survey of high school seniors concerning career preferences. (This survey has been taken on a continuing basis since the late 1930s). Up until this decade, the top or near-top choice was advertising; in the past two years, advertising has dropped to the bottom of the list, while Peace Corps—which is by no means an actual career—appeared at the top.

It would seem that this era of changing values, most visibly manifest on the college campus, has affected the high school student as well, giving at least half-a-lie to his supposedly hedonistic bent.

The Peace Corps Looks Ahead: The role of the Volunteer in 1966, 1967 and 1968 will be, must be, more important by several degrees than it has been in the past five years. As the forerunner of volunteerism as it exists today, the

* A U.N. mandate, the Trust Territory of the Pacific.



SCHOOL PARTNERSHIP: A Volunteer helps construct a school in Africa, made possible by the Peace Corps School Partnership Program (formerly known as the School-to-School program). As of June 1966, 138 schools had been built in 25 countries — all with the help of Volunteers — with money for materials raised by American school students. The host countries provide labor, guarantee a teacher and arrange for title to the land. The program has nearly tripled since 1965 and President Johnson has recommended that it grow to 1,000 schools. This across-the-board involvement of the Peace Corps, American school children and overseas communities is a unique venture in international communication.

Peace Corps must demonstrate that volunteering in an increasingly volatile age is an empty gesture if it does not satisfy the most pressing needs of a given country. In India, for example, where shortage of food to feed a population of 500 million has reached desperate proportions, the Peace Corps rose to the occasion by creating a specially designed, hard-headed program at the grass roots to help alleviate the problem. More than 1,000 Volunteers (the largest contingent anywhere) will be sent to work in closely-related projects such as poultry production, nutrition, vegetable gardening, family planning. India is a Peace Corps priority. (Other

special Peace Corps programs, such as that in Micronesia, are noted elsewhere in this report.)

Still, the Peace Corps' effect in the developing world will always be basically catalytic. A Volunteer poultry worker in India hit upon the right formula when he said, "Find the farmers who are ready to move, and concentrate on them. The rest will follow."

The main difference between the Peace Corps of 1961 and 1966 is its faith in the liberal arts major, which has grown steadily with experience. While only 40 per cent of the more than 40,000 Peace Corps applications last year came from the college campuses, over 90 per cent of those selected come



EX-VOLUNTEER: Brenda Brown, 27, is one of 155 former Volunteers now serving as Peace Corps staff members overseas. Here, with Dr. W. K. Chigula, principal of University College in Dar-es-Salaam, Tanzania, she observes a school class. Brenda was a Volunteer in an early Philippines group and later worked briefly in a pilot project in experimental teacher-training in Washington, D. C., before heading abroad again.



EXPERIENCED HANDS: The Potters (above) have 60 years of teaching experience between them. Tom Potter was superintendent of education in Santa Rosa, California; his wife, Mary, a teacher. They astonished their friends by joining the Peace Corps. Says Mary: "Everyone told us what a noble thing we were doing, but you could tell they really thought we were crazy. At our age? When we were packed and ready to leave, I think people really envied us." The Potters, serving in Colombia, are among 172 Volunteers past the age of 50 now overseas.

from that 40 per cent. Why?

It has been found that in Peace Corps work, this category of American does the best job—who is, because of his age and background, at an unparalleled peak of energy, curiosity, flexibility and optimism. It has also been found that much of the work that needs to be done in the villages of developing nations does not require the services of skilled technicians; "experts" often feel frustrated or wasted at the grass roots level. An English major, on the other hand, who is trained to converse in a local language and can master one useful skill (poultry raising,

basic construction, the organization of a credit cooperative), can supply a good deal of stimulus at the first stage of development.

Work That Really Matters: Many of the countries the Peace Corps serves are in the throes of self-discovery, groping for their own style of development. In this atmosphere, the wisest route to the future is not always clear. But more and more, the host countries and the Peace Corps are reading the signs the same way. When this happens, Volunteers do work that really matters to human life, and the most mundane task becomes immensely satisfying.



II. New Directions:

1966 IN REVIEW

A New Leader

In January 1966, Jack Vaughn was named Director of the Peace Corps, succeeding Sargent Shriver whose five-year tenure had brought the Peace Corps from the earliest days of the New Frontier well into the first phase of the Great Society.

As Shriver carried his commitment to public service to full-time stewardship of the Office of Economic Opportunity, Vaughn took over an agency in transition. Having found identity, acceptance and defined potential under Shriver, the Peace Corps will drive for a more important role in the developing world under Vaughn.

Vaughn was one of the original executive staff. From 1961-63, he was Director of the Latin America

Regional Office at Peace Corps Washington headquarters. He was named Ambassador to Panama in late 1964 and later served as Assistant Secretary of State for Latin America, as overseer of the Alliance for Progress. Since becoming Peace Corps Director early this year, he has visited more than a dozen "Peace Corps countries" in Africa, the Middle East, Southeast Asia and Central America and has initiated programs in seven new countries as well as the Trust Territory of the Pacific (see below).

New Countries

The question of growth in the Peace Corps remains fluid. There are needs to be satisfied in the world and as long as nations continue to request Volunteers, expansion is inevitable. As of June 30, 1966, there were 10,530 Volunteers in 46 nations; by 1967 there will be some 15,000 in 53 nations, plus one territory.

The new programs announced during the last months of the fiscal year are:

► **Trust Territory of the Pacific (Micronesia):** Scattered over nearly three million square miles in the Pacific Ocean are 2,141 islands and atolls that were seized by American military forces from Japan after some of the bitterest fighting in World War II.

COMMUNITY DEVELOPMENT:
The women of Chucuito, Peru, are advised on design and manufacture of native products by Volunteer Julia Zagar. She and her husband then relay the finished products to domestic and foreign markets through a local cooperative they helped found. These products bring first substantial revenue to this rural village in the high Andes. Chucuito was one of the communities studied by Cornell University anthropologists. (See page 12.)

A United Nations trusteeship, the islands are now the responsibility of the U.S. Department of Interior. The Congress of Micronesia, representing its nearly 100,000 citizens, has asked for Peace Corps Volunteers to help build a more stable social and economic base to prepare the way for eventual self-government.

Nearly 500 Volunteers will be working on 80 of the 97 inhabited island locations by early 1967. The first two groups entered training in Hawaii and Key West during the summer; another group will train late next fall. The majority of Volunteers will be liberal arts graduates engaged in a wide spectrum of activities: teaching, public health, public works, public administration, agriculture and community development.

► **South Korea:** Many of the 100 Volunteers slated for September arrival in this lately peaceful country were in the fourth grade at the time of the Korean War. They are now training for jobs as English, math and science teachers in 45 South Korean communities, including the capital city of Seoul.

► **Guyana:** Formerly British Guyana, this small South American nation achieved independence in May 1966. The first Peace Corps contingent calls for 40-50 Volunteers—teachers, architects, engineers.

► **Paraguay:** Paraguay will soon be the twentieth Latin American country to utilize Peace Corps volunteers; approximately 30 will arrive in early 1967. Most will be involved in rural community development but four are scheduled to teach in Paraguayan universities.

► **Chad:** This former French col-

ony, bordering Libya on the north, is part desert, part swampy woodland. Wildlife abounds. The first Peace Corps project consisting of about 30 Volunteers will include rural development, English teaching, and re-training for nurses. The Volunteers will arrive early next fall.

► **Botswana:** About 55 Volunteers will begin work in the British Protectorate of Bechuanaland, which will become independent (and renamed Botswana) on September 30, 1966. Some will help expand the school system, others will work in rural development projects. The Peace Corps Director in Botswana, Russell Schwartz, is the first former Volunteer to be appointed to head a country program (the second: Robert Klein in Ghana).

► **Mauritania:** Another former French colony, with a tongue-twisting capital, Nouakchott, Mauritania is part of the Sahara desert. A contingent of 12 rural development Volunteers will form the first Peace Corps group there.

► **Libya:** The 20 Volunteers who are in the first group for Libya were born at about the time Libya was making daily front-page headlines as the scene of a famous World War II battle between the forces of Field Marshal Montgomery and General Rommel. The Volunteers will teach English.

Volunteers already serve in the neighboring North African countries of Morocco and Tunisia.

The Cornell/Peru Report

"Measurement of Peace Corps Program Impact in the Peruvian Andes" is the official title of a



MOSQUITO HUNTER: Gerald Patrick majored in English before joining the Peace Corps. Today he explores Morocco by jeep, collecting and classifying insects as part of a malaria control study. Patrick is typical of what the Peace Corps calls "generalists" (liberal arts graduates trained to handle specific technical assignments). Malaysia, Malawi, Bolivia, Brazil, Niger and the Dominican Republic also have public health programs manned by Volunteer generalists.



329-page academic work known at Peace Corps headquarters as the Cornell/Peru Report. Published in January 1966, it reports on a two-year study by a group of anthropologists from Cornell University.

Fifty Peace Corps Volunteers were put under a social science microscope from the time they entered training in the summer of 1962 to the time they completed service; the 15 communities where they worked were assessed before, during and after their tours.

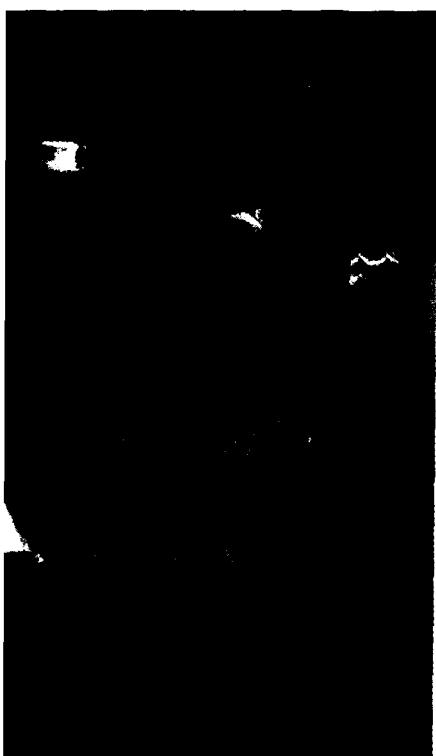
The report states that "the Peace Corps program in the Peruvian Andes did achieve a measurable impact"—communities with Peace Corps Volunteers developed nearly three times as fast as those without.

Peace Corps' first Director, Sar-

gent Shriver, viewed the report as being of "great practical and historical significance."

Cooperative Effort: "For the first time," said Shriver, "we have objective, scientific validation of the successes Peace Corps Volunteers are registering in the field of community development. It is hard, demanding work in isolated areas under sometimes difficult and frustrating conditions, but the report shows that the Volunteers have been successful even beyond our initial hopes."

Dr. Henry F. Dobyns, one of the Cornell research team leaders, describing the report's findings, said that in the field of community development "results are normally computed over the course of decades . . . (but) these Volunteers



ELECTRONIC-AGE TEACHING: In countries where illiteracy binds people to their past, the Peace Corps is reaching an estimated half-million adults and children through educational television programs beamed into schools and community centers. The Peace Corps approach to ETV, first used in Colombia, is now operative in four other countries: Peru, Jamaica, Thailand and Malaysia. Volunteers are involved in production, programming, installation and repair and "utilization," the last of which is Judy Allen's job. She travels from school to school showing Colombian teachers how to make the most of their ETV fare. Left, Judy visits the control room of the Bogota studios where the nation's extensive TV system originates.

produced measurable results in two years. Some would consider this progress incredible."

The report also concludes that roughly 80 per cent of the Volunteer success in these communities occurred when Volunteers worked with other organizations, and that the Volunteer appeared to be an effective conduit for small amounts of U.S. AID funds.

For instance, \$980 of AID money, plus one Volunteer capable of organizing a community, produced a jackhammer, a saving of years of labor, and an irrigation canal between two villages which now provides drinking water and some electricity for the first time. Observed one Peace Corps official, "The Volunteer needed the jackhammer, the jackhammer

needed the Volunteer, and the village needed both."

Training

Peace Corps training has been called an experiment in pressure-cooked education, and the experimentation goes on apace; open-mindedness is the only hard-and-fast rule. The goal remains: put the maximum possible amount of reality into Peace Corps training in order to narrow the experience gap between training site and overseas job assignment. This means that no two training programs — even for the same country — are exactly alike. Peace Corps training may well be the greatest variety show in America today.



HUNGER FIGHTERS: Since 1962, the Peace Corps has had notable success in building a viable poultry industry (and providing a source of much needed protein) in many sections of food-hungry India. In the past six months, Peace Corps-assisted poultry farms have increased egg production 173 per cent. A former Iowa farmer, Ernie Peterson (left) was one of the early Volunteer poultry experts. Now an Associate Rep in India, he instructs newly arrived Volunteer Bill Divis in aspects of poultry management. India continues to search for ways to feed its population of half a billion persons. Among U.S. responses to Prime Minister Gandhi's April request for help will be the placement next year of over 1,000 Volunteers (double today's force) in Indian villages. Most will work in teams to help solve village food production and nutrition problems and provide birth control education as well.

This summer, 7,500 trainees are scheduled to prepare for over 125 separate overseas programs at about 90 institutions. Classes are smaller and discussions (the seminar approach) more prevalent than lectures. Subject matter (customs and culture of the host country) is more closely integrated with language training (which consists of 300 hours of the 12-week training period), which in turn is geared to the vocabulary of the job: teaching, poultry work, health education, construction, etc.

More than 400 returned Volunteers have already been used in training programs this year, and 400 more were hired to participate in programs this summer. This year for the first time returned Volunteers hold top positions on the training staffs, including that of project director. The day-to-day overseas experiences of the former Volunteers are joined to a teaching structure, with the result that trainees are getting a better grasp of the Peace Corps' role in the developing world.

Action Off Campus: A greater meeting of the minds between academia and returned Volunteers has been achieved. Academic approaches are thrown out when realism would be preferable. Thus, practice teaching and community development are being experienced rather than taught. City slums, small towns, southern farm communities, migrant worker camps and Hawaiian villages have become the campuses for Peace Corps training in many instances.

The Peace Corps' own training camps in Puerto Rico and the Virgin Islands are being expanded because they are the best forums for new ideas and approaches in field training. Experimentation in these camps over the past two years has led to innovations in field training on American campuses, too.

For instance, last summer a small liberal arts college near Washington, D. C., known for its Great Books seminars, came "down to earth" and successfully trained a group of liberal arts graduates to be poultry farmers in India. This program seemed to combine the most important elements of the Peace Corps life: philosophy and practicality.

Peace Corps training could become a bridge between the most tradition-minded elements of the educational community and the "Berkeley era" student. The more imaginative Peace Corps training can become, the more it will "speak" to both of these elements. No other government agency has such close ties with the academic community; the influence of the one on the other is considerable. Their futures are intertwined; and together, they must produce hu-

man beings who can make sense of their environments.

New Techniques: Two extremely promising steps in this direction are the Advanced Training Program and In-Country Training.

Advance Training Program is open to a limited number of Peace Corps-bound college students who begin training 14 months before Peace Corps service — first, during a preliminary training program during the summer following their junior year. Second phase: during their senior year on campus they add the area studies and language courses that relate to their future assignments. And third, they do a final stint at a training site after graduation, and thus go overseas both philosophically and technically better prepared.

"*In-country*" training was first tried two years ago at Robert College in Turkey when teacher trainees received the first half of their training in the U.S. and the second half in the host country. This experience helped the Peace Corps clarify its objectives for this kind of program. This year, "*in-country*" training has been extended to Volunteers working in agriculture projects in India and community development workers in Latin America.

Generalists an Important Force: In 1961, the notion that American college students could even hold their own for two years in an underdeveloped or developing nation was subject for debate. Today, in mid-1966, the same category of student (the liberal arts major) is going overseas conversant in at least one of nearly 90 languages and dialects the Peace Corps teaches,

and equipped with at least one new useful skill, sometimes equal to an apprenticeship in a trade. The Volunteers today do important jobs, ones that relate directly to the most crucial needs of the host countries. They are a force for progress, not just a friendly presence.

Long-Range Planning

The Bureau of the Budget asked the Peace Corps this year to submit a Program Planning Budget System (known, inevitably, as PPBS). Basically this means that the Peace Corps is now believed to be in a position to plan five (or more) years in advance the type of program and the number of Volunteers it will send to the host countries.

Having become a viable force for development, the Peace Corps is in a sense losing its amateur standing and joining the big league in overseas assistance.

To keep up with the changing needs and shifting priorities of a developing nation is, however, no mean trick. It will require cold-eyed appraisal, and agonizing re-appraisal in some cases. Yet it jibes with the standards the Peace Corps has set for itself: to attack the major problems of a given country, to waste no Volunteers on low- or medium-priority assignments.

Preliminary forecasts, developed by the Peace Corps in consultation with host governments, indicate a marked shift to agriculture and related rural development activity for the Peace Corps in the next five years, according to Sol Chafkin, the agency's planning and programming director.

The PPBS concept, once applied only to corporate investment planning by major U. S. firms, has more recently been introduced to government, particularly in the military and space fields. It focuses on management by objective, rather than by organizational unit, and calls for the preparation of precise goals and the hard-headed weighing of cost effectiveness of various techniques to achieve these goals.

Director Vaughn commented: "Establishing the system has not been easy because of the many intangible aspects of our overseas operations. It has also been important that we maintain the spirit and spontaneity of the Peace Corps while developing this more sophisticated management tool."

Recruiting

The Peace Corps this year, for the first time, not only met but exceeded its manpower goal, and at the same time became the country's number one employer of newly-minted college graduates.

No other single organization, in or out of government (military obviously excepted) attracted more new college graduates to their ranks.

The goal was an input of 9,200 trainees, up 8.5 per cent from 1965. Based on past selection experience and acceptance rates, this meant a minimum of 28,000 applications. Some 40,385 did apply, and by the end of June a record 10,300 had accepted invitations to begin training during the summer and fall, a 10 per cent increase over the original goal.

Much of the credit for this major upsurge in interest goes to a group

of 60 returned Volunteers who took over the job of describing the Peace Corps experience during visits to 1,000 campuses. These recruiters limited their search for applications to seniors and graduate students who would be available for this year's training programs (the exception was a limited number of would-be Volunteers in their junior or senior years who were eligible for the Advance Training Program).

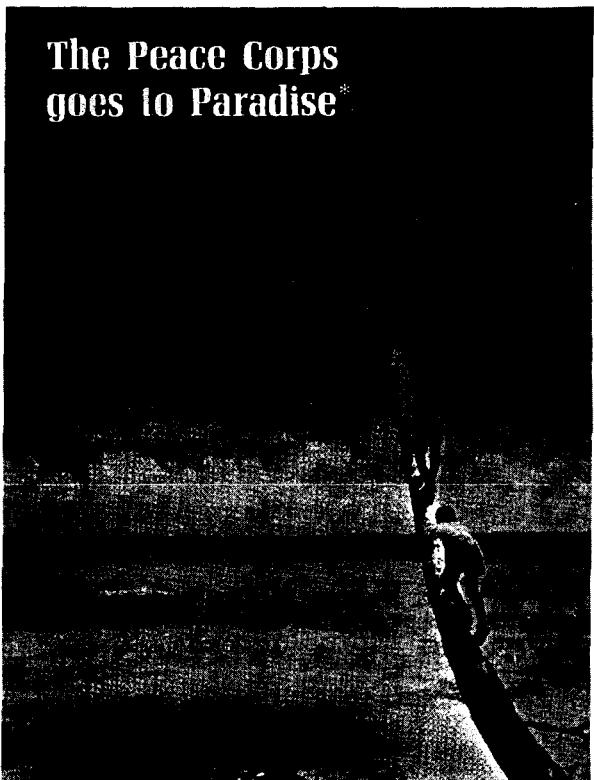
Peace Corps and the Draft: Suggestions that the Vietnam war and the increasing pressures of the draft would have some sort of negative effect on recruiting proved unfounded. One University of California professor, op-

posed to the U.S. participation in Vietnam, tried to persuade students to boycott the Peace Corps. He argued that the Peace Corps was just another extension of U.S. foreign policy. His pleas fell on deaf ears. More than 1,000 Cal students applied for Peace Corps service during the year.

The build-up of Selective Service calls was closely studied by the Peace Corps, but at least one key indicator seemed to refute the notion that the cold wind of the draft was stimulating applications. Since 1961, the composition of the Peace Corps has been about six males for every four females and during the past year the same 60-40 ratio remained constant.

UNIQUE BID: An intensive one-month recruiting effort on selected campuses during the last weeks of the school year produced a record 3,000 applications for a newly announced program in Micronesia, the Pacific Trust Territory. This is the cover of the informational brochure used by recruiters. Despite the alluring theme, the literature called attention to "the problems in paradise" and the need for educational, health, agricultural and technological help among the nearly 100,000 inhabitants of this vast Pacific island chain.

The Peace Corps goes to Paradise*



III. Country Report: NIGER

THE JOB OF SOCIAL CHANGE

Niger is a hot, dry, landlocked, sub-Saharan country where the physical energy of the uninitiated can be quickly sapped, and where a knowledge of at least two of several local languages is a necessity if one is to remain for any length of time.

Fifty years of French presence, which ended with Niger's independence in 1960, made French the operative language on some levels, but a working knowledge of either Hausa, Djerma or Kanuri is just as necessary.

The Peace Corps sent 16 Volunteers to Niger in late 1962 and early 1963. All were male — Niger was thought to be too rugged for American girls.

Seven of the new Volunteers were English teachers whose familiarity with the French language would have been more than adequate on a European vacation, but was not nearly good enough for a totally non-Anglicized, un-tourist-trodden Niger. And it became increasingly evident that teaching English as a foreign language

(TEFL) was more of a "luxury item" for Niger than a necessity.

The nine agricultural Volunteers had slightly better assignments, but they were too widely dispersed across the arid countryside; their efforts attracted no widespread notice. And language was a problem for them, too.

The language problems, programming problems and the inhospitable climate (which seemed to preclude any dramatic developmental strides), plus a high turnover of Peace Corps staff at headquarters in the national capital of Niamey, threatened to turn this early-day Peace Corps project into a near shambles.

At the end of the first year there was serious talk of "pulling out" of Niger once the first 16 Volunteers had finished their two-year assignments.

The Virtue of Patience: That the Peace Corps did not leave Niger is a testament to the Peace Corps' devotion to patience. Thanks to several promising changes in administration and operation that

The Peace Corps' First Failure Could Have Occurred Here, But Today the Project Flourishes



ENGLISH MAJOR: Vicki Soucek (a native of Winchester, Mass.) was graduated from Tufts College a year ago. Today, she is a health worker in Illela, Niger, an isolated agricultural community where there is no industry, no electricity and no running water. The only European products available are tomato paste and cocoa. Illela is in the throes of a drought; infants suffer from malnutrition and diarrhea with resulting dehydration. Here, an American college girl with three months of Peace Corps training in the United States can make a dramatic difference.

began to occur in 1964, it hung on. And if the first two years were a disappointment, the second two have been, comparatively, just short of revolutionary.

Four things were largely responsible for this dramatic change: 1) after two years of strained familiarity, the Peace Corps and Niger had at least established a tentative, beginning dialogue about Niger's real needs; 2) a strong new Peace Corps staff had been assembled; 3) Niger's President, Diori Hamani, and other Nigerien officials responded to the vigor-

ous new look at Peace Corps local headquarters and looked with increased interest on 4) the new group of Volunteers who were, inevitably, better prepared—psychologically, technically and linguistically—for their jobs.

Today, the Peace Corps program in Niger is one of the most successful in Africa, and possibly in the entire Peace Corps orbit. And, while convincing arguments can be made for large numbers of Volunteers to tackle a multitude of problems in major host countries, an equally strong case can be made



NIGER is larger than the combined area of Texas and California, but most of its 3 million people are concentrated along the southern border from Niamey to Lake Chad. Its output averages \$75 per person annually, mostly in peanuts and cotton (the chief export crops), livestock, gum arabic, tin, tungsten and hides. Niger's literacy rate is estimated at 5%. The average lifespan of its people: 38 years.

NIGER DIRECTOR of Peace Corps for past two years was C. Payne Lucas who holds a master's degree from American University and is widely traveled in Africa. Lucas, 33, is now deputy African regional director in Peace Corps Washington headquarters. He prepared for Niger post with two year tour as Associate Rep in nearby Togo. Here, he talks with Togolese village elders.



for the relatively small (81 Volunteers), compact and highly personalized program that exists today in countries such as Niger.*

Four Men: For those who believe that men mold events rather than the other way around, the story of the Peace Corps and Niger will be especially gratifying.

Four men — together — made the difference. C. Payne Lucas was a 31-year-old dynamo when he arrived in Niger as Peace Corps country director in June 1964. With a master's degree from American University, a year as an African operations officer at Peace Corps/Washington, and 18 months as Associate and Acting Peace Corps Director in Togo (another French-African nation), Lucas came to Niger with no illusions, yet still optimistic.

Each Volunteer must do a job

that related directly to Niger's development. "Otherwise," said Lucas, "who needs it?" Out went English teaching and one-man agricultural assignments.

Lucas' Deputy in Niger was Paul Cromwell, whom he describes as a "patient perfectionist." Cromwell was 26 when he took this post, quickly established excellent rapport with the Volunteers, constantly coaxing them to improve their languages and delve deeply into Nigerien culture, recording their discoveries. (Cromwell had nearly three years' experience on the Peace Corps Washington staff, specializing in Africa, before going overseas.)

Dave Nicholas was the 28-year-old Peace Corps physician in Niger who joined the staff upon graduation from Yale Medical School. In addition to his job as doctor to the staff and Volunteers, he designed a public health program, the first of its kind for the Peace Corps in Africa that depended exclusively on liberal arts graduates (all of them women, as it turned out).

* Of the 46 Peace Corps countries at the end of FY 1966, 16 of them had fewer than 100 Volunteers and another nine listed less than 200. At the other end of the scale, seven countries had more than 500 Volunteers at work.



MAIN STREET, ILLELA: Pack camels and donkeys are the normal means of transportation in this area; camels carry the larger long-

Niger's active 49-year-old president, Diori Hamani, was necessarily the key figure of the foursome; not merely because he is president but because, as Lucas puts it, "he has a touch of Kennedy. He is pragmatic, articulate, a ball of fire, aware of the world, and deeply concerned about his country."

Diori presides over a numerically manageable country; the total population is approximately three million, 95 per cent of which is rural. Only 40,000 people inhabit the capital city of Niamey.

People, Attitudes First: Both Diori and Lucas were therefore determined to be rigorously realistic, to avoid overly ambitious development programs, "showcase" stop-gap measures—in short, everything that did not attack the often-

invisible root causes of underdevelopment. People and attitudes first, technology and hard cash later. They agreed that the main task was to improve the quality of the predominantly rural life in Niger, to encourage the mass of Nigerien people to organize, using their own natural and human resources.

Underdevelopment would be defined as lack of developmental values: enlightened self-interest, the profit motive, the work ethic, fair play, community pride. President Diori would emphasize the importance of the work ethic. (He told the Volunteers in a recent speech that their willingness to live in the villages and do manual labor was a sharp goad to Niger's own youth movement.)

But in the process, the Volunteer



distance loads and are a higher status symbol than donkeys. These are carrying a supply of millet (local grain) from outlying areas.

has had to cope with the schism between the elite and the masses. His instincts are to side with the masses, the people he has come to help, but it is the elite who hold the power of decision, who control the Volunteer's job.

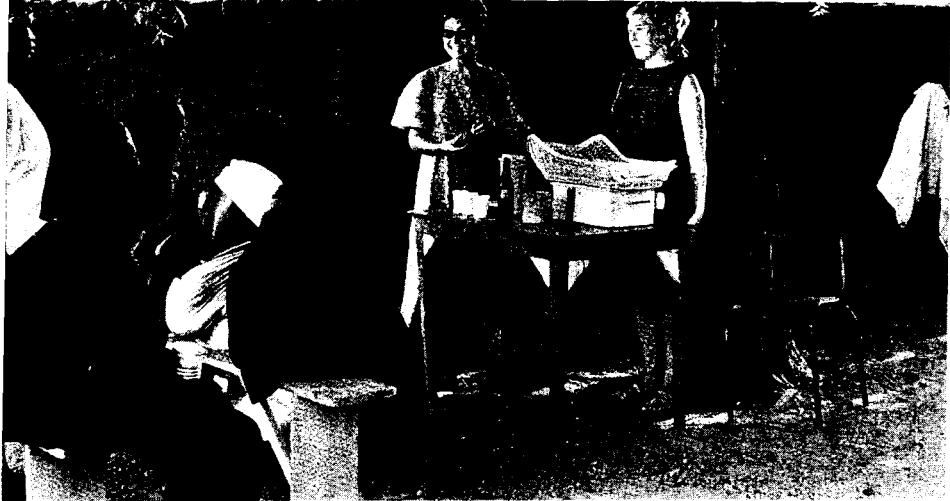
Picking their way through conflicting class values is both the problem and opportunity of Volunteers in all of Africa. Examples of this conflict crop up in a dozen details of the Volunteer's daily life. Each time he picks up a tool, he is commenting on the elite's view that manual labor is beneath an educated man.

The austerity of the Volunteer's housing (many Volunteers in Niger live in the legendary mud house) is another comment on elite values. The Volunteer must not alienate the elite, on the one hand, but must not conform on the other.

If he does, he will go home without having any real effect on Niger's development.

People vs. Skills: The Niger Volunteer, however, has usually found a place somewhere between the extremes of conformity and confrontation. One Nigerien official pointed out that the Volunteer who is successful in all of his personal relationships has a good deal of freedom to innovate. "We Africans," he said, "judge outsiders as people, not as technicians."

In an African village, human rather than technical skills do become more important. Language facility coupled with the desire to communicate opens many doors. Thus, Lucas put the most stock in the well-rounded, flexible "generalist" (liberal arts graduate) whose motivation is to operate—and succeed—on a personal level.



WELL BABY CLINIC: Volunteers Vicki Soucek and Nancy Keith (a French major, State University of N. Y.) are attached to the local dispensary in Illela, now speak Hausa well enough to instruct local mothers in basic nutrition and hygiene, *al fresco*.



RAPPORT: When this Nigerian woman spotted Vicki on her rounds, she stopped, embraced her, told the photographer, "Take a picture of mother and daughter." Vicki and Nancy live in a Moorish-style mud-and-straw house. "We love the people and love our work," says Vicki, "but I often find myself dreaming of the ocean."

Drive is what is needed; skills can be learned.

And they have been learned by the Volunteers in Niger. Lucas flew to Southern Illinois University in Carbondale, Illinois, to help put the third group of Niger-bound

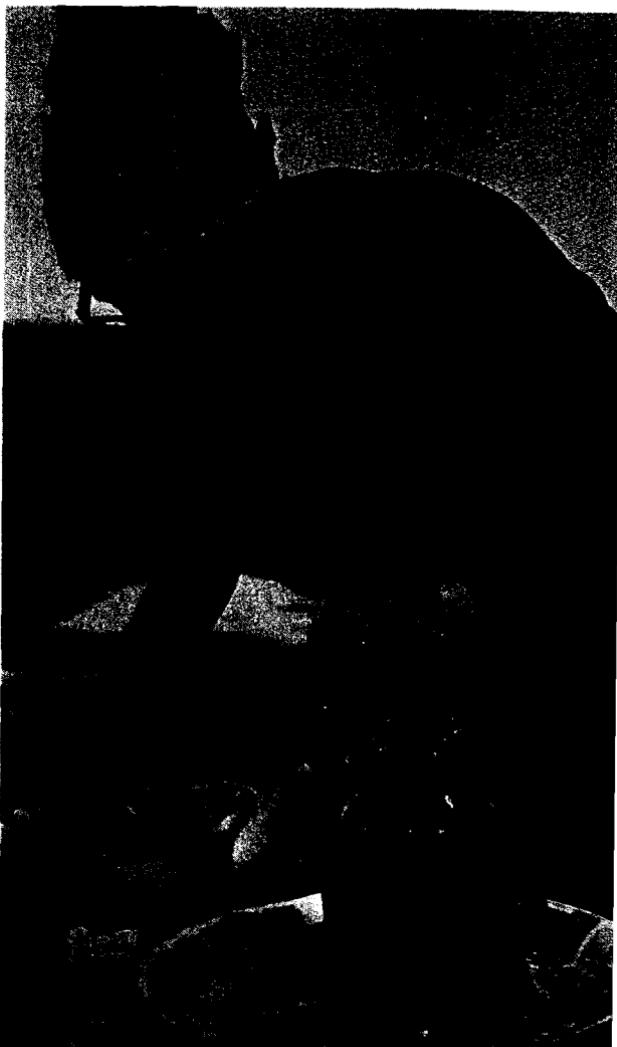
trainees through their paces. "I made sure they knew they would have to be special," he said, "and that their assignments were going to be tough and damn important and that Niger was a real no-nonsense Peace Corps country."

It Was Exhilarating!

The reaction of a liberal arts graduate to her public health assignment in Niger. An important component of national development is health education. In Niger it consists of changing people's habits, *not* performing appendectomies. Progress comes from knowing people, speaking their language. Still, these girls have actually saved lives by using local foods that are not traditionally fed to Hausa children.

HYGIENE LESSON: "Rural people here do not connect disease and dirt," wrote Vicki and Nancy in a 35-page report on Illela. "Dishwashing, personal hygiene and compound cleanliness (therefore) suggest our major theme: dirt causes sickness." They tell the mothers that it doesn't matter whether or not they can see the dirt; "if you don't wash everything with soap, you will become sick." At right, Vicki demonstrates by giving a Nigerien baby a scrub-down.

"When they finally arrived, they were steeled. Then they found this legitimate government interest in them, and they responded. I doubt if many Volunteers feel more needed than those in Niger today."



Group Approach: Unlike the early days, Volunteers in Niger now work in pairs or groups, and with groups rather than individual-to-individual. Instead of trying to build up one counterpart who will carry on his work, the Volunteer

now strives for the maximum interaction with the community around him and coordinates his work more closely with that of other Volunteers — no matter how different their jobs may be. It is a concept that is being tried in other countries such as India, and elsewhere in Africa, where the emphasis has been shifting from pure classroom teaching to overall rural transformation. The focus is on extending government services to the people; the Volunteers in Niger are on the cutting edge of the government's programs.

Because of its climate, Niger will probably never be a bountiful land, nor is it likely to become a top competitor in the world market. But it is determined to live in the 20th century, and to be totally self-sufficient. Thus, the idea of rural transformation suits it well, possibly better than some of its more lavishly-endowed and more worldly-ambitious neighboring countries. Not wishing to copy the European or other African styles of development, Niger has an excellent chance to become the model for other rural nations.

Peace Corps assistance in Niger proceeds along three major lines: public health, agriculture and adult literacy.

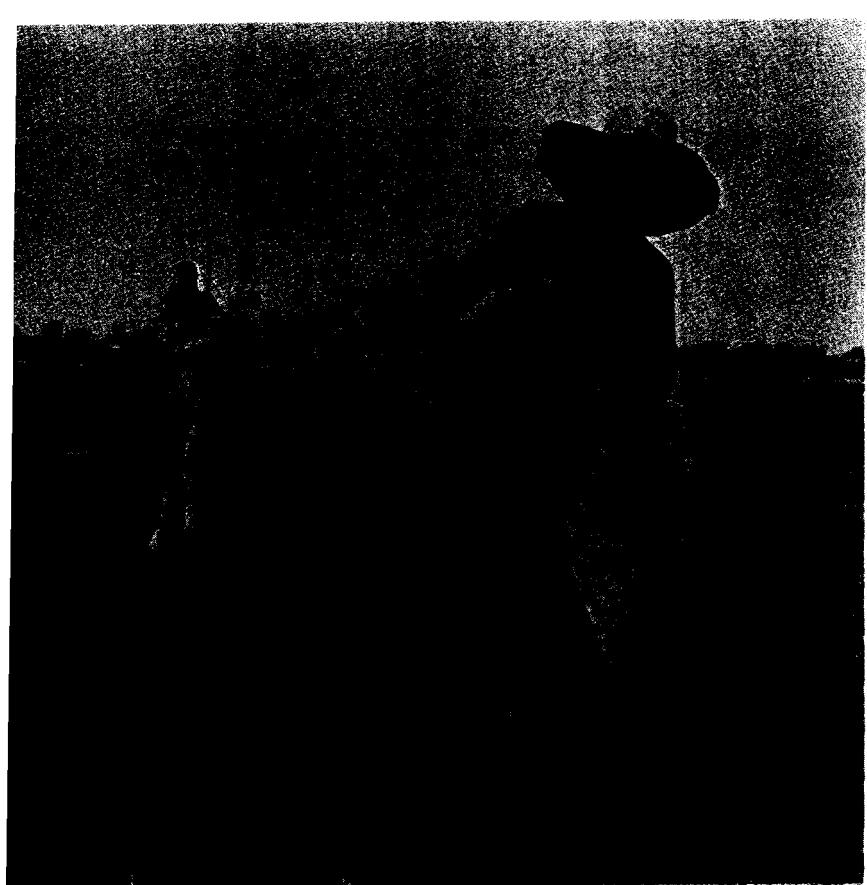
Changing Habits: "If you can teach public health to a Nigerien mother, you can certainly teach it to an A.B. Generalist," said Peace Corps/Niger staff physician Nicholas. Or, to put it another way, if you can't teach it to a liberal arts graduate in three months of training, you probably can't teach it to the Nigerien housewife.

The point is that public health in Niger consists of elementary changes in people's habits and

generalists can attempt this as well as, and often better than technicians who rely only on their skills and have little understanding of the local scene.

The 15 generalist health workers now in Niger started on a research project as soon as they arrived. They spent the first three months in their towns just learning: they observed the dispensaries, practiced their Hausa, got to know the town, the people and the power structure, and found out all they could about local health habits. At the end of this learning period, each Volunteer sent Dr. Nicholas a report describing the local health situation and out-





GENERALIST FARMER: Volunteer Clark Kerr works with a student at a Nigerien agriculture school, showing him proper plowing techniques. Neither Kerr, a political science graduate from the University of California, nor most of his Peace Corps colleagues-in-farming have backgrounds in agriculture.

lined her plans for an area health program.

The resulting reports went beyond the staff's highest expectations.

From Linda Ewing (a former French major at Wilkes College in Pennsylvania) and Mary Blanford (a history major, Stephan Austin State College, Texas) after two months in Tessaoua came a 14-page report which included sections on the economy of Tessaoua, local sanitation problems, preva-

lent diseases and Hausa medicines and treatments. From two other former liberal arts majors, Nancy Keith and Vicki Soucek in Illela (page 26), came a 35-page report containing a similarly thorough examination of their region.

The Peace Corps supplements this rural health program by providing nurses for the faculty of Niger's School of Nursing in Niamey.

How Long Is 1,000 Years?: The health workers in Niger are attached to local clinics, but most

make home visits as well. A visitor from Washington headquarters recently accompanied Jane Dodez (a political science major from Tennessee's Maryville College) on an afternoon's rounds. The first stop was the house of a woman who recently had been absent from the well-baby clinic. Jane brought along a brightly painted flip chart that described how to make a liver puree for young babies. The chart is one of a series designed by Jane's roommate, Joyce Holfeld, a history major from Furman University in South Carolina. These charts cover such subjects as conjunctivitis, fly control, sanitation, etc.

"Jane and the woman began chattering in rapid Hausa about babies," said the visitor. "You didn't need to understand Hausa to appreciate the attention the woman was giving to Jane's comments, or the frequent joking between the two."

"Later the woman showed us the garbage pit she had deepened to discourage flies, and the straw fence keeping the animals away from the human area. Both were projects she had undertaken at Jane's suggestion."

"You know," said Jane as they left, "I just keep thinking about that European doctor last year. He told me I wouldn't be able to accomplish anything if I stayed a thousand years."

The Men From UNCC: Twenty-one Volunteers are working with Niger's new, progressive rural development agency, UNCC (Union Nationale de Credit et de Coopération).

UNCC aims to reform marketing and promote cooperatives and new

agricultural techniques. The UNCC Volunteers (all generalists) are assigned in pairs to small towns where there are usually no other foreigners, and few if any social distractions. Thus, the Volunteers literally become part of the community.

UNCC is the generalists' cup of tea. The job primarily involves community organization, co-op management, accounting; it does not demand a background in agriculture nor any formidable "ag" skills. The UNCC chiefs nonetheless speak of the Volunteers not as nice young Americans spreading good will but as men doing a crucial job.

A year in the life of the typical UNCC Volunteer begins in the fall when he works on buying the harvest of peanuts or rice, which means keeping accounts and seeing that the produce is honestly weighed and cleanly bagged. Then, he will supervise the collection of payments on loans made the previous crop year.

In the early spring, the UNCC Volunteer learns the use of equipment, such as animal-drawn plows, which he will demonstrate during the summer (see photo, page 29). All through the year he will help supervise the management of a cooperative store set up in his town by UNCC to provide basic goods at low prices. The heart of his job is communicating with the farmer, explaining the whole process.

"Everything the UNCC Volunteer does," says Director Lucas, "is designed to give the Nigerien farmer a fair shake." The long range goal: to make the villages of Niger more independent, more able to master their environment.



'Mr. Perhaps' Gets Things Done

Volunteer Peter Easton helped design and build a model community center in Madaoua, Niger, a town of 5000 people, and is extending his service a third year to shepherd the center into sure self-government. At the moment, he worries that "my American get-things-done style is too heavily stamped on the center, and I am trying to stay more in the background. I remind the people here that it is *their* center, that I am just a consultant." Easton believes that the very presence of an American Peace Corps Volunteer is 30% of the job: "The way we walk,

talk, gesture, operate is an education in itself. It gives them the idea there is another way to be, another way to do. And we learn something about ourselves in the process. When I first arrived, they called me 'Wata-kila', which means 'Mr. Perhaps' in Hausa. Now I am acknowledged by 'Mayki, baaka sawka banzaa', which is a Hausa saying meaning 'The Vulture Never Swoops Down Without a Reason.' In English, its equivalent would be, 'This guy never drops in just to chat; he's always got a project in mind.' It's all very jovial and affectionate, but all too true."

Knowledge and Identification: Nine Volunteers are working in adult literacy: eight as regional inspectors of adult literacy classes and one, a woman artist, who is illustrating teaching materials.

The broad aim of literacy is to give the common man in Niger a sense that he belongs to a nation by giving him the means to discover that his government wants to communicate with him.

In addition to instruction in how to read and write in the local languages, the program includes: 1) encouraging the idea of local newspapers, and 2) more and better community centers.

The newspapers — mimeographed news sheets — contain whatever interests the villagers most: road accidents, meetings, birth announcements, humorous incidents, elections, even letters to the editor. They also include explanations of government services and occasional articles on health or new agricultural methods. For the Nigerien villager whose world tends to be one-dimensional, there is a great shock of recognition when he sees his name in print. His existence has been acknowledged. This provides his first incentive to participate in community life.

The aim of the community centers is to join the efforts of various agencies and Volunteers in all of Niger. Volunteer Peter Easton, an honors graduate from Amherst College (who has a reputation among Nigeriens for speaking Hausa better than the Hausa), encouraged a community center in Madaoua, now half-built. It is important because it is being financed by the contributions of poor peasants, not by fonctionnaires.

The building will house a permanent literacy office, a newspaper workroom, films, and a free lending library. Rooms will be available for talks by whomever the peasants want to invite — agriculture agents, medical and health personnel, etc. Here, the peasant will in a sense be host to the elite. If it works, it will be a subtle but effective breakthrough in communication between the classes.

Easton's work in Madaoua (see page 31) is a good example of the new African strategy: rural transformation in the making.

Step-by-Step: One French African expert who has recently visited Niger applauds the low-key approach that now typifies the Peace Corps there: "No one is really sure what makes an African village develop. That is why Peace Corps generalists do well in Niger. They feel their way step by step; they have no preconceived idea of what the next stage is going to be. It is dangerous to think you do know. Things have to evolve naturally. Change must come from within."

Lucas believes that getting the right kind of Volunteers and giving them large responsibility is the key. "In Niger, the Volunteers do the program planning. They identify the needs, they decide what to do about them. We simply back them up. Many of the Volunteers will help train the next group, just as the last group helped train this one. I think we have got something going.

"I have traveled all over Africa," he continued; "but I have never seen the citizens of a country, from the President on down, so determined to move ahead or so wise about how to do it as in Niger. It is an exciting thing to be part of."

THE FIRST FIVE YEARS



HERE AT 2:00 p.m. ON OCTOBER 14, 1960,
JOHN FITZGERALD KENNEDY FIRST DEFINED THE
PEACE CORPS. HE STOOD AT THE PLACE MARKED
BY THE MEDALLION AND WAS CHEERED BY A LARGE
AND ENTHUSIASTIC STUDENT AUDIENCE FOR THE
HOPE AND PEACEFULNESS HIS IDEA GAVE THE WORLD.

An Idea Whose Time Had

AT SAN FRANCISCO COW PALACE just two weeks after his first reference to the Peace Corps idea at Ann Arbor, Presidential Candidate Kennedy outlined the new concept of public service in a formal speech.

THE PEACE CORPS ACT was signed into history less than a year later, by President Kennedy, who gave the first pen to his brother-in-law, Sargent Shriver, the new agency's first director. Shriver said Kennedy phoned him in Chicago after his inauguration, "and told me that everyone down here seemed to think that the Peace Corps was going to be the biggest fiasco in history, and it would be much easier to fire a relative than a political friend."



Come



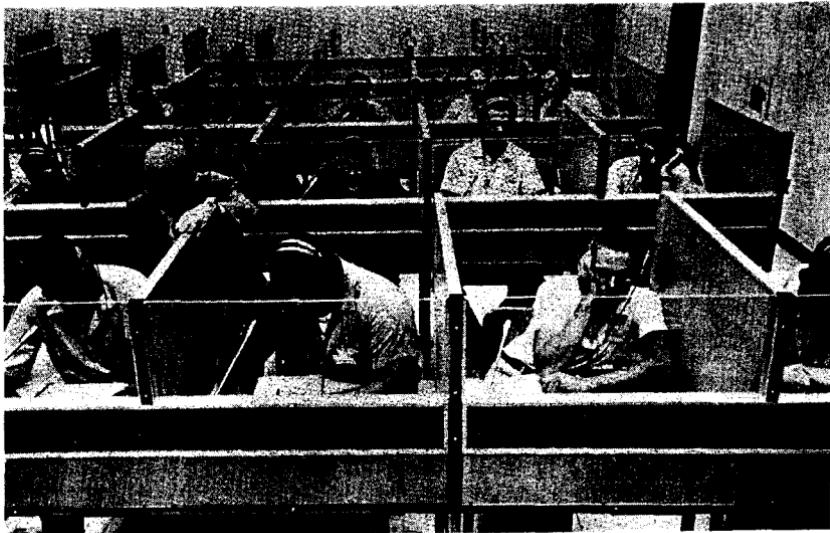
THE WORK BEGAN with the training of the first Peace Corps contingent at Rutgers University where Shriver visited in June 1961.

Road to Readiness

RIGOROUS WORKOUTS
such as this at the Peace Corps' own training facility in Puerto Rico were highly publicized during early days. Today training is geared to the projected needs of the Volunteer's overseas assignment and very few trainees get an opportunity to climb a mountain.



LANGUAGE TRAINING has always been the focus of overseas preparation. This group studied Spanish in 1962, before leaving for Colombia, in a modern language laboratory at Columbia University.



TRAINEES destined for an early program in Brazil concentrated on classroom lectures and also did basic conditioning exercises for one hour per day.





FIRST GROUP to land on foreign soil was Ghana I. Trained at the University of California at Berkeley, they received a personal send-off at the White House from President Kennedy.

The Pioneers

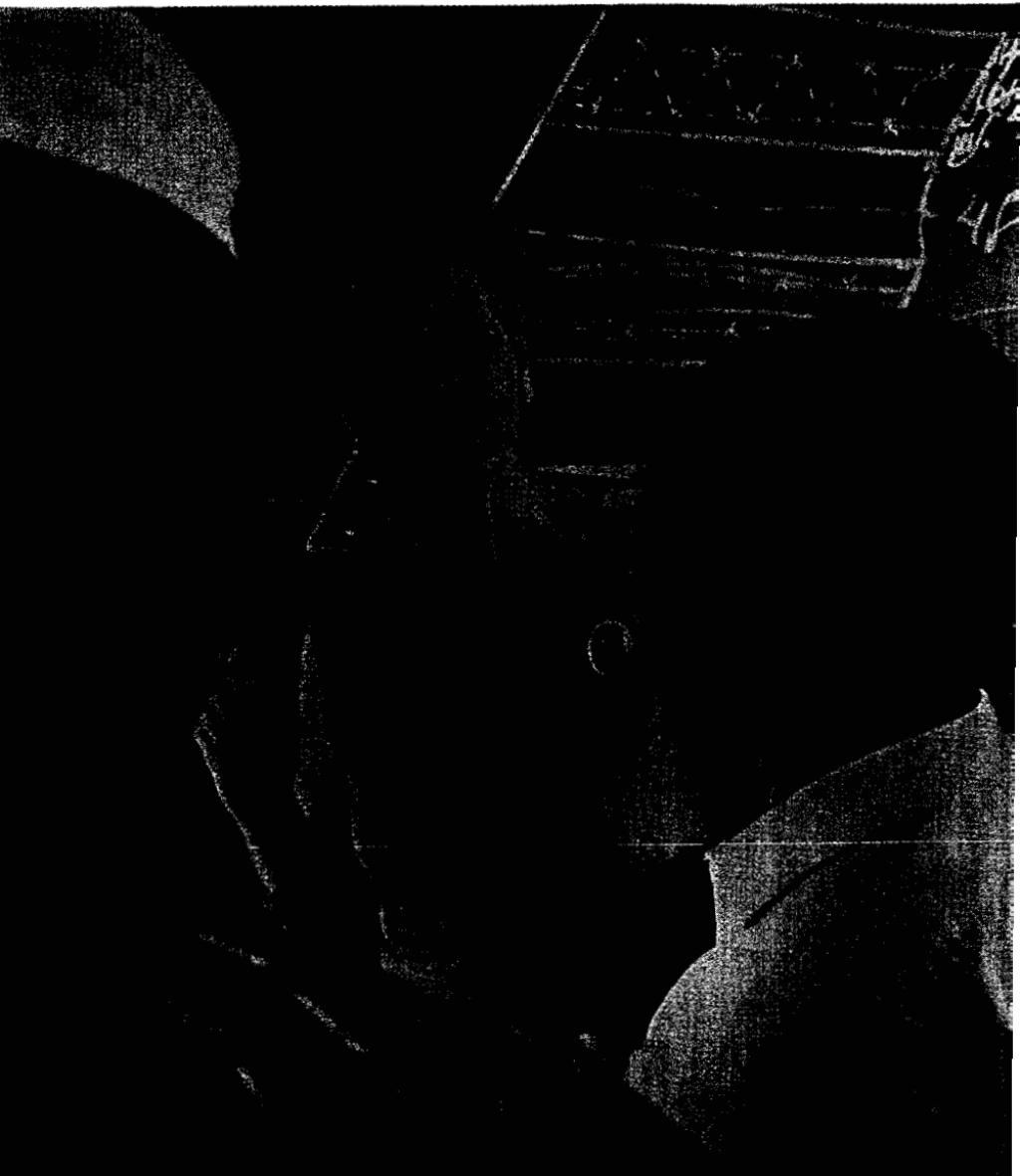
SCRAPBOOK MEMENTO was taken at Andrews Air Force Base later the same day. Circled is Sue Hastings (opposite page) who was photographed a few months later at Kumasi, Ghana, where she taught at a secondary school for girls.





First Big Assignments

TEACHING, a main target for Volunteers from earliest days, continues to involve more than half of all Peace Corps Volunteers. Mrs. Virgil Payne, 68, (below), a math teacher in Nigeria, and her husband, 71, were at one time the oldest couple in the Peace Corps.





COMMUNITY DEVELOPMENT took many forms such as activating a village council, or, if you were Molly Heit, teaching pupils how to weave simple tapestries incorporating the ancient Inca motifs common to their village of Pisac in the Peruvian Andes.

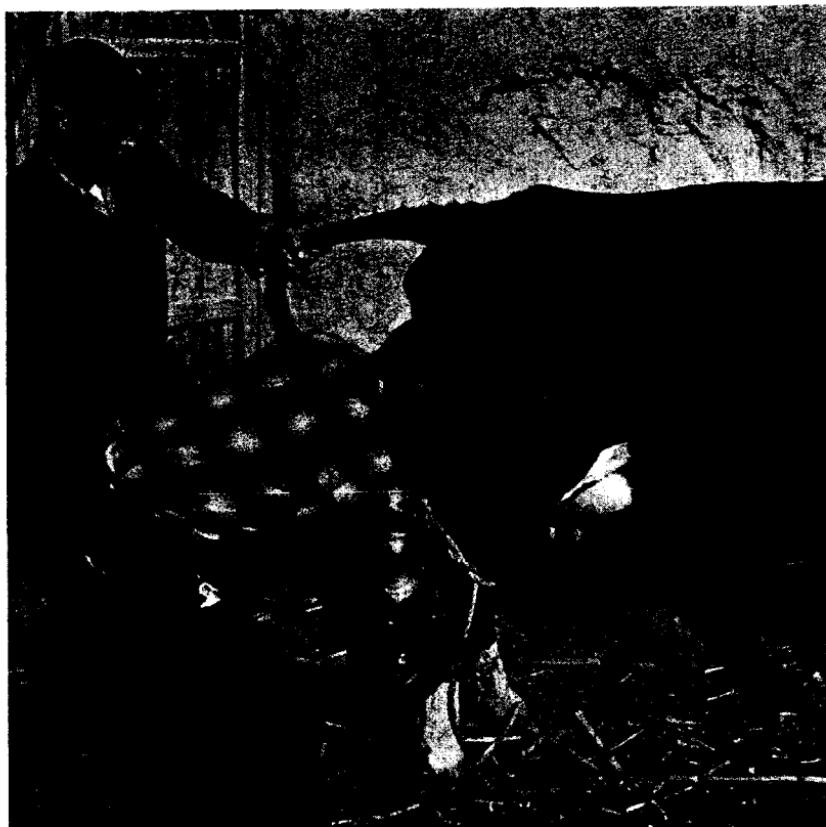


COMBINATION of teaching and community development was achieved in some projects. Dennis Shaner repaired machinery at an agriculture training farm in Tunisia.



HEALTH and agriculture soon joined community development and teaching as Peace Corps staples. Gertrude Solomon, a public health nurse assigned to work with a Peace Corps medical team in Ethiopia massages the foot of a young girl recovering from polio.

Growth





SKILLED WORKERS, such as mechanic Frank Brechin, brought needed machine-age skills to emerging nations. Brechin's assignment was in a government-owned garage in Kabul, Afghanistan.

and Expansion



AGRICULTURAL talent was applied in the Cochabamba Valley of Bolivia by Ben Brackin who reads a tuberculin test on a cow. Hundreds of agriculture extension volunteers like Ben have helped improve crops, develop poultry production and inoculate food animals against disease.

Building Friendships and Nations



SARGENT SHRIVER attracted a great following of children after a brief inspection tour in a Middle East community. The Peace Corps idea plus the ebullient Shriver personality prompted scores of nations to request Volunteers—and more than 150,000 Americans to apply for service as Volunteers.



EXECUTIVE SESSION: Deputy Director Warren Wiggins (left) was an early backer of the Peace Corps idea and a member of the original staff. Here, he talks with President Johnson whose Special Assistant, Bill Moyers, was Wiggins' predecessor at the Peace Corps.



IN FIVE YEARS Shriver visited 37 countries and approximately 5,000 Volunteers in the field; projecting a new image of young Americans both at home and abroad.



OVERSEAS STAFF came from a variety of backgrounds: newspapers, education, medicine, law, business. One of them was William G. Saltonstall, principal of Phillips Exeter Academy for 17 years before becoming country director in Nigeria. Above, he substituted at stroke oar during a practice session at Exeter just before leaving for Peace Corps service in 1963.

The Administrators

WASHINGTON STAFF members had a habit of distinguishing themselves in early days and then being wooed away to even bigger jobs. Bill Moyers (left) was a prime example. An aide of Senator Lyndon Johnson, Moyers became Peace Corps Deputy Director at 28 before going to the White House. Current Director Jack Vaughn (center) headed Peace Corps Latin American programs before becoming Ambassador to Panama and later Assistant Secretary of State. Franklin Williams, once assistant Attorney General of California and an NAACP leader became Peace Corps African director before being named Ambassador to UNESCO, later to Ghana.



EVEREST CONQUEROR William Unsoeld was a Peace Corps Rep in Nepal. He took a leave of absence to join U.S. Everest expedition and with partner conquered the mountain's western ridge for the first time. A university professor before joining the Peace Corps, he holds degrees in physics, theology and philosophy.



FAMOUS POSTCARD dropped by Margery Michelmore in Nigeria in 1961, created Peace Corps' first major public crisis. Radicals attempted to fan anti-U.S. sentiment by exploiting the postcard's message. Miss Michelmore (right) stoically responds to newsmen upon her return to the U.S. Later, she gamely participated in Peace Corps training programs, exhorting trainees not to repeat her mistake.



Crisis and Tragedy



Dear Bobbie - Don't be furious at
 getting a postcard I promise a
 letter next time. Invited you to see
 the accessible & fascinating city we were in
 While all the training we had had, we really
 were not prepared for the situation &
 absolutely fascinated living another compact
 world in the city & the hotel. We had no
 idea about what "under developed" meant.
 It really was revelation & once we got
 over the initial shock had a very
 interesting experience. Every time we were in
 the street - looks in the shop windows in the
 street - people goes to the bathroom in the
 street. The university is great you all it
 is something to be a Peace Corps student
 anyway & especially to be the only black
 student in any all African University.
 just hope that they don't represent &
 that's humongous news. Please write
 we are everywhere out of here the rest of the world

Carol Elizabeth Hall
 University College
 Sarah Wyndham

Robert V. Storer
 89 Rice Street
 Cambridge 40 Mass.
 U.S.A.

FIRST CASUALTY was Volunteer David Crozier, center, on assignment in Colombia shortly before his untimely death in an April, 1962, plane crash in that country. The first Volunteer to die in service, Crozier was posthumously honored by a Peace Corps training camp in Puerto Rico which bears his name.

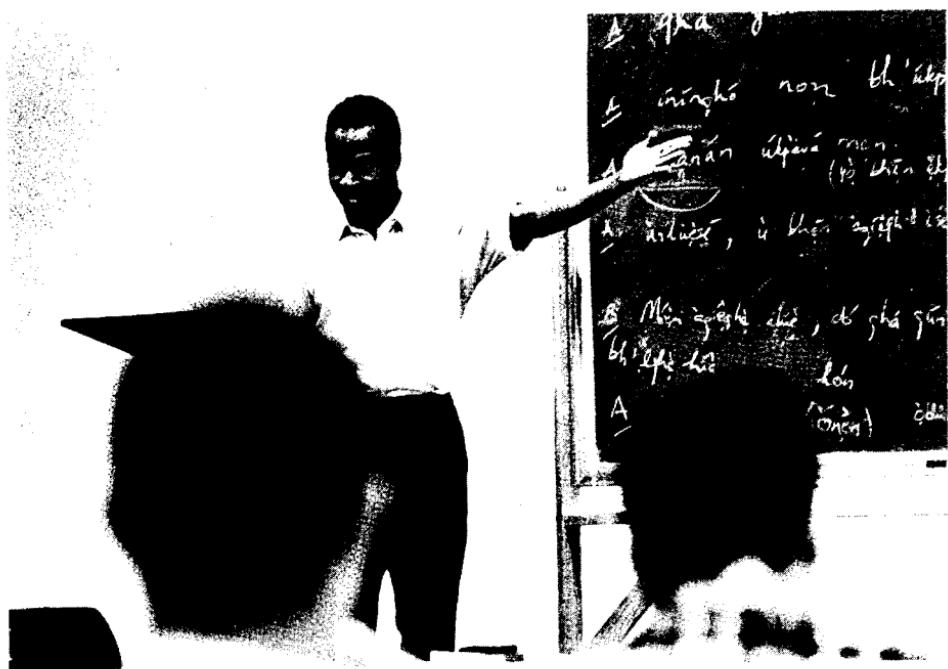
AMID ARMED CONFLICT in the Dominican Republic in May 1965, what the Volunteers would, could and should do in a crisis was revealed. Caught in ideological as well as actual crossfire between American troops, Dominican military and police, and rebel insurgents, the 108 Volunteers remained neutral but active, tending wounded from both sides, protecting human life wherever threatened. Peace Corps nurse Arleen Serino, left, tends Dominican woman who lost a leg in one of the uprising's worst battles. One year later, Volunteers continue to serve in a peaceful Dominican Republic.



New Techniques



IMMERSION ENVIRONMENT technique was discovered to be one of the best stimuli for successful training. The most advanced example began in the summer of 1966 with the simulation of the tropical atmosphere of Micronesia at an island-like training site in Key West, Florida. Micronesians taught 300 trainees how to spear fish, husk coconuts, operate small boats, and weave with coconut palm leaves.



CLASSROOM DIALOGUE with host country nationals was one of several improvements in training techniques. Here a Nigerian national participates in training Volunteers at Columbia University. In recent years, returned Volunteers have also been hired to conduct training programs.



MEETING OF THE MINDS of former Volunteers and future Volunteers occurs most effectively during week-long visits to college campuses. The returnees became the vanguard of the recruiting effort in 1965-66. The result was the biggest number of trainees in Peace Corps history.

PRESIDENT JOHNSON'S interest in the Peace Corps dates back to 1961 when he was first chairman of the Peace Corps National Advisory Council. Speaking to a group of returned Volunteers and Brazil-bound trainees, he said, "I wish I had as many of you people as I do soldiers and sailors and marines. If I had more of you, I'd need less of them."

Help in the Search for Peace

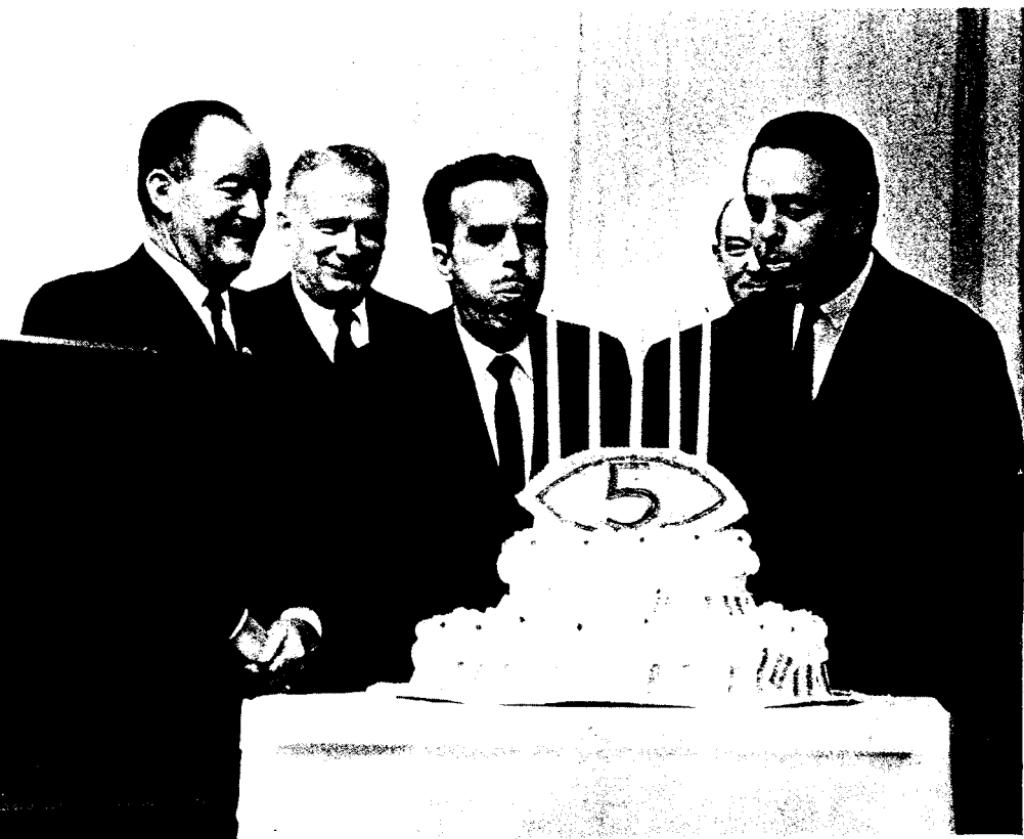


CONFERENCE FOR RE-TURNED VOLUNTEERS, held in March of 1965, was greeted by Chief Justice Earl Warren and 250 leaders in American business, education and government who also exchanged ideas with returnees during workshop sessions held over a three-day period. It was a probe of what Vice President Humphrey called "the return on our investment" — the product coming back. Said Warren, "I believe that you will give this country the leadership it needs. There is no group who can do it better than you who have had this experience overseas."



PROMINENT AMERICANS
including Harry Belafonte
have helped Peace Corps
publicize its work and
recruit volunteers. Mr.
Belafonte is also a mem-
ber of the Peace Corps
National Advisory Council
which is composed of
more than a score of lead-
ers in business, education,
labor, communications,
religion, and the arts.



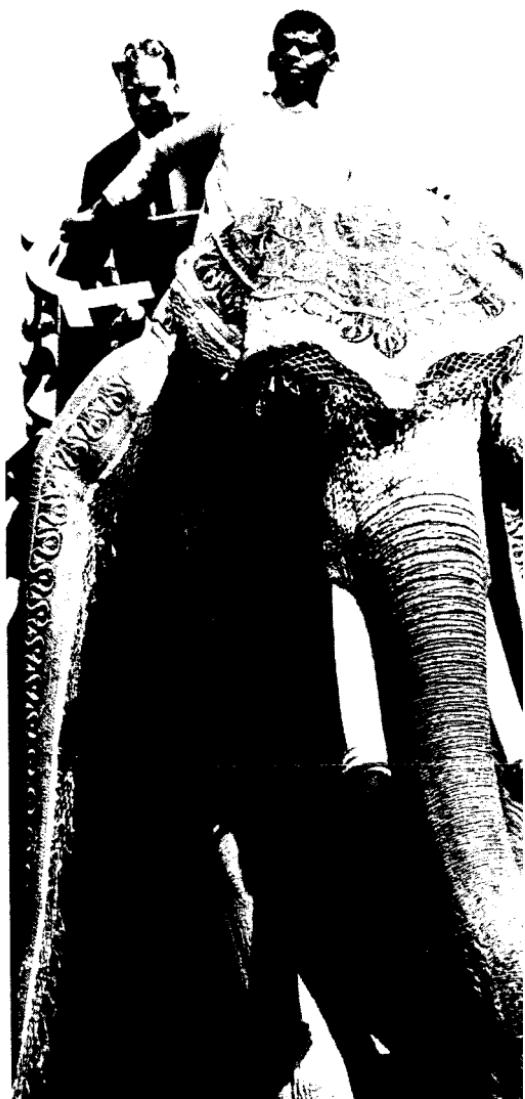


LIKE ANY OTHER FIVE-YEAR-OLD, the Peace Corps had a birthday party (on March 1, 1966) complete with cake, candles and a few close friends — in this case, Vice President Humphrey (now Chairman of the Peace Corps National Advisory Council), Undersecretary of State George Ball, incoming Director Jack Vaughn and outgoing Director Shriver. In background is Secretary of State Dean Rusk. In foreground: President Johnson.

Peace Corps Fifth Anniversary



NEW DIRECTOR Jack Vaughn made an early tour of the Peace Corps world. In New Delhi, India, Volunteers greeted him with a brass band and an elephant.



The Idea Grows ... and Grows

OTHER PEACE CORPS, most created on the U.S. pattern, have been launched by 18 industrialized nations. In addition, 15 developing nations have started internal voluntary service organizations. Some of the programs are highly technical in nature; others are on the order of cultural exchange. Volunteers from Japan, for instance, are trained to teach their highly stylized art of home-making (below). At right, the stamina of Swedish volunteer Gerd Forsblad, bound for a teaching assignment in Africa, is being tested. The International Secretariat for Volunteer Service, headquartered in Washington, encourages and assists other government efforts to inaugurate and expand national volunteer programs.

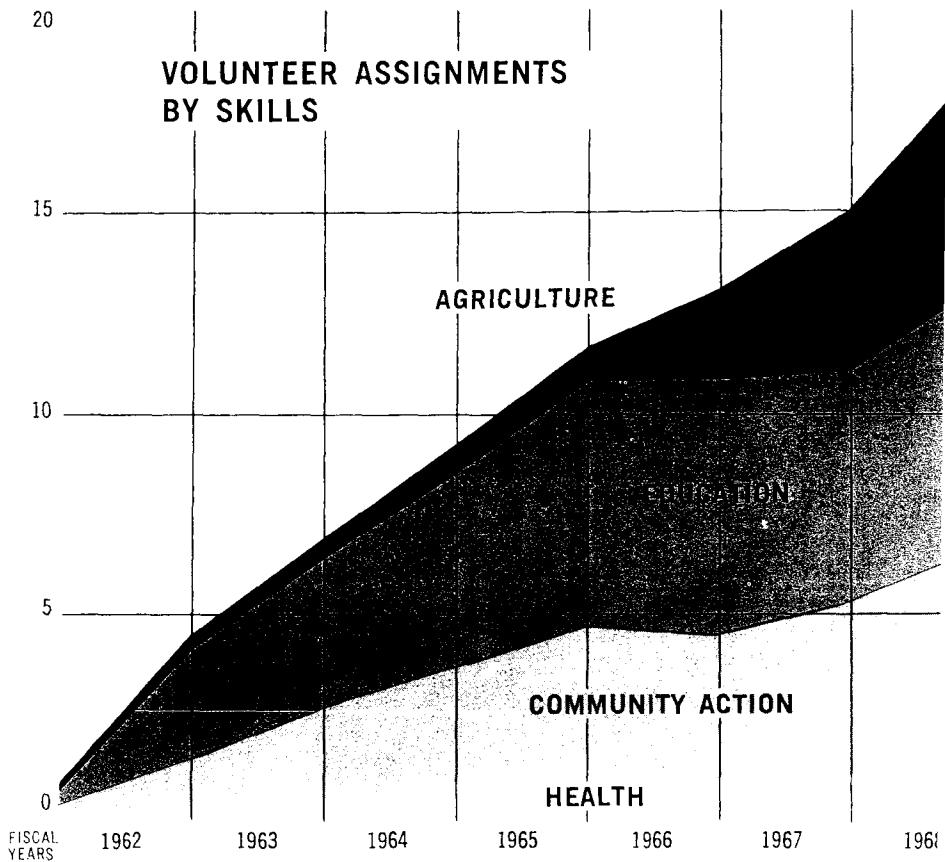


DUTCH COIN, one of many struck by other nations in memory of President John F. Kennedy, was designed and sold for the benefit of the Netherlands Peace Corps. Inscription above reads: "A Man Does What He Must".



Five Years of the Peace Corps Experience

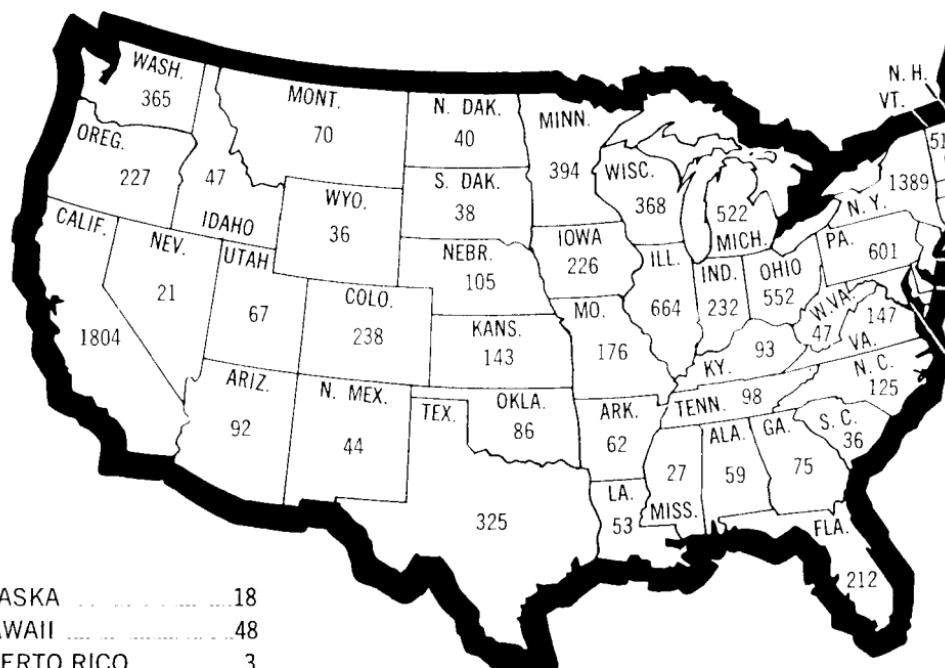
Statistics alone cannot tell the Peace Corps story, but they do provide a framework for understanding the scope of its activities. By June 30, 1966—end of fifth full year of operations—more than 20,000 Volunteers had gone overseas and more than 10,000 were still serving.



Agricultural programs, which up to now have involved only a small number of Volunteers, are growing so fast that they will overtake education and community action projects — the Peace Corps' stock in trade — by the end of the decade. Health and community action programs are also scheduled to increase.

Background and Qualifications Begin to Emerge

The Peace Corps idea appealed to a wide variety of Americans, but after five years of experience a profile of the typical Volunteer began to emerge: he (60% are male) is college educated (96% have attended some college, 90% have at least a B.A. degree); a liberal arts major (85%). They average 24.1 years of age, although 249 of Volunteers serving last year were over 50 years of age. Today, a surprisingly large number (2,430 or 15%) are married; most came into the Peace Corps that way, but 200 have been recently married in training or overseas.



WHERE VOLUNTEERS COME FROM

California, New York and Illinois are the big contributors. Western states account for one out of four Peace Corpsmen. Biggest per capita states: Washington, Oregon, Colorado, Vermont and Minnesota.

THOUSANDS

50

SUPPLY AND DEMAND BY PROGRAM YEAR

(SEPTEMBER 1ST TO DECEMBER 31ST)

40

30

20

10

APPLICATIONS

TRAINEE IN-PUT

VOLUNTEERS OVERSEAS

*1961

1962

1963

1964

1965

1966

*SIX MONTH ONLY

MASS. 555

R. I. 52

CONN. 294

N. J. 436

L. 21

198

Nearly 200,000 Americans applied for Peace Corps duty during first five years, but only about one in six was selected for training. Between 75 and 80% of trainees were finally sent overseas. Requests from host countries for Volunteers still exceeds existing supply.

WHERE THEY'RE GOING

Latin America and Africa have traditionally been the major assignments for Peace Corps Volunteers with 40 of the 53 announced host countries located on the two continents. How Peace Corps is represented in its four major regions and what it is doing today is detailed graphically on the next eight pages.

EAST ASIA /PACIFIC

2,306

Page 66

AFRICA

4,640

Page 60

LATIN AMERICA

5,452

Page 62

NANESA

3,158

Page 64

To Bring Students from Rote to Reason is Volunteer Goal in

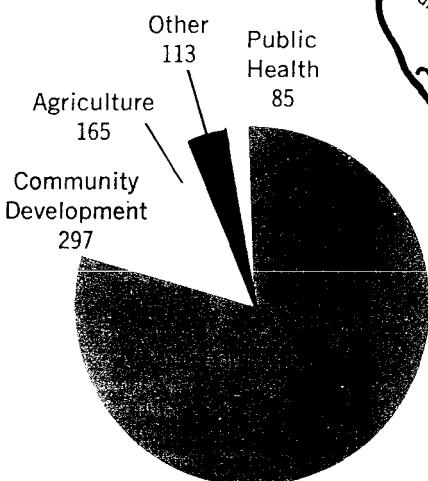


The Peace Corps announced the addition of three nations to its roster of sub-Saharan African host countries during 1966, bringing to 20 the total where Volunteers serve (Chad, Mauritania and the newly independent nation of Botswana will receive their first Volunteers in FY 1967). Significantly, 33 nations on this continent have achieved independence in the past decade, providing the Peace Corps with one of its best opportunities: the chance to take part in nation-building at the critical, formative stage of a new country's development.

FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
Ghana	51	129	136	110	111	312
Nigeria	109	258	508	634	718	1,353
Sierra Leone	37	120	159	130	233	453
Tanzania }	35	26	125	326	366	539
Tanganyika }						
Cameroon	39	88	103	118	222	
Ethiopia	278	402	564	567	1,049	
Gabon	41	70	35	49	130	
Ivory Coast	49	51	55	63	137	
Liberia	132	272	335	399	722	
Niger	16	12	43	48	98	
Malawi }						
Nyasaland }	42	97	230	231	339	
Senegal	34	62	51	55	146	
Somali Rep.	35		58	80	175	
Togo	44	59	56	49	132	
Guinea		52	95	81	153	
Kenya			129	197	206	
Uganda				35	56	60

* Total individual Volunteers now serving or having served in host country since 1961.



WHAT VOLUNTEERS ARE DOING IN AFRICA: 1966

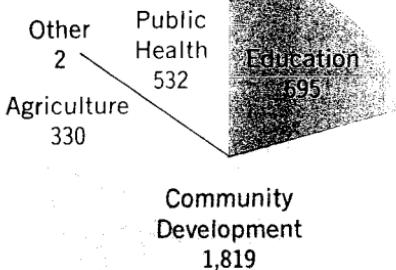
Education, regarded by most young nations as first on their list of priorities, has involved more than half of all Peace Corpsmen in Africa, but programs in public health (Malawi), land resettlement (Kenya) and in farm and community action work are becoming increasingly important.

Where the Name of



WHAT VOLUNTEERS ARE DOING IN LATIN AMERICA: 1966

Full-time community development work occupies most Volunteers. Those whose primary assignment may be teaching, public health or agriculture may find themselves involved in community action programs as well.



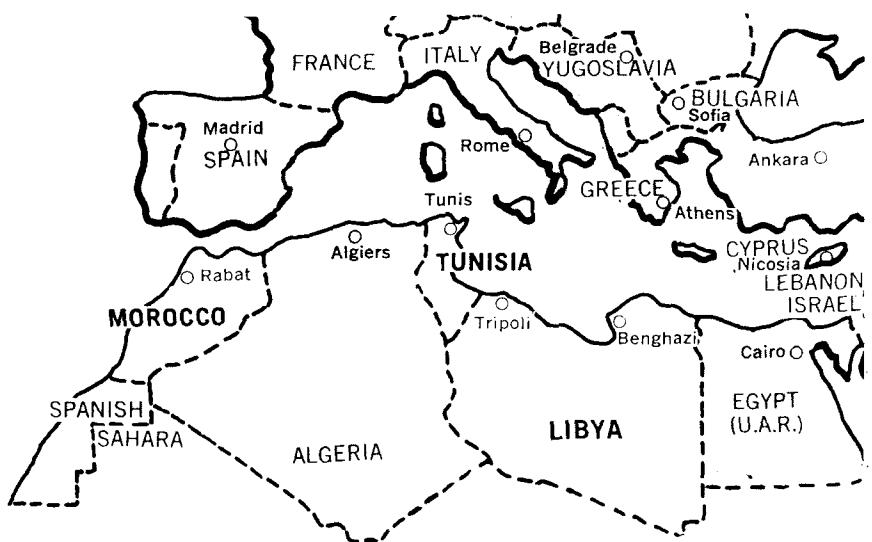
the Peace Corps Game is Community Development

The largest of all Peace Corps regions (some 8,500 Volunteers have served in Central and South America since 1961) added two more nations to its list this year: Guyana (formerly British Guiana) and Paraguay; the first Volunteers will arrive during the coming year. Heart of programs in all 20 countries is community development, which takes many forms but has only one basic goal: create sense of identity, promote idea of self-help.

FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
Brazil	43	168	210	548	639	989
Chile	45	99	106	294	397	617
Colombia	103	229	561	544	506	1,329
El Salvador	25	21	46	55	51	132
Jamaica	38	32	62	77	70	163
St. Lucia	15	14	17	5	16	53
Venezuela	5	83	117	265	292	570
Bolivia	112	125	220	266	266	533
British Honduras	33	18	49	33	33	91
Costa Rica	26	63	61	107	107	192
Dominican Republic	144	171	85	101	101	347
Ecuador	156	236	309	211	211	681
Guatemala	27	105	83	69	69	191
Honduras	27	44	103	107	107	177
Panama	28	75	133	196	196	288
Peru	285	293	379	301	301	940
Uruguay		18	4	48	48	68
Barbados				29	29	29

* Total individual Volunteers now serving
or having served in host country since 1961.

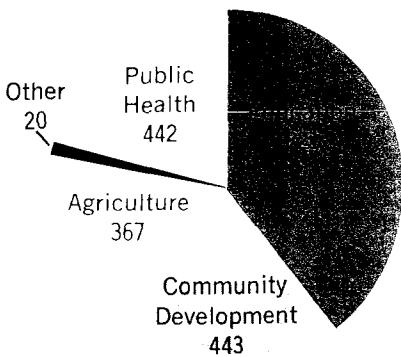


Morocco to India — Architects to Agriculturists

Farthest flung of Peace Corps regions, this one (called NANESA) begins on the Atlantic, and includes countries touched by the Mediterranean, Persian Gulf, Indian Ocean and the Bay of Bengal. It includes nine nations (including one new one this year: Libya). Peace Corps activities are as diverse as the geography: modest-sized teaching and TB control programs are among the activities in Morocco, while Tunisia projects include architects to help design airports and plan cities. On the other end of the scale is a massive (by Peace Corps standards) attack on India's food production and nutrition problems. More than 1,000 specially trained Volunteers will be assigned there.

WHAT VOLUNTEERS ARE DOING IN NANESA: 1966

Although programs vary widely from country to country, education is prime job of Volunteers, but agriculture work is due for biggest growth.

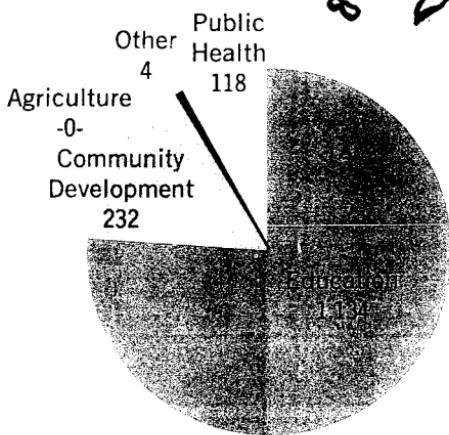
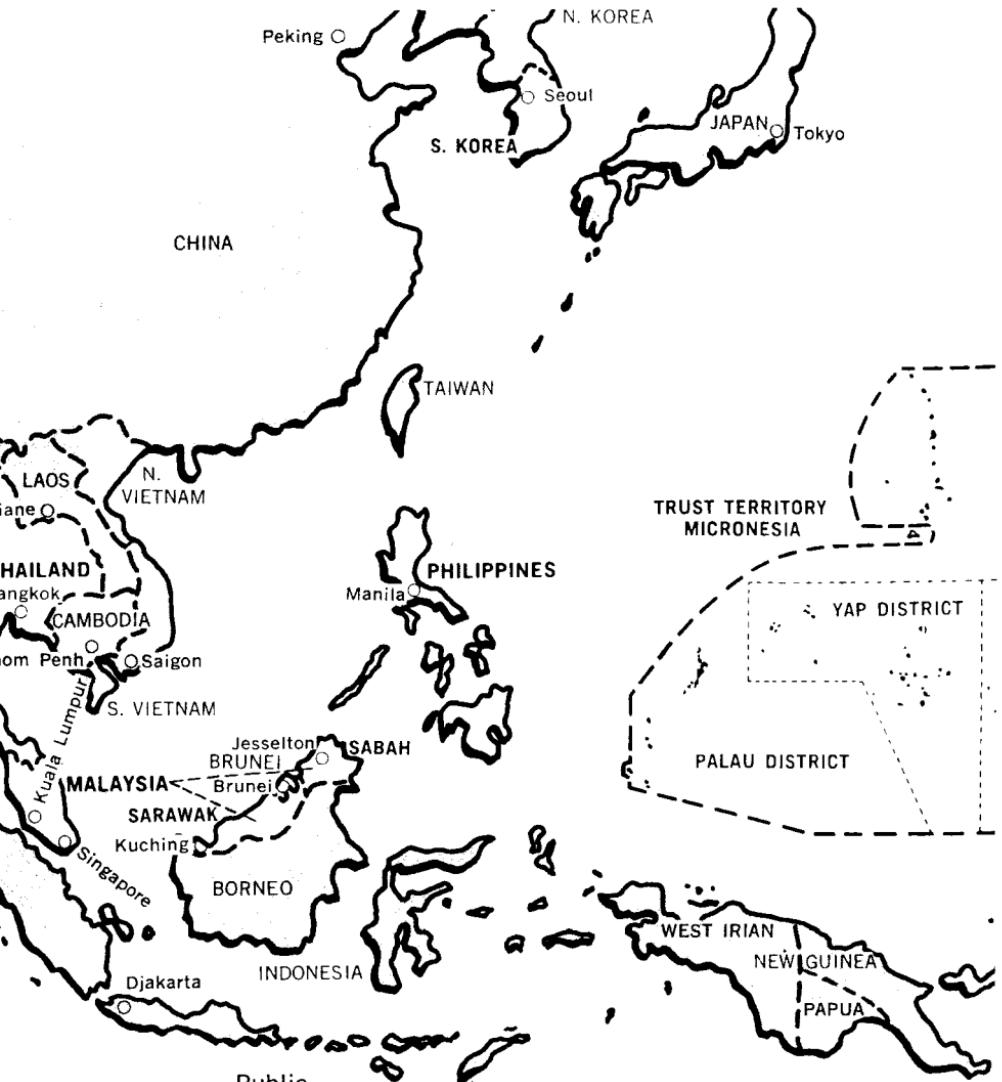




FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
India	26	115	153	401	754	1,083
Pakistan East	29					
West	28	172	191	141	35	368
Morocco	56	102	133	117		242
Tunisia	95	48	135	192		335
Afghanistan	35	62	136	181		306
Ceylon	39					39
Cyprus	22					22
Iran	41	36	149	272		417
Nepal	65	96	120	150		312
Turkey	39	114	338	481		758

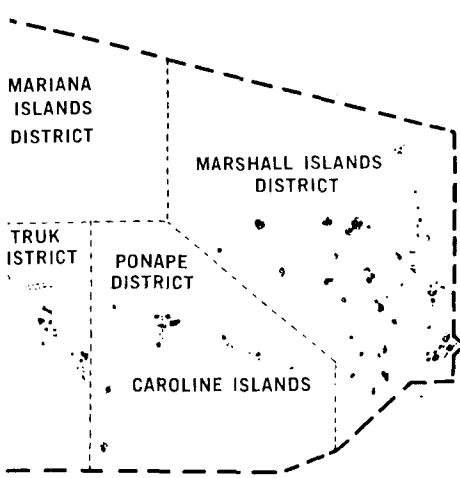
* Total individual Volunteers now serving
or having served in host country since 1961.



WHAT VOLUNTEERS ARE DOING IN EAST ASIA/PACIFIC: 1966

Secondary teaching was single biggest Peace Corps assignment in the three countries where Volunteers served during FY 1966. Public health, rural community action and sports/recreation programs also are run by Peace Corps in these countries.

New Challenges in Nation Building



This region assumed new responsibilities in May when the UN Trusteeship Council invited the Peace Corps to send Volunteers to U.S.-managed Pacific Trust Territory (Micronesia). In a special recruiting effort, 3,000 persons applied for the 500 Volunteer openings. Assignments in teaching, health, public works will send Volunteers to many of the populated islands of the huge chain which stretches over 3 million square miles of western Pacific. Another new Peace Corps nation during 1966: South Korea, which has requested Peace Corps teachers.

FIVE YEAR SUMMARY: Volunteers in country at end of fiscal year

	1962	1963	1964	1965	1966	TOTALS*
Malaysia				186	546	1,027
Malaya	67	169	206	107	3	
North Borneo/Sarawak	91	124	85	12		
Philippines	218	472	286	227	571	1,440
Thailand	45	227	245	242	356	722
Indonesia		17	31			46

* Total individual Volunteers now serving or having served in host country since 1961.

\$ MILLIONS

120

APPROPRIATIONS AND OBLIGATIONS

80

60

40

20

0

FISCAL
YEAR 1962

\$59

\$54.7

\$96

\$76.2

\$104.1

\$114

\$113.2

APPROPRIATED

\$30

\$29.5

OBLIGATED

1966

1964

1965

FY 1966 expenditures totalled \$113.2 million with \$900,000 balance returned to Treasury. In 1961, 67% of total expenses went for overseas costs; this year it was 80% of total. Administrative costs dropped from 32% to 20% in same period.

6

HOST COUNTRY CONTRIBUTIONS

5

\$ MILLIONS

4

\$4.6

\$4.0

\$3.5

\$2.8

FISCAL 1963
YEAR

1966

Growth in direct aid for Volunteers furnished by host governments will approach \$5 million next year. Majority of these contributions are in form of vehicles, housing, and other goods and services.

3

2

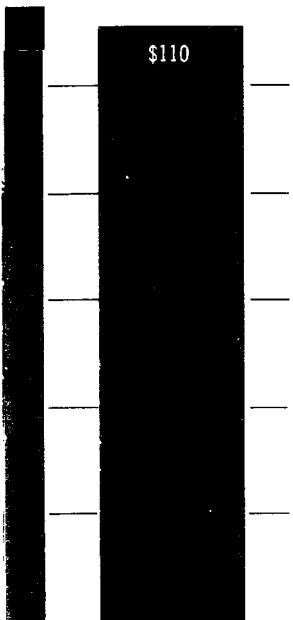
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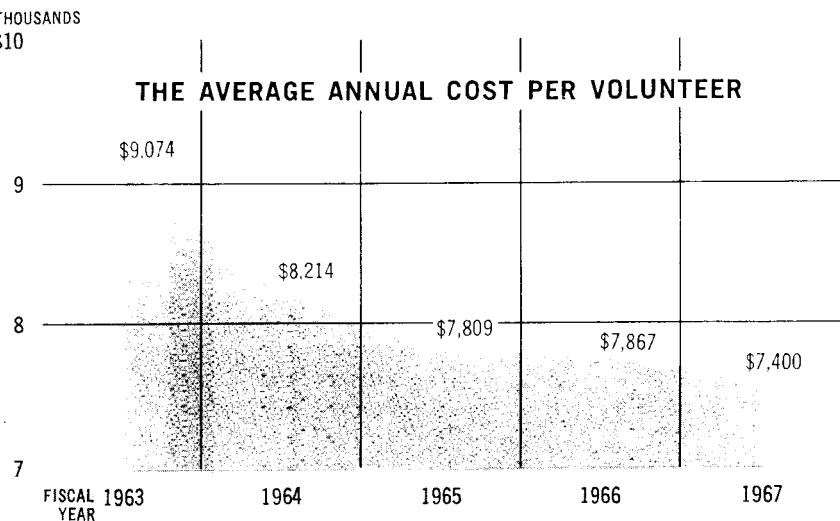
1965

1966

1967 (est.)



The number of Peace Corpsmen has grown at a much faster rate than the budget would indicate. Between the end of FY 1962 (first full year of the Peace Corps) and 1966, its total strength grew from 2,816 to 15,556 trainees and Volunteers. In the same period of time appropriations increased from \$30 million to \$114 million. Increased efficiency in selection, training and administration of overseas programs, restraints and size of Washington headquarters staff helped the agency keep costs down.



Peace Corps' basic denominator for establishing annual budget requests is average annual cost per Volunteer which includes recruiting, selecting, training, transporting and administrative expenses, including all overhead costs, living allowances and separation pay of \$75 per month.

VI. The Returning Volunteer:

IMPACT AT HOME

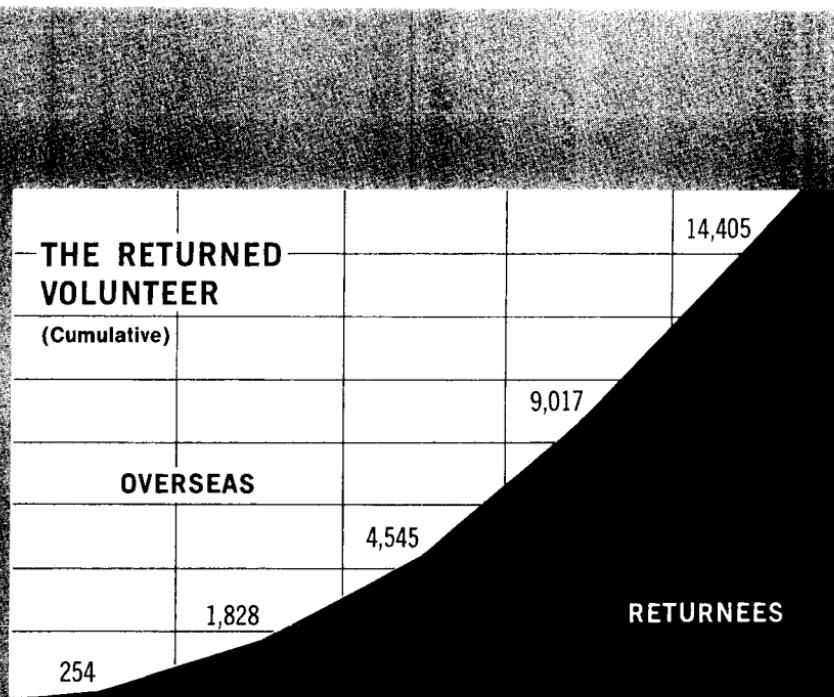
There is no typical returned Peace Corps Volunteer. There are as many individual approaches to life as there are returned Volunteers — namely 7,000.

But the Peace Corps has discovered that the returning Volunteer is nonetheless a new breed of American, different and special despite his protests to the contrary. He is not someone who will slip, as one

official put it, "into the bog of affluent living."

He is self-confident and committed. The very act of filling out a Peace Corps application is a telling statement: He wants action; he wills himself to act.

If he is selected, successfully survives a rigorous training program, and goes overseas, he already has had an experience out



same time, in 1967 the total number of returned Volunteers will be 14,405. Of those, 13,000 will be Returned Overseas Volunteers. (Source: Peace Corps Agency estimate.)

of the ordinary. The process of becoming fully immersed in another culture is a unique phenomenon; only the Peace Corps Volunteer experiences it.

Sophisticated, mature, toughened, confident and independent, the returned Volunteer refuses to be cast into a mold. Place two of them together and the odds will favor a debate.

However, a closer look at the records will disclose, albeit hazily, a pattern that is to some extent common to all.

Almost invariably, the returned Volunteer seeks a job, education

or a personal mode of life that will enable him to make a contribution.

The chances are he is the sort of person who would have done so anyway, but there is no doubt that two years of Peace Corps service propels him ever more strongly into a way of life where service never really ends.

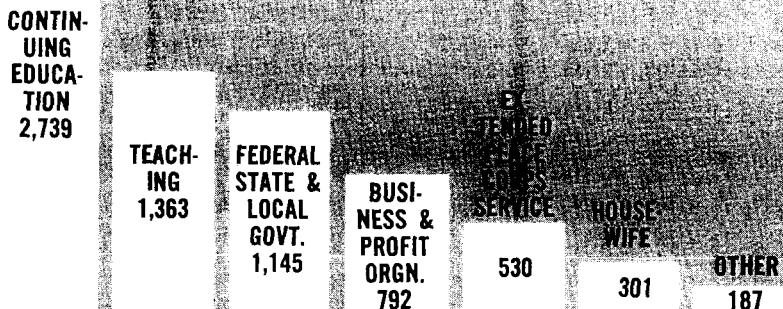
By 1970, if present trends continue, there will be 50,000 returned Volunteers in the United States. So far, only 7,000 have returned, but all indications point to high visibility and bright futures.

Five personal vignettes follow.

* THOUSANDS

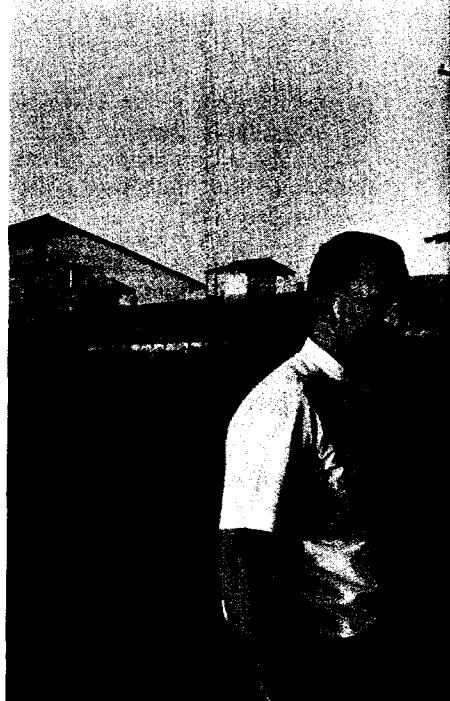
WHAT THEY'RE DOING

Other activities include 380 volunteers who extended their term of service, 2,000 mothers, 1,000 wives and children who have subsequently retired.



The majority of returnees come back to the classroom either to complete their schooling or to begin teaching careers. Government careers are second to education in popularity.

The Peters of Portland: Poverty and Poultry



After serving as community development Volunteers in Guatemala, and building a clinic that is still going strong, Phil and Marilyn Peters flew directly from their Peace Corps project to their home in Portland, Oregon—and picked up where they had left off two years before.

Marilyn returned to teaching. In the mornings, she runs a private pre-school (for 25 children) which she and Phil own. In the afternoons, she teaches a special education class for Mexican migrant children at the North Marion Elementary School.

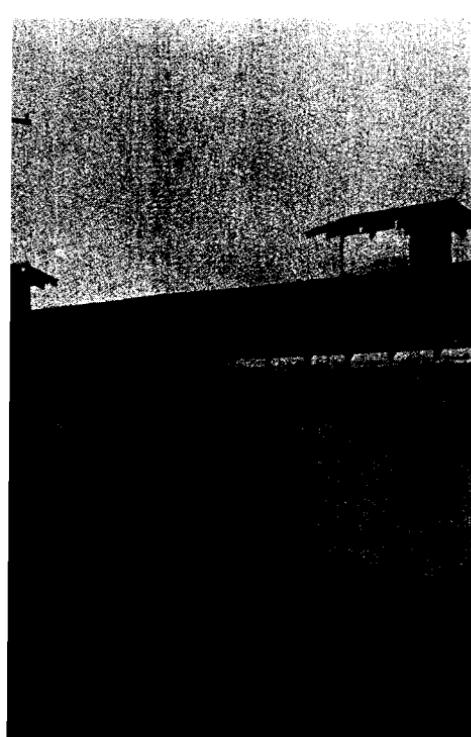
Though a graduate in diplomatic history, Phil invested his readjustment allowance in a 25-acre farm and went back into the poultry business, a self-taught enterprise. He raises flocks of 25,000 pullets at a time.

Someone called last March to

say: "We're setting up a local migrant league, weren't you a Peace Corps Volunteer?" Phil now worries about the condition of the 30,000 migrant workers who arrive in the Willamette Valley each summer.

He has a two-part assignment with the Valley Migrant League (VML), a non-profit Oregon corporation funded by the Office of Economic Opportunity. He is the assistant director of field operations for the VML and also is in charge of all the VISTA Volunteers in the area.

The farm and other property, the VML, the pre-school and the local elementary school notwithstanding, the Peters separately and together have given 250 speeches in Oregon about the Peace Corps and its work. At 25, Phil is able to say today "I got out of the Peace Corps what I wanted—exactly."



An enterprising young man with several "irons in the fire," Phil Peters stands in front of one of the chicken houses on his 25 acre poultry farm.

"Peace Corps was an addition to our lives, rather than a factor for change. It fit in."

Marilyn Peters works with the children of Mexican migrants, teaching English and tutoring in other subjects.

"Since most of my children don't speak English, my Peace Corps training in Spanish is a valuable asset."



Mayor's Man

Former Somalia Volunteer Bob Laird follows New York's Mayor John Lindsay through a throng of reporters before a news conference at City Hall. As the Mayor's deputy press officer he spends hours preparing for such meetings.



Following the Mayor's limousine in a separate staff car, Bob briefs Miami News reporter Frank Murray en route to a luncheon which Lindsay will attend. Maintaining his "cool" under constant pressure is a gift Bob feels he got through his Peace Corps experience.

"Once you've tried something very difficult, you have more self-confidence."



Robert Laird was among the first Volunteers to go to Somalia. He taught English and social studies at a boys' intermediate school in the desert town of Gebile and, for a short time, was acting headmaster. While in Somalia, he met his wife-to-be, Marsha Rabinowitz, a Volunteer who taught English, history and art at a girls' secondary school. She was the first woman teacher in northern Somalia, a Muslim area whose people believe themselves to be of Egyptian ancestry. Their marriage was a major event on the local social

calendar and their wedding gifts included bottles of orange squash and promises of goats.

The arid bleakness of Gebile, Somalia, is far from the concrete and glass canyons of New York City. As press aide to New York's Mayor John Lindsay, former Peace Corps Volunteer Bob Laird moves in a tight circle of the power elite — the movers and decision makers of New York politics.

Bob's day starts at 8:30 in the

morning and his schedule often coincides with the Mayor's. He attends press conferences, luncheons, rallies, cocktail parties, wakes and meetings. Sometimes he doesn't get home to his wife and two pre-school sons until after eleven in the evening.

"I've been to so many hotel luncheons," says Bob, "that I can't stand the sight of fruit cups, roast beef and green peas. It would have been nice to have had such luxuries when we were in Somalia."

The 30-year-old Laird often rides with the Mayor in the official black limousine with the city seal on the bumper, casually calling the city desk of the New York Times on the car's radio-telephone.

Other days he'll stay in the office, talking with a stream of reporters or grinding out news releases. The output averages more than 40 a month, ranging in subject from air pollution to urban renewal.

In explaining his reasons for joining the Peace Corps, Bob says he was swept up by the momentum of an idea. When John F. Kennedy first announced the concept of the Peace Corps, the 26-year-old Laird's reaction was, "Tremendous! Why didn't we think of that before?"

His enthusiasm later was tempered by the realities of finishing his education and getting a foothold in journalism, but he submitted an application because he finally realized he shouldn't postpone something about which he felt so strongly.

Bob had served six months in the Marines after getting a B.A. in English from Yale and then went to work for an automobile



Bob starts his morning (above) with a call before breakfast to City Hall on a special "hotline" phone. Right, UPI reporter Bert Kindig tosses questions at Bob, who is often pressed for time to finish lunch, even in the office.

manufacturer as an intern. But one day he admitted that "I didn't care whether Ford sales went up or not." (At the time he was driving a Volkswagen.)

After arriving in Africa, Bob quickly found that his dreams and ideals didn't always coincide with those of the people he sought to help. It was a different world and he learned to work within a new reality of unfamiliar politics, customs and religion.



He opens a news conference with a request that reporters hold their questioning to a minimum because of Mayor Lindsay's tight schedule.

After returning home, he found that his Peace Corps experience proved helpful in getting him a newspaper job with the New York World Telegram and Sun. An editor said he felt the young reporter would reflect new perspectives learned as a result of two years in Somalia.

The newspaper job led to an assignment covering John Lindsay's campaign for mayor of New York. And that assignment re-

sulted in Bob being hired as the Mayor's deputy press secretary. Logically, Bob feels he might not have his present position if it hadn't been for the Peace Corps.

Recently Laird was with the Mayor in the executive suite of a large industrial complex on one of the top floors of a New York skyscraper. The carpets were deep and soft, the furniture elegant, the view of the city breathtaking. People here moved in a rarefied,



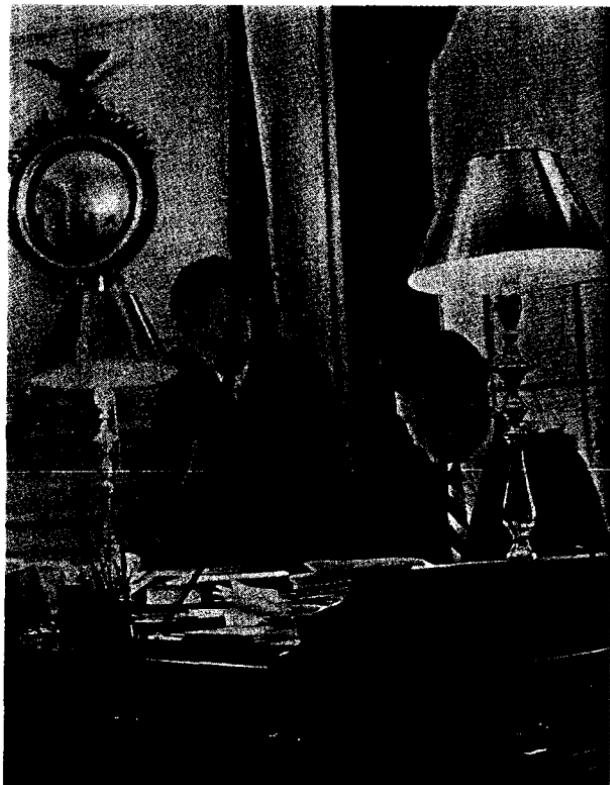
At the end of a long day, he is home again and son Michael — who was born soon after the Lairds returned from Somalia — demands some undivided attention. Marcia holds six month old Joshua on her lap.

Bob briefs the Mayor in his office just prior to a meeting with reporters. Having talked with reporters throughout the week before, Bob often knows what questions and issues are likely to come up.

air-conditioned atmosphere, concerned primarily with ledger sheets, market trends and budget proposals.

Bob shook his head. "They are insulated from life," he reflected. "They have absolutely nothing in common with a farmer in Somalia. In fact, they don't even know he exists."

If there is any one thing that gives Bob Laird an advantage in the complex, competitive world of New York, it is the fact that he does know the farmer in Somalia and, in knowing him, has a better understanding of the world.



Ann Kessler decided to become a nurse as a result of her Peace Corps training.

"Except for my parents, I have never been asked a really intelligent question about the Peace Corps."

Found: One Career

Ann Kessler had no previous medical experience when the Peace Corps assigned her to a health project in Brazil. Her training program, which included working in hospitals and clinics, opened up a whole new world.

"I even thought about dropping out of Peace Corps and going straight into nursing," she recalls, "but everything happened too fast. I was in Brazil before I knew it."

Ann now is in her freshman year at the St. Joseph's Hospital School of Nursing in Phoenix, Arizona. "Mine is a very rare case," she says. "Most Volunteers are confused about what they want to do next."



Back in school, she insists on being treated merely as another student, and not as a returned Volunteer. "We're not special," she says. "We were Volunteers, just as the name implies."

Though impatient at times with younger nurses whom she calls the "teddy bear huggers," Ann remembers "getting sick as a dog" nursing her first cases overseas. "Now I've gotten very hard and can face things the other students can't. I bug a lot of people."

Ann hopes to go back overseas as a nurse, work in slums, or with the Indians in the southwest. With her own present and future plans clear, she looks on re-entry crisis as "immaturity."

Man With a Mission

Lester Eldridge was the first person in New York City to take the Peace Corps placement test in 1961. Shortly thereafter, he left a job teaching Spanish to Harlem school children to become one of the first Volunteers in the Dominican Republic where, not too surprisingly, he taught English.

Today, Eldridge is back where

he started — in a New York school room, teaching Spanish and Social Studies. This somewhat circular career route was a conscious choice from which he veered only temporarily while overseas. Briefly, he considered a career in the foreign service. But after interviews with State Department officers, he decided against diplomacy: "I like working at the grass roots too much."

Eldridge's "grass roots" job in New York is in reality an "asphalt jungle": he teaches in a culturally-deprived section of the city at Har-

Lester Eldridge explains his preference for slum-school teaching as opposed to a once-considered career in diplomacy:

"I like working at the grass roots too much."



riet Beecher Stowe Junior High School.

"Who is Rockefeller?" he yells over the buzz of his Social Studies class. "Who is Lindsay?"

His students wrinkle their brows and stare vacantly, trying to remember where they have heard these names. "Rockefeller is the mayor," one of them volunteers.

"The noise level is phenomenal," said Eldridge after class. Small wonder. As Eldridge points out, "at home, the only things some of these kids hear is 'shut your mouth', or 'I'll break your head if you don't behave.'"

This kind of work would leave most people exhausted, but Eldridge finds time once a week to teach Spanish to an evening class of adults in Brooklyn. Essentially it is a communication project; his adult students work with Spanish-

speaking Puerto Ricans in hospitals and social centers and have had trouble understanding them.

Eldridge feels his Peace Corps service provided him with three important "tools": 1) fluency in Spanish, 2) a deeper understanding of the roots of poverty; and 3) the ability to make a small amount of money go a long way.

From his \$5200-a-year salary he has squeezed out a comfortable bachelor flat in Manhattan, a post-civil-war trip to the Dominican Republic in 1965, a summer in Spain; and still another trip to the Dominican Republic is scheduled this summer.

Eldridge never thought of the Peace Corps as a stepping stone: "For two years, I got out and did something. It made me feel good. Life as a whole — apart from work — means more now."

The Non-Structured Diplomat

Eugene Schreiber was one of the first Americans to volunteer for the Peace Corps, was a member of the first group to enter training, was among the first to go overseas and was the first Volunteer to return to the United States.

As a result, he is one of the most photographed Volunteers in the agency's history. He has been recorded shaking hands with President Kennedy, greeting United Nations Ambassador Adlai Stevenson, teaching students in his Tanzanian classroom. Schreiber was featured in a Peace Corps movie, on a pos-

ter and in a recruiting brochure.

Schreiber taught math, English and road building at the Tanganyikan Public Works Department training school, located just outside the capital of Dar es Salaam. Most of his students were men between the ages of 25 and 45 who had been working for the Public Works Department and selected for advanced training. He taught about 300 students during his two years' service. Other members of his group surveyed some 4,000 miles of roads, built 300 miles of major roads,

and mapped the country for economic minerals.

Today, Gene Schreiber is a member of the United States Department of State's Foreign Service.

"When I went into the Peace Corps, I was a 'civil engineer,'" Eugene Schreiber recalls. "I hardly knew what the Foreign Service was. I pictured it as made up of striped-pants diplomats.

"But the Peace Corps literally and completely switched my career plans. It got me overseas. It put me into teaching. It exposed me to a developing country. It broadened me. No longer was I solely an engineer. After two years in the Peace Corps, I had new foundations from which to branch out. I consider my Peace Corps experience a perfect transition."

When Schreiber returned to the

United States in the summer of 1963, he spent a year working with Peace Corps headquarters in Washington. Then he took the forbidding Foreign Service test and passed. (More than 8,000 Americans took the test that year; 200 were selected to enter the Foreign Service.)

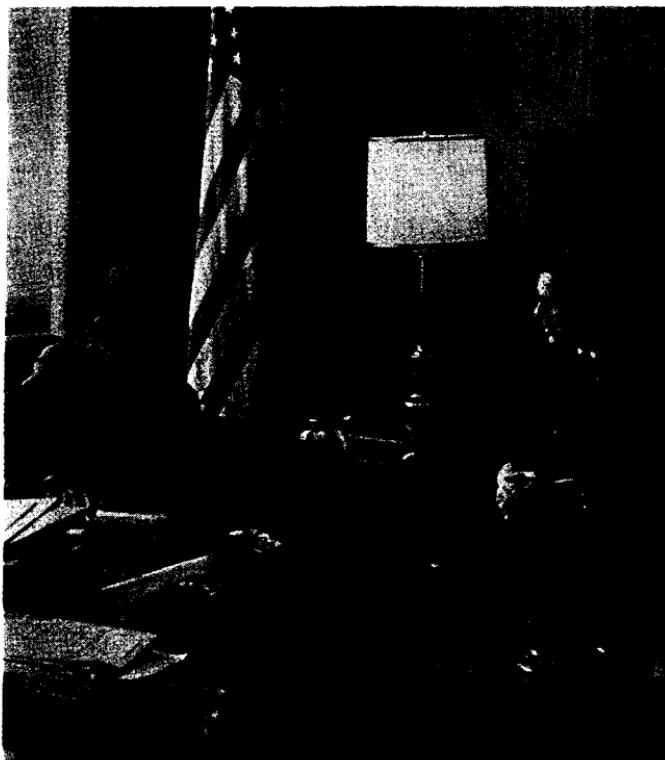
Schreiber today is one of 20 returned Volunteers working with the State Department, the majority of them in the Foreign Service.

His first assignment: to work a year with the Peace Corps, where he was deputy executive secretary of the agency. Then came two six-month training assignments—one in the State Department's Office of Politico-Military Affairs and the second in Office of Congressional Relations.

Next, he will attend an intensive Foreign Service Institute course in

Eugene Schreiber's career plans changed completely during his Peace Corps tour. Trained as an engineer, he's now a junior officer in the Foreign Service. Here he talks with Douglas MacArthur II, Assistant Secretary of State for Congressional Relations, who was Schreiber's mentor for six months.

"I consider it a privilege, a rare privilege, to work with the United States government in any capacity."





When Schreiber and his wife, Mona, visited the office of New York Congressman Richard L. Ottinger, they were surrounded by friends from Peace Corps days. Ottinger (center) was the second man hired by the Peace Corps in 1961 (he was the first Latin American West Coast director). At right are two other former Peace Corps staffers now working for the representative: Mrs. Jean Lee and Stuart Brahs. Part of Schreiber's training as a Foreign Service officer put him on temporary assignment to Ottinger's office for one month.

economics, which is equivalent to a college major in the subject, before taking an assignment as economic officer in Bolivia.

Schreiber isn't concerned about the vastness of the State Department operations. For one thing, he has an instinctive gregariousness and makes quick friends wherever he goes.

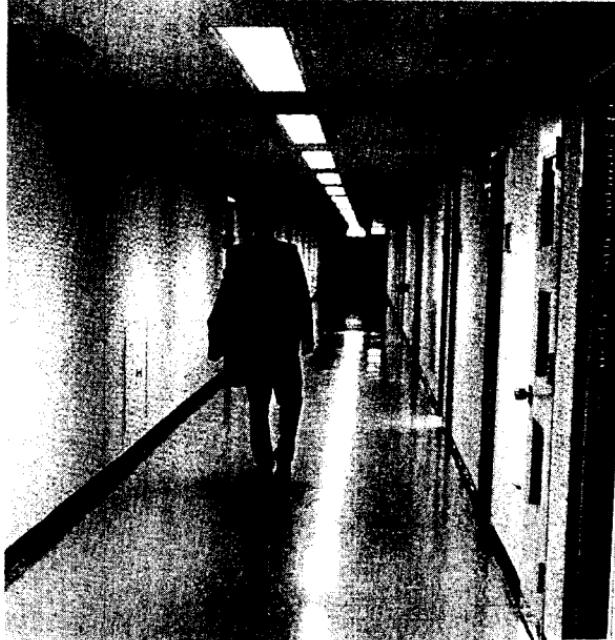
Also, he likes the fact that the State Department is big.

"I came from a large city, St. Louis," he says. "I went to a Big Ten university (Purdue). Then I worked in big cities, Washington and New York. I like bigness. Merely the fact that the State Department is large appeals to me—it means I can go almost anywhere

in the world, taking on many different kinds of assignments. I require a job to have versatility or I cannot stay in it. That's why I like the Peace Corps, with its wild and wooly individualism, and that's why I like the State Department. The Department will permit me functional versatility—many kinds of jobs during my career—and it will permit geographic versatility—many different countries in which to serve. Besides, I love Washington, D. C., and will spend much of my career here. So what more could I ask?"

Schreiber adapted quickly from the famed non-structured environment of the Peace Corps to the equally-famed structured environment of the State Department.

The long corridors of the vast State Department establishment don't faze Schreiber. "I like bigness," he says. "I want to be part of something and to work within something. With tact and enthusiasm, you make your own freedom."



"There are things I learned in the Peace Corps which serve me well now," he says. "We were taught by the Peace Corps to be flexible, to work within a system, and to maintain enthusiasm. It's the same thing here—you find freedom in your job by combining tact with enthusiasm."

"I don't want to sell tractors or something the rest of my life," Gene said. "I don't want to be confined to a narrow field. I need to try new and different things. I had met Foreign Service people overseas in the Peace Corps and was impressed by them and by their enthusiasm. That's how I first got interested."

During his stay in Washington, Gene met the girl who was to become his wife—Mona Espy, a secretary in the Latin America region of the Peace Corps headquarters in Washington. Meanwhile, he was attending night school for three years to obtain a law degree.

"People ask me if I didn't lose two years by being in the Peace Corps," he says. "I don't think so. I have different insights and motivations than someone who didn't share the experience. I have a feeling about people, about growth and development, that others may lack."

"To me, the United States Government will never be successful if it is to be an institution. Only as a very human institution will it work. You have to work with people—not with ministries and embassies, but with people."

"I might have thought this way anyway, without having served in the Peace Corps. I probably would have. Who knows?"

"I only know that by helping others, you indirectly help America. It has nothing to do with nationalism; it's a matter of what I call national pride. I felt that when I joined the Peace Corps and I feel the same thing now."

What Re-Entry Crisis?

Pakistan Volunteer nurse Janet Hanneman McNulty has been one of the most publicized individuals in the agency's five year history. In March 1965, a leading national magazine tried to make her a prototype of the Peace Corps "re-entry crisis."

Contends Janet, "There is no re-entry crisis peculiar to Peace Corps, it's simply a matter of change. How can you re-enter something you never did leave?"

"Each individual who becomes a Volunteer brings with him the complete experience of his life. He does not discard it during two years of service and it is still

part of him when he comes back."

Janet today is an attractive 32-year-old housewife. Married to a widowed Montgomery Ward executive, mother to four children aged 11 to 16, she lives in a fashionable North Shore suburb of Chicago. She is a member of three PTAs, a "hospitality mother" at the junior high school, and the regional alumni director for the University of Kansas nursing school.

Still "volunteering," she is active in the North Shore Volunteer Talent Pool, works in the local school system with underachievers and exceptionally bright students.

Looking back, she says, "Peace Corps is a vehicle by which one can express a philosophy. It gives purpose to the search for self-fulfillment and the desire to express humanitarianism."

Last year, Janet McNulty spoke about Pakistan in her daughter's fifth grade class.

"I was amazed. The fifth and sixth graders asked the same questions about Peace Corps I'm asked by college students."



PEACE CORPS

Washington, D.C. 20525

PEACE CORPS

FISCAL YEAR 1966 CONGRESSIONAL PRESENTATION

APRIL, 1965

PEACE CORPS
FY 1966 CONGRESSIONAL PRESENTATION

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INTRODUCTION

At one time the Peace Corps was only an idea. Four years ago it became a reality. Today it is a force--at work in the world.

The widely-held view of its early days, that the Peace Corps was a gesture of good will and little more, is gone. Today Peace Corps Volunteers are helping to build nations. Host country officials think of them, not as symbols of status or attractive luxuries, but as essential elements in the all-important process of development, as critical resources in their country's plans for a better life.

In the Philippines, Volunteers have become the spearhead for changes in that country's educational system. In Colombia, Volunteer efforts in the difficult field of community development have led directly to a re-vitalization and enlargement of that country's community development agency, Accion Comunal. In the same country, the joint Colombian-Peace Corps-A.I.D. project in educational television is helping Colombian education. In countries such as Nigeria, Malawi and Ethiopia, Peace Corps Volunteers form the largest outside groups of college-trained teachers. Over 75% of all graduate math and science teachers entering the expanding upper secondary school system of Malaysia in the last three years have been Peace Corps Volunteers. Without them, expansion would have been insignificant and a

critical need would have been unfulfilled.

In these countries, and in many others, it is, to a substantial extent, Peace Corps Volunteers on whom the pace of progress depends.

The Peace Corps began with 120 Volunteers assigned to three countries. Today there are almost 9,000 Volunteers at work in 46. Nigeria, Colombia, Ethiopia and Brazil--each of them is host to more than 500. Before the end of 1965, India, Turkey, Malaysia, the Philippines and Peru will also have more than 500 Volunteers. By the end of this summer, the total number of Volunteers and Trainees will be approximately 13,710, and the total number of countries will be 47.

Planned total strength by August 31, 1966, for which the Peace Corps is requesting an appropriation of 115 million, is 15,110 Volunteers and Trainees. Yet even this number will be far below the requests received.

This fact alone, the fact that requests for Volunteers still far exceed the Peace Corps' capacity to respond, is a clear and convincing measure of the Peace Corps' importance to the developing nations and of its impact around the world.

Another measure is the steady increase in contributions being made by host countries to Volunteer support. More countries are paying a greater share of Volunteer costs than ever before.

Yet another measure is the continuing spread of the "voluntary service" idea. By December, 1964, 12 other industrialized nations had volunteers in the field. Before the end of 1965, Sweden and Japan will have joined their company. The number of domestic Peace Corps is also on the rise. Thailand's Voluntary Rural Development Corps, now beyond the planning stage, awaits budgetary approval by the Cabinet. India is planning a Development Corps of 5,000 to 10,000. Peru's student Peace Corps, Cooperacion Popular Universitaria, begun by President Belaunde Terry in 1963, now has almost 1,200 students working in the Andean highlands. And in Ethiopia, many students now give a year to their country in the Ethiopia University Service.

As the "force" of the Peace Corps works, progress can be seen. Like all human progress, it is seldom swift and rarely dramatic. Development is troublesome, time-consuming and painful. Old attitudes yield slowly even to the most progressive of national leaders. Social and psychological change or the education of a nation's children, both far harder than the building of a road or the clearing of a harbor, take time. Yet in this race with time, progress is being made, changes are taking form.

This presentation to the Congress will attempt to show some of that progress, and some of the problems as well--and show them, principally, through the words of the Peace Corps

Directors overseas.

In a way, there is no single Peace Corps; there are as many Peace Corps as there are Peace Corps countries or Peace Corps Volunteers. Diversity and uniqueness of experience are more typical than not. Yet the thread running through the country reports that follow, the theme common to all, is clearly visible, and it is this: Peace Corps Volunteers are building the human base on which lasting economic and social development rests; they are helping, at the request of host countries, to change institutions and attitudes that "stand in the way"; and the total of their individual contributions does, in fact, make a difference.

THE PEACE CORPS WORLD

The Peace Corps world, which now consists of 46 countries*, is divided into four regions--Africa; Latin America; the Far East; and North Africa, the Near East and South Asia.

Although Volunteers in each region work in the broad areas of teaching, community development, agriculture and public

*At the time of last year's presentation, the Peace Corps was in 45 countries. Last spring, the Peace Corps decided not to replace the Volunteers then terminating in Ceylon. Last fall, two new Peace Corps countries, Kenya and Uganda, received their first contingents of Volunteers, bringing the total number of countries to 46.

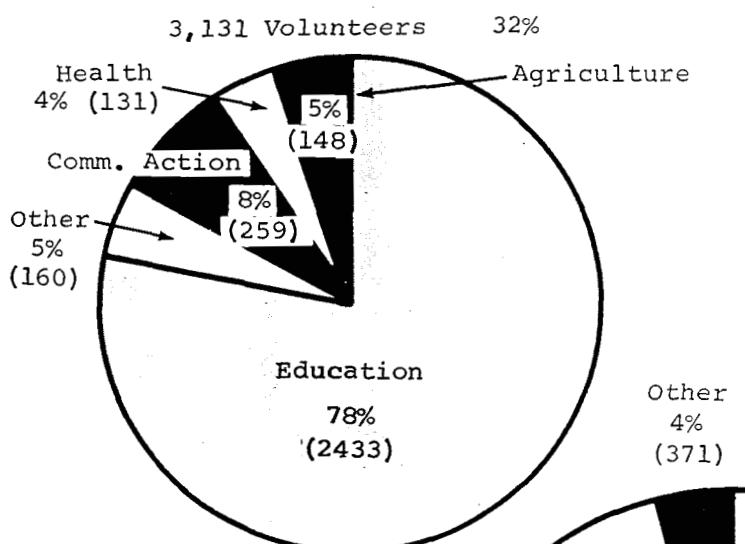
AFRICA

VOLUNTEERS AND TRAINEES BY REGION AND PROGRAM

5

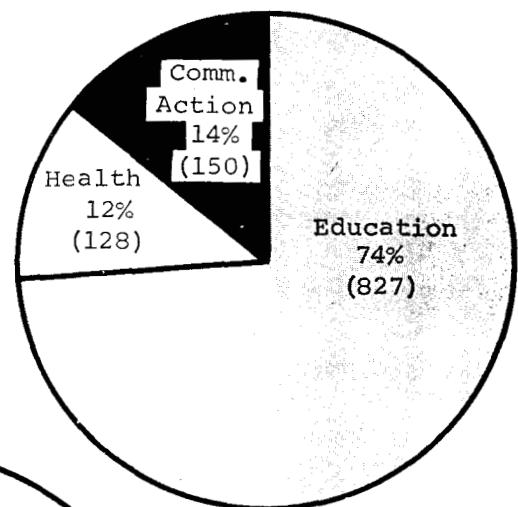
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AFRICA



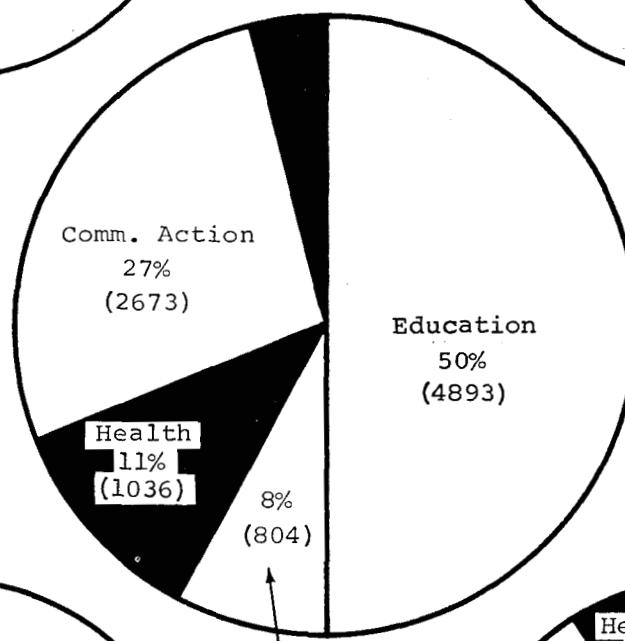
FAR EAST

1,105 Volunteers 11%



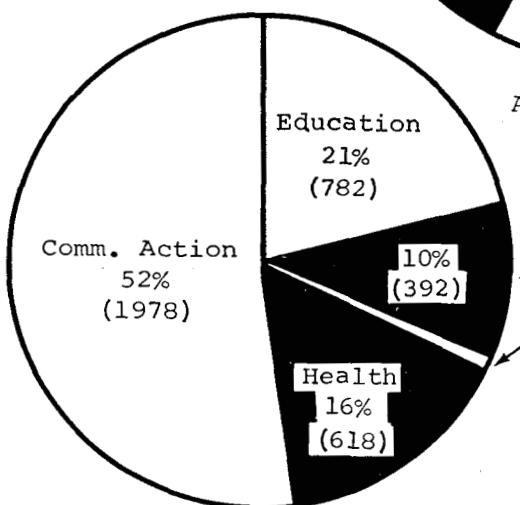
WORLD

9,777 Volunteers 100%

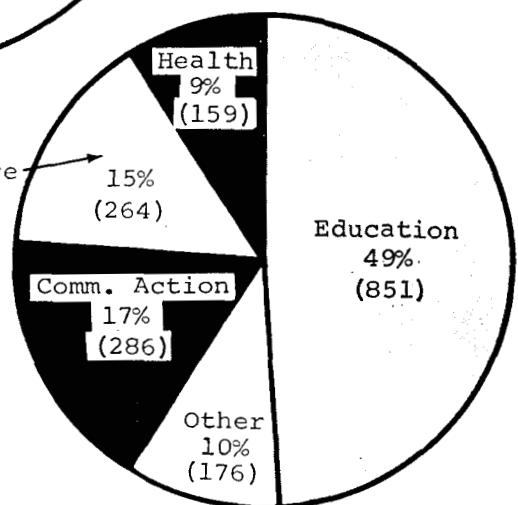


LATIN AMERICA

3,805 Volunteers 39%



Agriculture
Agriculture
Agriculture



NORTH AFRICA, NEAR EAST &
SOUTH ASIA

1,736 Volunteers 18%

health, as well as in other specialized fields, the development needs of the regions vary. Consequently the Peace Corps response to these needs gives each regional program a different emphasis, a different accent.

Broadly speaking, the stress in all of Latin America is on community development. There, the greatest number of Volunteers are working in programs designed to reshape attitudes and institutions. In Africa and the Far East the stress is on education. In both of these regions almost 80% of the Volunteers are teachers. In North Africa, the Near East and South Asia, Peace Corps programs are highly diversified reflecting the development levels reached by the countries concerned. The chart on the opposite page gives a quick, over-all picture of the Peace Corps' response to these differing needs. The regional reports which follow supply the details.

AFRICA

Of the 17 sub-Saharan countries where Peace Corps Volunteers now feel at home, only two, Ethiopia and Liberia, were independent nations eight years ago. In all of them, the most pressing need is education. In most, the illiteracy rate runs from 80% to 95%. In only a few does it fall below 50%. Without education, without skills, the people of Africa can't hope to share in this century. Nor can they hope to build vigorous

and stable nations. But education takes teachers. The rapid expansion of educational systems essential to fight illiteracy takes more teachers still. To a great extent, the new teachers of Africa are Peace Corps Volunteers.

As of March 31, there were 2,959 in these 17 countries. Of these, 2,399 were teachers. Another 1,069 teachers have already served for two years.

In many respects, teaching in Africa has not been an easy job. Adapting American methods to local versions of French or English teaching systems; living with the much greater emphasis on rote learning which these systems stress; resisting subtle pressures to conform to the established "expatriate teacher" pattern; overcoming initial skepticism; learning how to move slowly in introducing new techniques and new ideas; trying to fulfill all three goals of the Peace Corps in societies with values different from ours--all of these things have been problems for the teaching Volunteer. Many have had to undergo a "struggle for acceptance", both as to their credentials and their worth. That they are winning that battle, that Peace Corps Volunteers are now a significant and appreciated presence in African education, is evident from the statistics alone.

In 1962 Malawi, then Nyasaland, had a secondary school enrollment of just over 2,000, the number of secondary schools was 19, the number of teachers--128. Today, the secondary school student body is 7,600 and the number of schools has been increased from 19 to 36. Almost none of this expansion could have occurred without Peace Corps Volunteers. The number of Volunteer teachers, which was zero in 1962, now stands at 169--41 more than the entire secondary school teaching force of three years ago. Volunteers are in 30 of the 36 secondary schools and nine of the twelve teacher training colleges. They teach in the School of Agriculture, the Blantyre Correspondence College and the Institute of Public Administration. They reach thousands of students each year.

In Nigeria the number of Peace Corps teachers stands at 542. They teach approximately 50,000 students a year--more than one-third of all Nigerians enrolled in secondary and teacher training schools. In Sierra Leone, the 119 Volunteers comprise 40% of the degree-holding teachers in the secondary school system. In Liberia 314 Volunteers teach 17,000 students at all levels. In Ghana, 30% of the secondary math and science teachers are Volunteers. Peace Corps teachers are in class with two out of every three students enrolled in the Ghanaian public secondary schools. In Somalia 7,000 students are taught by Volunteers.

In the Ivory Coast the figure is 10,000. In Cameroon, the infusion of Peace Corps Volunteers permitted the doubling of secondary school enrollment and the opening of 14 new schools. In Guinea Peace Corps teachers of English made it possible for that country to have a complete English teaching program for the first time since independence. In Ethiopia 31 Volunteers are on the faculty of Haile Selassie I University, 365 others, comprising a third of the instructional staff, teach at the secondary level, and 118 more arrived in January, 32 to take part in a major development in Ethiopian education--the opening of 23 new junior secondary schools. "The contribution" of these Volunteers, in the words of the Ethiopian Ministry of Education, "has been immense."

In all of these countries, the pattern has been the same--increased student enrollment and expanded school facilities; a tremendous push forward in Africa's drive for knowledge.

But the statistics only begin to tell the story of the Volunteers' acceptance and their effect on African society. Statistics can't reflect the Volunteers' involvement with the community, or the new life and meaning many of them are giving to the classroom, and the "something extra", beyond teaching, which they bring to their job. Nigeria's Minister of Education and Economic Development, the Hon. Alhaji Waziri Ibrahim, spoke

of that involvement and that "something extra" when he addressed a new group of Volunteers just two months ago.. He said:

"They /the Volunteers/ have enriched school life by a wide variety of extracurricular activities. They have organized libraries. They have given radio lessons. They have created science laboratories. They have produced plays. They have brought a new dimension to physical education in our land. They have led school excursions. They have undertaken research in local history. What is more---they have identified themselves with the future progress of their pupils in such a manner that lasting friendships have been formed. It is no exaggeration to say that today many Nigerians, whose faith in the United States was badly shaken by the assassination of President Kennedy, have recovered their equilibrium as a result of the friendship and humanity of the Americans working in our midst. . . Those of you coming here for the first time, therefore, have the privilege of contributing to a record that is already impressive and fully appreciated."

Senegal's President, Leopold Sedar Senghor, also spoke of that "something extra" when he recently praised the Volunteers for the "magnificent work" they were doing in his country, particularly, as he put it, in "all those tiny villages where, I must admit, few Senegalese civil servants would wish to go."

For Peace Corps' teachers, the kind of involvement in the community and the country to which these leaders refer is more than "enriching school life," it's a year-round job. In contrast to the "expatriates", Volunteer teachers spend a good part of their vacation periods at work. Last year they catalogued books and records, they built playgrounds and classrooms,

conducted sports clinics and adult literacy courses, wrote new textbooks and revised old ones, worked in hospitals, orphanages and leprosaria, organized cooperatives and other self-help projects, conducted day camps--the list goes on and on.

One of the Peace Corps teaching projects is in the Ivory Coast from which Peace Corps Director Bob MacAlister* and Deputy Director Henry Wheatley**, report:

"At the moment we have 56 Volunteers in the Ivory Coast, 39 secondary school teachers who are in 32 different schools scattered throughout the country and 17 other Volunteers, all female, who serve as adult education teachers in the women's adult education centers, known here as Foyers Feminins.

"We've had our problems of adjustment, as I'll detail later on, but the Volunteers have handled them well.

"All of the 39 teachers except the two who are in physical education teach English. A few of them also teach geography, mathematics and science. They're now an integral part of the Ivory Coast education system, and this year we are teaching in five new schools that we haven't taught in before. In addition to that, we now have a Volunteer teaching in the Ecole Nationale d'Administration which trains future Ivoirien diplomats and Sous-Prefects. (The latter are provincial officials appointed by the President.)

* Bob MacAlister, 37, has been the Peace Corps Director in the Ivory Coast since September of 1963. From 1955 to 1956, he was Director of the International Rescue Committee in Saigon and from 1956 to 1960 he was that organization's Executive Director in New York. Immediately prior to joining the overseas staff of the Peace Corps, he served as Legislative Assistant to Senator Clairborne Pell.

** Before becoming the Peace Corps' Deputy Director in the Ivory Coast, Henry Wheatley, 31, a native of the Virgin Islands, served as Administrative Assistant to Governor Nelson Rockefeller of New York.

"The teachers, who reach approximately 10,000 students, have been widely praised by both Ivoirien and French education officials for their high level of professional accomplishment. When the first group got here in September of 1962, a number of French education officials were skeptical of just what our Volunteer teachers could do. But during the latter part of the last academic year, when the school directors, almost all of whom are French, knew that Group I would be departing, practically every one of them wrote in and asked for a replacement. Another recent indication of our impact here involves President Houphouet Boigny himself. A few months ago, when he was laying the cornerstone for a new building at the College des Filles in his hometown of Yamoussoukro with President Moktar Ould Daddah of Mauritania, he asked for the Peace Corps Volunteer who had taught at the school the previous year. When told that she had returned home, he instructed the Minister of Education to have a new Volunteer transferred to the College this academic term.

"Another interesting indicator of increased appreciation is the fact that both the Minister of Education and the Minister of Youth and Sports have agreed, this year for the first time, to pay a settling-in allowance of \$120 for each new Volunteer. We're also having very fruitful conversations with the Ministries concerning diversification of our program as well as its expansion.

"Of course, the teachers have been involved in a lot more than teaching. They're managing community sports programs, running night schools for primary school teachers and civil servants, working in clinics, conducting art classes, learning the local languages of the areas where they are stationed, and generally being besieged by students who ask a thousand and one questions about America.

"The 17 Foyer Feminin Volunteers are working with approximately 1,500 students. Although the student body varies considerably, generally speaking, it consists of the wives of middle-level civil servants who are on their way up the government ladder. The husbands have already had their education, but the wives are largely illiterate. The Government created the Foyers so that the wives could receive some basic education and take their place in the society their husbands are already in.

MacAlister-Ivory Coast

"Last summer's vacation projects were particularly productive. One of them led to a whole new program that has been enthusiastically agreed to by the government. What happened was this. For a summer project, two of our Foyer Feminin girls moved their school into the bush villages of the interior. They picked areas where no American and few Europeans had ever gone. They persuaded the chiefs of four Baoule villages, who had some real misgivings, to give the village women one day off each week from their work in the fields. The girls then proceeded to run a six-week course in basic hygiene, nutrition, home economics and child care. Each day started with visits to the mud houses of the students where the ladies showed off the progress they had made in following the instruction they had received on earlier visits. Classes were then conducted in child care and hygiene, and the villagers and Volunteers prepared lunch using variations of local dishes to introduce needed protein and other nutrients into the diet. Our girls demonstrated and encouraged simple hygienic routines such as washing hands, boiling water for drinking, etc. Half of each village either took part in all this or looked on, which was all to the good. Afternoons were spent in sewing, and, finally, at the end of the day, the inevitable group dances, including, incidentally, the Virginia Reel. The Volunteers liked it, the women loved it, and even the men had to admit that it was worth it even if the women had to be away from the fields. The result of all this is that in September of this year we start the "Mobile Village Foyer Extension" program. Ten Volunteers, working in groups of two with Ivoirien trainees, will run the same basic courses in 25 new villages. This marks the very beginning of the Ivoirien Government's participation in adult female education on the village level; a real step in the direction of working with the country's large rural population, which, up to now, has been largely neglected by the national services.

"Another Volunteer, also a Foyer teacher, spent last summer on a project which will be used by thousands of Ivoirien women for many years to come. She prepared a workbook of exercises to be used with the basic literacy text now used in the Foyer classes. This year the Government is going to use her workbook in dozens of Foyers all over the country.

MacAlister-Ivory Coast

"Other Plans For the Future"

"In addition to the Foyer Extensions, we also hope to be in a different kind of village health education project this year. The Ministry of Health has a pilot project which we hope to support. The plan is to have Volunteers and Ivoirien counterparts teach villagers how to maintain pure water supplies, and how to build and use latrines and understand simple concepts of disease and health. Technical supervision would be provided by our Peace Corps doctor and a WHO sanitary engineer. As we see it now, Ivoirien co-workers could take over the work with new Ivoirien partners at the end of two years. WHO describes the infant mortality rate here as the highest in the world. The principal victims, of course, are the villagers. Hopefully, we can do something about it.

"A.I.D. is negotiating an agreement to finance the construction and equipment of four centers for vocational education in rural areas. We have proposed a project to provide Volunteers for the teaching staff, working alongside Ivoiriens to give instruction in carpentry, masonry and auto-mechanics to young men from the bush villages. After learning these skills, each of which is useful in small towns and villages, the graduates would hopefully stay there instead of joining the "crush on Abidjan". The program, which operates under the Ministry of Education, is supervised by a UNESCO advisor. The Ivoirien monitors, who will work one-to-one with our Volunteers, are expected to take full charge of instruction in the shops within two years.

"In general, the negotiation of a PL-480 agreement with the Ivory Coast last year may lead the way to other projects using Peace Corps Volunteers, A.I.D. counterpart funds, and technical advisors from the UN's specialized agencies.

"Problems"

"Earlier, I mentioned problems. Our teachers, as you know, are placed in the challenging position of working in a French-dominated educational system at the same time they are called upon to establish strong personal relationships with Ivoiriens. All but a few of their fellow teachers are

French, as are, with one or two exceptions, their superiors, the directors of the schools. So our teachers have to get along with their French colleagues while meeting the challenge of getting to know Ivoiriens. The Foyer girls work in a pure Ivoirien environment but they, too, must make a special effort in order to have meaningful contacts outside their classrooms. Traditionally, there has been very little social mixing between Ivoiriens and Europeans, and it's the non-Ivoirien who must take the initiative in generating social contacts. This our Volunteers are doing, and their interest in getting to know Ivoiriens and things Ivoirien is both conspicuous and favorable to us. It's not always easy, but Volunteers and staff are hard at work 'blazing new trails.'"

Africa's primary need is teachers, but it has other needs as well. Those needs are the concern of almost 600 Peace Corps Volunteers. There are geologists in Ghana; engineers, surveyors and nurses in Tanzania; school builders in Gabon; public administrators and lawyers in Liberia; agriculturists in Nigeria, Guinea and Niger; rural community development workers in such countries as Sierra Leone, Malawi, Cameroon, Nigeria and Kenya; and medical teams in Ethiopia, Malawi and Togo.

One of the medical programs, Malawi tuberculosis detection and control, is quite new. Hopefully, it is the prototype of many similar programs to come. The group numbers 40 Volunteers. Almost all of them are "generalists", i.e., college graduates who, prior to Peace Corps training, had no specific medical or public health skills. Given intensive training in TB detection and control by the faculty of Public Health at the University of

North Carolina, the Volunteers have been in Malawi since October. They are now working in 17 villages under the supervision of a TB specialist from the University's Public Health School. Their purpose is not simply the detection and treatment of individual cases of tuberculosis. Their long-range hope is that they can affect entire populations, rather than individual patients. In Malawi, as in many other countries, the control of communicable disease is largely a process of education. Both cause and cure are surrounded by myth and superstition. By breaking down these myths, the Volunteers hope to make their contribution to Malawi a permanent one.

Each working team consists of a Malawi Health Assistant and two Volunteers. Most of their time is spent in the country-side. As they test for tuberculosis, the team members try to make the villagers aware of the actual causes of the disease. In all of the areas where the Volunteers and their Malawi co-workers live, strong beliefs regarding tuberculosis and its cause and cure, predominate. None of these beliefs, though deeply rooted and firmly held, bear any relation to reality. In these circumstances, even gaining an audience for "modern" medicine is difficult. But by working in the villages with Malawians, by relating their own knowledge to the beliefs of

the people, by not trying to move so swiftly from one culture to another that is vastly different, the teams hope to gain their audience and to bring the villagers to an understanding of communicable disease. Obviously, the work is slow, but it is the philosophy of the project that only in this way will it be lasting.

- - - -

The health needs of Africa are so enormous that the prototype project in Malawi--using intensively trained generalists under professional supervision--could be duplicated almost anywhere. The Peace Corps hopes to increase its contribution to the continent by doing so.

But even with new projects of this nature, the Peace Corps' main contribution to Africa will still be in the field of education. With less than 30% of Africa's children in school, and with new teacher training colleges just beginning to graduate students, it will be a long time before the nations of Africa can supply sufficient teachers on their own. Until then, many of Africa's teachers will be Peace Corps Volunteers. John Kenneth Galbraith, in a recent comment on what he

characterized as the Peace Corps' "central role" in the development of sub-Saharan Africa, put it this way:

"Here there is no alternative to the Peace Corps. If it didn't exist, someone would have to invent it."

NORTH AFRICA, THE NEAR EAST AND SOUTH ASIA

This region, stretching more than 7,000 miles from Morocco to East Pakistan, now has 1,407 Volunteers in eight countries and possibly the most varied mix of Peace Corps jobs found anywhere in the world. Architects in Tunisia, foresters in Nepal, mechanics and nurses in Afghanistan, English teachers and rural community development teams in Turkey, engineers in Pakistan, laboratory technicians and coaches in Morocco, agriculture extensionists in Iran, poultry workers in India, teachers everywhere--all making their presence felt to a remarkable degree.

By the end of September, India, now with 277 Volunteers will have almost 600; by October, Turkey, now with 317, will have more than 500.

Again, the road has not always been easy, but, as in sub-Saharan Africa, the proof of success is that requests and new programs, in which Volunteers are being given even more responsibility, continue to rise.

Almost paradoxically, the role of the Peace Corps Volunteer appears more difficult, with accomplishment perhaps harder to achieve, in countries well along the way to development rather than those just beginning the journey. A striking example is Tunisia. The following is from Dick Graham*, the Peace Corps Director in Tunis:

"Most of the 167 Peace Corps Volunteers in Tunisia believe that it is more difficult to work in a country well along its path to development than in one taking its first strides. They find that American do-it-yourself skills do not have the ready market in Tunisia that they do in less developed countries. Even highly developed skills in nursing, architecture and engineering are carefully tested against both French and Tunisian standards. A Peace Corps Volunteer, therefore, doesn't come to Tunisia with status; he has to earn it, often with great difficulty.

"Most of the Volunteers in Tunisia have earned it.

"In spite of a long established preference in Tunisia for the French methods of education, Volunteers are now accepted as outstanding teachers of English. A short time ago, there were nationals of 14 different countries, with as many accents, teaching English here. Next year, Volunteers and Tunisians will do all of the English teaching.

*Almost nine years ago, engineer and inventor Richard Graham, then 36, organized his own firm, Jordan Controls, Inc., which designed and built the atomic reactor controls for the first atom-powered U. S. merchant ship, the Savannah. Though prosperous and busy, Graham saw in the Peace Corps a chance for "service of a kind I had been hoping for for years". He came to Washington in the Peace Corps' first year as Deputy Associate Director for Public Affairs and Chief of Recruitment. He has been the Peace Corps Director in Tunisia since May of 1963.

Graham - Tunisia

"Already, 70 Peace Corps teachers teach 30% of Tunisia's lycee students. The lycees cover secondary school and the American equivalent of the first two years of college. Soon, when another 90 Peace Corps teachers arrive, the percentage of lycee students taught by Volunteers will be 50% to 60%.

"Classroom adult education in this country is almost entirely language training. Peace Corps Volunteers have provided more than 80% of the professors at the Bourguiba School of Modern Languages in Tunis and Sousse where the students range from sub-cabinet ministers to teachers and mechanics.

"The 40 Peace Corps architects and city planners in Tunisia comprise over half those designing new schools, youth centers, low-cost housing units, and municipal buildings all over the country. They are responsible for almost 150 projects, including 27 schools, 15 low-income housing projects of about 650 houses each, and a new community outside Tunis for 25,000 people. Peace Corps-designed buildings, over 2,000 of them, are already up; many more are in the construction stage.

"Peace Corps architects are in sole charge of designing two international airports--one located in Djerba, and the other in Monastir, President Bourguiba's birthplace. One Peace Corps architect designed a 650-bed boarding school in Monastir. Still another was invited to dine with President Bourguiba himself after the President had seen his design and model for a low-cost housing project, part of a slum-clearance program in which the President was particularly interested.

"Most of the Peace Corps architects feel that low-cost housing will be their greatest contribution to Tunisia. Tunisia wants to be modern. The Peace Corps architects are modern in the best sense. They came to the Peace Corps full of fresh ideas, trained in the newest techniques, in a mood to experiment and create something original. They find in Tunisia a receptive atmosphere. Although Tunisia wants to

Graham - Tunisia

be modern, it also wants to establish its own identity--to be, above all, Tunisian. The Volunteers respect not only what is functional, but what is Tunisian. Living alongside Tunisians of all walks of life, they are absorbing the culture and learning the needs of the Tunisian people. Thus, for Tunisia, the Peace Corps architects are proving to be the right architects at the right time.

"But it isn't just skills that the Tunisian government wants from the Volunteers. Tunisian leaders know that the country cannot compete in today's world unless the "work ethic" is more widely accepted by its people, especially its youth. It is the dedication, enthusiasm and conviction of the Volunteers that the country's leaders admire and value most.

"Although demonstrating the "work ethic" is of the essence in the Peace Corps' efforts everywhere, it is not an easy thing to put across. Take nursing, for example. Nursing in Tunisia has always been considered a low-status job for women in contrast to the honorable profession it is in the United States. Consequently, the 24 Peace Corps nurses have had three difficult tasks: (1) to show, by endless repetition, that a personal concern for patients gets results; (2) that modern nursing techniques are worth the time and trouble to master; and (3) that there can be a feeling of pride and dedication in this work.

"Progress has been slow, but still, the nurses' approaches are strikingly apparent in almost every major Tunisian hospital and in a number of outpatient clinics. In fact, a third of the nurses earned responsible assignments giving in-service training to Tunisian student nurses--this, in spite of the handicap of having to communicate in both French and Arabic.

"One Peace Corps nurse, Peggy Gallen, 31, of Philadelphia, transferred from a hospital to a Pilot Center for Child Care run by WHO, UNICEF, and the Tunisian Government. It's a prenatal and child care center in a Tunis slum which, in addition to patient care, trains student midwives, rural

Graham - Tunisia

nursing assistants and rural social workers. Peggy worked on a rehydration program, giving injections and rice broth to dehydrated babies. She also instructed the mothers in the prevention of dehydration. She treated approximately 220 babies and reduced the mortality rate from 40% to 5% in one summer. Because many of the babies who came to the Center were protein-deficient, Peggy is now working to develop a palatable chick-pea feed---chick peas being locally available and rich in protein. And again, she is working with the mothers to "sell" them on the idea.

"Tunisia now gives each new Volunteer his complete living allowance, an indication of the value the Tunisian government attaches to their service. This has been an incentive to school directors, division engineers and other middle-level administrators to make optimum use of the Volunteers' energies and abilities. But Tunisia sees beyond the present and beyond the obvious. It realizes that the benefits to Tunisia do not end with the departure of any given group of Volunteers.

M. Mohammed Mzali, Tunisia's Director of Youth and Sports, at a reception for some departing Volunteers who had served as recreation directors in government orphanages, said: 'Our regret to see you leave is compensated by the fact that you are going to be ambassadors of Tunisia to the American people'".

Volunteers proved their worth in Turkey just as they did in Tunisia. The Peace Corps program in Turkey began in 1962 with 30 teachers of English. Now there are 317 volunteers; 202 English and math/science teachers, 58 rural community development workers, 30 in child care and nursery schools, 12 in nursing, 8 in home economics, 4 in commercial education and

three Volunteer secretaries. By October, their number will increase to more than 500; by the end of the year, to 650.

Program growth is not the only significant event occurring in Turkey.

Last year Peace Corps English teachers received part of their training at Robert College, an American school in Istanbul and this summer, according to present plans, Volunteers will, for the first time anywhere, train at a host country institution. The site is the Middle East Technical University a few miles outside Ankara. Up to 100 rural community development Volunteers will go to METU after a six-week program and final selection in the United States. At the University they will receive intensive training in the Turkish language, Turkish history and social structure and the techniques of community development. Most of the cost of this portion of the training program will be borne by the Turkish government as part of its over-all contribution to Peace Corps operations in the field.

To the Peace Corps, the advantages of training in the host country are obvious. For six to eight weeks before trainees actually go on the job, they will be immersed in the

culture in which they eventually must work. Thus they will have an opportunity to learn, not just by listening, but by doing. And field work, whether in community development or practice teaching, becomes completely relevant to their eventual task. Besides this, the presence of Volunteers will undoubtedly stimulate the host country institution in the same way American institutions have been stimulated; students will have an opportunity to meet and talk with trainees and discover what they and the idea of "voluntary service" are all about. Quite possibly, this stimulation could lead to the formation of a "Turkish student Peace Corps" or some similar organization. All in all, a new and more meaningful relationship between the Peace Corps and Turkey is in the making.

That relationship is evident in India as well. Just last December, Asoka Mehta, Deputy Chairman of India's Planning Commission, praised the Peace Corps and exhorted India and its youth to follow its example. Characterizing the "impact" of Peace Corps Volunteers as "profound", Mr. Mehta called for a

"Vikas Dal", an Indian Development Corps, of 5,000 to 10,000 students modeled on Peace Corps lines.

In India, the "impact" of which Mr. Mehta spoke, is being made by 277 Volunteers who are serving in 11 of India's 16 states and two of its five Union Territories. They are working in poultry and dairy production, irrigation, home economics and in small industries. There are teachers, mechanics and nurses as well. India has now asked for hundreds of additional Volunteers. By fall, almost 600 will be in the country; by year end, close to 700. The effects of the present program and the plans for the future are described by the Peace Corps Director in India, Brent Ashabanner*:

"The question most often asked about Peace Corps/India is this: how can a few hundred Volunteers hope to make any significant contribution in a country so large (a third the size of the United States), so populous (480,000,000, and growing by 12,000,000 a year), so complex (India's history dates back 4,000 years), and so beset by massive economic problems (India's gross national product is about \$35 billion; that of the U. S. is about \$600 billion)?

*Brent Ashabanner, 43, was recently named Peace Corps Director in India succeeding the original Director, Dr. Charles Houston. This is Ashabanner's third important post with the Peace Corps overseas; he previously served as Deputy Representative in Nigeria, and then India. He holds a Master's degree in English from Oklahoma State University.

Ashabranner - India

"The fact is that in this situation the Peace Corps is making a significant contribution in India by concentrating its efforts in a few fields. Poultry production lends itself to dramatic achievement practically as well as statistically, and therefore almost half of our program is devoted to poultry. Experience of the past two years shows that India needs and can absorb a massive increase in poultry-raising. Poultry is an excellent field for Peace Corps work because:

- "(1) Poultry products help to meet nutritional needs for India's people, who badly need protein.
- "(2) Poultry requires only a small investment by the raiser, and the Government of India will lend funds for poultry development.
- "(3) The demand for poultry products will exceed the supply for many years.
- "(4) Neither experience nor great skill is needed to start poultry work; thus it can be successfully developed by generalist Volunteers with only three months' training in poultry.
- "(5) Every state in India needs help of the kind the Peace Corps can provide.

Ashabrunner - India

"(6) Poultry development permits Volunteers to work with their hands at the lowest level of the economy.

"Poultry development figures show that in the first half of 1964 the number of Peace Corps-assisted units had doubled--from 287 to 540; that the number of chickens had doubled-- from 65,500 to 150,000; and that the number of eggs, not counting projected egg production from birds not then laying, had doubled as well.

"The implications of Peace Corps poultry-development work are, however, far greater than chickens and eggs. There is evidence that in many areas Volunteers are affecting the philosophy and mechanics of getting things done. India has an elaborate administrative apparatus, and Volunteers and Indians are learning how to use it.

"Volunteer conferences have brought together, often for the first time, men from three levels of government -- officials, supervisors and village-level personnel who are the Volunteers' co-workers -- to explore problems and progress. Our Volunteers' work has meant, among other things, that Indians interested in loans for poultry work can get loans more easily, and can often get larger loans. In the States of Madhya Pradesh and Rajasthan, a Volunteer's endorsement of a loan application is usually effective in getting the farmer a loan. There have been also these results:

- "(1) Poultry loans used to be granted only for specified breeds of chickens; Volunteer efforts have now cleared the way for the raising of hybrids, which greatly increase the chances of success in production.
- "(2) Commercial poultry feeds are now being widely marketed; before the Volunteers came, they were not in evidence, if they were made at all.

Ashabrunner - India

- "(3) Plastic filler flats (those dividers for the several layers of eggs in egg crates) are now being manufactured; there were none before the Volunteers came.
- "(4) Poultry equipment is now being manufactured in sizeable quantities (some of it good and some of it bad -- but it is being manufactured) up to and including 4,000 - chick incubators.
- "(5) The increase in the quality of eggs has caused more Indians to eat eggs. Before the Volunteers came, many Indians did not eat eggs because they believed that hens needed cockerels to produce eggs and that fertilized eggs would violate a vegetarian diet. The Volunteers showed that hens did not require cockerels in order to produce eggs; thus these eggs have the advantage of being non-fertilized (therefore suitable to a vegetarian diet) and of being high quality (from adequate diet for the hens). Consequently, Indians are becoming egg consumers in increasing numbers.
- "(6) Because of Volunteer achievements in poultry, Indian confidence in Volunteers is steadily increasing.
- "(7) The Peace Corps is being taken more seriously. In Madhya Pradesh and Rajasthan, for example, Volunteers are becoming part of state government planning to accomplish India's aims.

"The Peace Corps will continue to have teachers in the India program because education is the cornerstone of the country's development. India is short thousands of teachers, and this fact is a problem which the Peace Corps could never conceivably solve. But the 80 teachers, now reaching thousands of students through in-class and out-of class instruction at 59 schools, have at least an opportunity to help in shaping

Ashabrunner - India

the country's future leaders. They are showing India's schools how to do more with what they already have. The Volunteers' presence helps to encourage a climate of change, particularly in support of those Indians who are working to achieve changes in traditional attitudes and methods. It is fair to say that Volunteers are providing push which would not have existed without their presence. Even in the most static of circumstances, energetic and resourceful Volunteer teachers can assist almost any student to increase his potential contribution to society.

"Some Volunteer youth-workers created a leadership camp for ~~teachers~~ near Palampur in the Kangra Valley of the northern Punjab, in the foothills of the Himalaya. Using borrowed land, tents, and cooking equipment, and employing on and off a dozen or so Volunteers vacationing from other jobs, they ran several sessions for teachers as well as one for boys from a private school. Their principal goal was to teach teachers how to conduct youth activities with their own students at their schools. The campers had 12-to-14 hours a day of sports, labor, and shop and in addition took camping trips and studied ways to initiate youth activities among their students. Camp Nugal, named for a nearby creek, has had its ups and down financially but now seeks to establish a permanent camp of a half-dozen buildings, for which plans are drawn but money is not yet available. In obtaining campers, the Volunteer camp-leaders had some difficulties, competing both with the school calendar and bad weather, but this year the State of Punjab has agreed to assist in programming both active teachers and student teachers for camp sessions. It has also said it would contribute operating funds*.

*Since the report was written, funds for the camp have been committed and construction has begun.

Ashabrunner - India

Indian Voluntary Service Organizations

"You'll be interested to know that Peace Corps/India has assisted a private group centered in Bombay whose members are trying to establish, along the lines of the American Peace Corps, an Indian voluntary organization for service within India. The new organization aims to recruit Indian college students and graduates for projects in needy villages. Peace Corps/India has consulted frequently with the leaders, has provided materials on recruiting, training, programming, and financing, and has trained some of the Indian leaders at the youth-leadership camp at Palampur, Punjab. The American Peace Corps has no financial or organizational connection with this group, but the similarity of goals makes it entirely possible that joint projects and training will be undertaken in the future.

Future Programs

"The Peace Corps has received requests for hundreds of additional Volunteers from state and central governments. During 1965 firm program plans call for at least 600-to-700 Volunteers for India. Volunteers will continue to work in the fields considered most essential by India and given the highest priority in the Third and Fourth Five-Year Plans: food production (especially poultry), education, and health."

LATIN AMERICA

Latin America's social revolution, though sometimes deceptively quiet, is unmistakably real and unmistakably profound. Old attitudes are changing, feudal land systems are slowly being destroyed, new social and economic institutions are taking form. All over the continent the first serious attempts to bring all citizens into the mainstream of modern national life are being made. There isn't a responsible Latin American leader who doesn't recognize that the revolution is here--that the time for change has come; that things will never be the same.

Today, almost 3,400 Peace Corps Volunteers are taking part in Latin America's revolution. At the request of 17 governments, they are helping to shape it, helping to give it direction, acting as "conscious instruments of change". Community action workers in the barrios and barriadas, health workers and agriculturalists in the campo, teachers in the universities and secondary schools--all are helping to end what one South American official called "a century of neglect".

The approach of the community development Volunteer is not a dramatic one. It begins with a vaccination campaign, the formation of a producers' cooperative, the introduction of strawberries as a cash crop, a cooking class, or the construction of a new school. But it's a solid approach and it works. The objective--the self-organization of individuals to take constructive action to satisfy their needs.

Country by country, where the Peace Corps has concentrated its community development Volunteers, national governments have followed suit by strengthening or initiating their own self-help programs. Peru's community development agency, Cooperacion Popular, which began in 1963, is growing. Over 100 Peace Corps Volunteers are assisting its program. Last summer, its student offshoot, Cooperacion Popular Universitaria, had several hundred university students working on community projects in the villages of Peru's Sierra. This present Latin summer almost 1,200 students are participating in the program along with Peace Corps Volunteers and Volunteers from several Latin American and European countries.

In Bolivia, Peace Corps Volunteers and staff are training Bolivian community development personnel. In the Dominican Republic, Volunteers are helping to evaluate the capacity of

communities to absorb material assistance from that country's new agency, Desarrollo de la Comunidad. In Chile, the newly-elected government of President Edward Frei has already proposed the establishment of Promocion Popular, a national community development agency which would have the responsibility of unifying the work of several agencies and organizations now in existence. In several states of Brazil, including Ceara in the Northeast, Volunteers skilled in 4-H work have significantly expanded the rural youth phase of ABCAR, Brazil's agricultural extension agency. Since the Volunteers arrived in 1962, the number of clubs has increased from 400 to 900, the number of members from 4,000 to 10,000, and the agency's youth work has expanded from 12 states to 17. In Panama, Volunteers working in conjunction with mobile health units have organized community councils whose work, which began with health campaigns, has now expanded into all aspects of rural development.

In many instances, Peace Corps' participation in existing agencies has meant the difference between dynamic growth and virtual inaction. Two groups of Volunteers in Honduras helped Hondurans transform the narrow, social work approach of Bienestar Social into a broad-gauged community development effort.

Instead of staying in their offices, social workers are in the urban slums and the countryside organizing literacy classes and cooperatives, teaching environmental sanitation and helping to build new schools.

Volunteers in El Salvador, building on the good beginnings of that country's "Educational Brigades", have enabled that agency to triple its size and effectiveness. Since the arrival of Volunteers, brigade teams, which include a home economist, an agriculturalist, a literacy teacher and a public health worker, have increased from six to eighteen. With the addition of another Peace Corps group in June and an added complement of Salvadoreans, the number of teams will increase to 22.

But perhaps the most outstanding example of the effect Volunteers can have on an existing agency has occurred in Colombia. At the moment, Colombia is the Peace Corps' largest program. 236 of the Volunteers work with the Colombian community development agency, Accion Comunal in a project administered by CARE. Richard Poston, a community development expert, once observed that the work of the early Peace Corps Volunteers helped save the Colombian community development movement. That movement has not only been saved, it is strong

and it is growing. For the first time since it began in 1960, the National Office of Accion Comunal has a firm place in the Colombian governmental structure. In addition to having its own program, it has been given authority to coordinate and approve the rural community development programs of all other Ministries and semi-autonomous Institutes. These latter programs involve projected expenditures of almost two million dollars. Accion Comunal is also training 96 new community development workers. By the end of the year, field placement should total 160. This means that in many locations, Peace Corps Volunteers and Colombian Promotores will be working together for the first time.

The vitality, as well as the growth potential of the movement, is evident, too, from events taking place in Barranquilla in the Department of Atlantico. There two Peace Corps Volunteers, together with the editor of a Barranquilla newspaper, and the regional officials of Accion Comunal, all disturbed at the "lack of significant communication between the upper-middle class and the people of the barrios", have initiated a "Program of Colombian Student Volunteers". The purposes of this program, which is financed completely by the Department of Atlantico and private Colombian sources, are

to stimulate communication between the classes, to interest upper-middle class students in Accion Comunal and to prepare them for eventual work in that agency--in short, to make Accion Comunal a movement involving all of Colombian society, rather than just a part of it.

One of the Peace Corps' typically diversified programs is in Ecuador. It shows the many forms which comprehensive community development can take. The following report is from Erich Hofmann*, Deputy Peace Corps Director in Quito.

"With the arrival on January 4th of 34 Volunteers to work in community development and school construction, Ecuador has a total of 340 Peace Corps Volunteers. Considering Ecuador's size and its population of only 4½ million people, this represents one of the highest density of Volunteers in Latin America, if not in the world. However, there is no over-concentration, and requests for more Volunteers far outnumber our ability or even willingness to supply them.

"Basically, the Volunteers are here to stimulate action, to get people interested in helping themselves. As a consequence, all of them, including the teachers, are involved in work that goes beyond their specific job assignment. Most have got community development projects going, others

*With a Master's Degree in Political Science from the University of Wisconsin in 1953, Erich Hofmann, then 28, joined the New York staff of The Council of Student Travel. Successively, he became the Education Director of the Paris office, Director of the Migrant Orientation Program, also in Paris, and finally, the Education Director of the New York office. He first joined the Peace Corps staff in 1962 as Program Officer for the Division of Private Organizations. Since September of 1963, Hofmann, who is tri-lingual, has been Deputy to Peace Corps Director Eugene Baird in Ecuador.

Hofmann-Ecuador

"In rural community action, 41 Volunteers work with the United Nation's Mission Andina in the North, and with Ecuador's Centro de Reconversion in the Southern Sierra. James Cook, 24, of Azusa, California, who is stationed at Pinas, helped 349 pupils at 11 schools set up school gardens with seed donated by Heifer Project and CARE. At the same time he helped organize and run the forestry nursery at Pinas which has distributed 14,500 local plants and 10,600 imported ones. Jim is also conducting a research experiment testing 27 foreign forest species.

"70 Volunteers work in agricultural extension, a project administered by Heifer Project, Inc. One of the Volunteers, Stanley Wojtasik, 35, of Santa Monica, working with the Agricultural Extension Service in Tulcan, was cited this year by the Ministerio de Fomento for his outstanding work with 4-H clubs and dairy cattle improvement programs.

"20 University teachers are attached to universities in Quito, Guayaquil, and Loja, and to the UNESCO school at San Pablo del Lago. Bill White, 25, of Indianapolis, Armond Joyce, 29, from Zell, S. D., and Dennis Knight, 27, of Clear Lake, S. D. were cited by the faculty of the University of Loja for their outstanding teaching in agriculture, and made honorary professors by the Rector of the University. Armond Joyce is currently in charge of the Forestry Department at the University and the reforestation project for Loja province. He and an Ecuadorean counterpart, whom he is training to take over when he leaves, recently completed a timber survey of a tributary of the Amazonas River.

"29 Volunteers administered by Springfield College teach physical education in the elementary and high schools of the Ministry of Education, as well as through the National Sports Federation and the International Olympic Committee.

Hofmann - Ecuador

are teaching adult literacy or English classes. Of course, no one can measure precisely today or even tomorrow whether their success in stimulating action is going to be permanent--that measurement will have to come later, but they are certainly stirring things up.

"51 Volunteers, administered by the Credit Union National Association (CUNA), help Ecuador's National Federation of Savings and Loan Cooperatives improve existing credit cooperatives and set up new ones. Between their arrival on January 4, 1964, and October 31, 1964, the first 25 Volunteers in the credit cooperatives program increased the number of active credit unions from 74 to 174, with an accompanying increase in total membership from 5,500 to 16,200. In the same period, the total assets of credit unions increased from \$86,600 to \$1,000,000, and loans increased from \$32,500 to almost \$300,000. Currently, chapter organizations, formed by local leaders, are being organized to take over the jobs of Volunteers now in the country.

"74 Volunteers in rural community action and school construction are working with the AID School Construction Program--13 of these Volunteers organized their communities which have now built over 100 classrooms. National and local officials are paying them high tribute; one of the completed schools in Vilcabamba, Province of Loja, built with the help of John Kostishack, 23, of Pittsburgh, has been named 'Escuela Cuerpo de Paz'.

"16 Volunteers in urban community development concentrate on organizing the barrios in the cities of Quito and Guayaquil. Five months after establishing contact in the most isolated, but very populous, barrio in Guayaquil, Michael Luea, 22, from Flint, Michigan, has, with the enthusiastic support of the people, started a medical dispensary where no medical facility had ever existed before. He encouraged six Ecuadorean physicians to donate their skills and three local drug firms to contribute the necessary drugs.

Hofmann - Ecuador

"39 teachers are assigned to rural and urban schools. Laurel Hovde, 24, from Urbana, Illinois, re-enlisted for a third year to teach Chemistry in the town of Baños; she is also involved in teacher-training at the State Normal School. The potential of this town is epitomized in its Centro Comunal, which the teachers and Volunteers planned and organized. English is taught to children and to adults; cooking, child care, sewing, and general home economics are taught to groups of housewives in "Mothers Classes" -- the Normal School teachers and the Volunteers providing the instruction and guidance. The Centro reaches the rural communities with these classes as well as with programs in applied agriculture; we have placed a Heifer Project Volunteer in Baños to help with the 4-H Club, small scale rabbit and chicken projects, and other agriculture work.

"Nathan Miller, who is 26 and comes from Lima, Ohio, works with the Salazaca Indians near Ambato. The Salazacas have always been a suspicious people, preferring their own isolation to any involvement with their environment or national affairs. Nate gained their confidence by helping them sell their characteristic, hand-woven tapestries, but work among the Salazacas is slow. He began with an effort to give them greater income, and now has successfully organized a credit union cooperative; they elect their officers, handle their own savings and loans, and run their own books. He was successful in getting all the officers to take a course in credit unions.

"Nate has made use of other specialists among the Volunteers to help him with special projects. A civil engineer and a geologist were asked to search for water for a dry area of the reservation (this project was entirely unsuccessful!). A textile expert was called in to teach better weaving methods; ceramics will be taught as a course for the Indians, and they will build their own kilns. With the increasing potential of their textiles, they opened a store in the city of Ambato, as a demonstration weaving center and as an outlet for their products. Sears Roebuck

Hofmann-Ecuador

has bought samples, and they expect large orders from foreign buyers. The Indians have organized themselves for better products and better sales, and they chose one of their number to act as traveling salesman. Nate Miller's work with these people may well be the first step in integrating them into the economic and political life of Ecuador. This is the desire of the nation, and is beginning to be the desire of the Indians.

"It's pretty clear now that the Peace Corps' impact, after slightly more than two years in the country, is being felt in many areas."

Community development is not the only aspect of the Peace Corps' program which is influencing Latin America. The Peace Corps' pilot educational television project in Colombia is also making significant strides. In 1964, twenty programs a week in the natural and social sciences, and in mathematics and language were beamed to a student audience of 125,000. This year, programming will be increased by more than 50%--mathematics and natural science will be given in all five grades, grade coverage in language will be increased from two grades to three, two new programs in music will be offered, and broadcasting will take place in the afternoon hours as well as the presently scheduled morning hours of 8 to 11. The network itself will also expand. Last year,

approximately 500 of the AID-financed TV receivers were in use. By the end of February the number of installed sets reached 820. By the end of the year 1,400 sets will be in the classrooms of Colombia. Classroom utilization is also being improved. The work of the field utilization Volunteers, who are the primary contact between the classroom teachers and the program planners and producers, is now being supplemented by a series of televised teacher training shows and an increased number of week-end utilization conferences and seminars, all designed to assist Colombian teachers in the most effective use of the televised material.

The televised programs have had an appreciable effect on the Colombian school system and their effect will grow. The new curricula issued by the Ministry of Education are more child-centered than they ever were, and gradually, teachers are abandoning rote learning and mass response in favor of a more creative approach to subject matter and more individual attention to pupils. At least 2,000 Colombian teachers have already, in some way, had their methods or outlook toward teaching altered by ETV.

The Colombian Government, impressed by the project's development and success, has committed more resources, both

human and financial, to operations for the coming year. In December, a permanent staff of Colombian teachers and television technicians was named to work with the project and additional afternoon broadcast hours were taken from the regular network and allocated for educational use in 1965. In addition, the Government is building and equipping a completely new ETV studio which will be ready for occupancy by the Volunteers and their Colombian co-workers by June. Departmental Governments have also begun to provide material support even though such support was not called for in the original Project Agreement. One Department has assigned six teachers as full-time programming specialists. Two other departments have provided new field counterparts and maintenance personnel. As programming expands into other departments, it is fully expected that their governments will do the same.

Training of Colombian studio personnel has proceeded so well that Peace Corps Volunteers have been able to phase out of many aspects of studio work. Originally Volunteer program developers wrote TV scripts and teacher guides. Now this work is being performed by the Colombia TV teachers, the telemaestras. Originally the production crews were composed

almost exclusively of Volunteers. Now, every member of each crew, except the producer-director, is a Colombian. The object of the next two years is to train Colombians to take over these last remaining production jobs. This month the "producer-director" training program, designed to accomplish this result, began.

Recently, the educational television project completed its first full year of broadcasting. When it began, the Peace Corps was of the opinion that it could be one of the most consequential and far-reaching of its programs. Properly planned ETV was a medium through which a relative handful of trained Volunteers could benefit an entire nation. Results so far indicate that the Peace Corps' hopes were well-founded. ETV has already had a significant effect on Colombia, it is in the Colombian education system to stay, and its effectiveness will be felt for many years to come.

The program in the Far East began in October of 1961 with the arrival in Manila of 128 teachers. Today there are more than 900 Volunteers in four Far Eastern countries-- Malaysia, the Philippines, Indonesia and Thailand. Most of the Volunteers, 765 of them in fact, are teachers. The others are rural community development workers, nurses and medical technicians.

At present the largest and most diversified program is in Malaysia. The Peace Corps' role in that country's growth as a modern, independent nation is best described in the words of Peace Corps Director James Gould*:

"Since achieving independence in 1957, Malaya, which joined with Singapore and the Borneo states of Sabah and Sarawak in 1963 to form the Federation of Malaysia, has doubled its school system, established an entirely new system of rural health facilities, doubled the amount of land under irrigation, and made similar advances in many other fields. The great emphasis is on developing the rural areas which suffered most during the twelve-year Communist emergency that followed the end of World War II. This expansion is being accomplished with remarkable speed, but the nation is critically short of skilled manpower to staff the expanded facilities. It is this need

* James Gould, 40, adds the directorship of the Peace Corps project in Malaysia to his careers in the Foreign Service and the academic world. As a Foreign Service Officer, he was a member of the American Consulate staffs in Sumatra, Hong Kong and Djakarta. While on a Fulbright Fellowship at the Amerika Institute at the University of Munich in 1960, he lectured on United States Diplomacy in the Far East and U.S. policy-making. Before joining the Peace Corps, Dr. Gould, who is the Author of Americans in Sumatra, was Associate Professor of History and International Relations at Scripps College, Claremont, California.

that the Peace Corps is helping to fill until such time as the new universities, teachers colleges, nursing schools, technical institutions, and the educational system as a whole can catch up with the demands for human skills that have been created.

"Since January 1962, 554 Volunteers have served in Malaysia. On January 1, 1965, 366 were in the country. More than 300 Volunteers are scheduled to start training in February, June and August, to replace those who terminate, and by the end of the year the Volunteers in Malaysia will number over 500. A great many Volunteers are serving in isolated rural areas, living alone or with Malaysian co-workers, in communities which have no other westerners.

"Malaysia has made tremendous strides toward universal, free public education since independence. Except in the Borneo states, education is free in the primary grades and free for many in the secondary grades as well. In January, Malaya established a new system of comprehensive junior high schools which will double and triple the secondary enrollment in the next several years. With such a rate of expansion, teacher shortages are acute and the Peace Corps has been invaluable in meeting needs at the most critical points. In Malaya, most Volunteers train teachers or teach science and mathematics. In less-developed Sabah and Sarawak most teach English or train local teachers to do so.

"The nation's greatest manpower need is for technical personnel--engineers, doctors, scientists, agricultural researchers, specialists in soil and forestry work and so on. This requires good secondary school training in science and mathematics, yet qualified graduate teachers of these subjects are in very short supply. To meet this need the Peace Corps has furnished 100 graduate teachers of upper secondary science and mathematics over the past three years. This is more than three-quarters of all graduate teachers of those subjects entering the school system during that period.

"The Malayan Teachers College in Penang, which graduates about 150 teachers each year, trains all new teachers of science for the lower secondary schools. Approximately a

Gould - Malaysia

third of its instructors in science and mathematics are Peace Corps Volunteers.

"Sarawak is introducing a new method of teaching in English, beginning at the first grade in a few selected schools and gradually extending to all primary education in the State. This could not have been done without the 18 Volunteers who serve as supervisors of local teachers learning the new methods. The Volunteers are located in nine main centers and they travel by bus, bicycle, long-boat, Chinese launch or on foot to supervise 226 local teachers in 164 different schools. So far, more than 8,000 primary school children in grades one and two have had the benefit of the new method, taught to their teachers by American Volunteers.

"In 1964, child development and educational psychology were added to the curriculum of Malaya's 16 primary teacher training institutions. The long term effects will be substantial as teachers learn to understand their students better and not merely teach by rote and rod. The Ministry of Education asked for Peace Corps Volunteers to introduce the new subjects in every teacher training school in the country. So far it has been possible to supply Volunteers to 12 schools.

"Since 1962, Peace Corps librarians have directed and developed libraries at the two principal secondary teachers colleges (where they also teach library science to the students); at Victoria Institution, the leading secondary school in the nation, and at the new educational center in Kuala Lumpur. The two leading municipal libraries are also run by Peace Corps librarians. Libraries have been established by Volunteers in three Sabah communities, and more than 40 Volunteers are developing their school libraries in addition to their teaching duties.

"One of the most remarkable achievements of any Volunteer is that of 28 year old Albert Horley of Pittsburgh, who taught electronics at the Technical College in Kuala Lumpur. As a training device he conceived the idea of developing a receiving station to pick up messages bounced off Telstar and other communications satellites. Eventually this idea grew into a joint project of the College and the Telecommunications Department, with more than 75 volunteer

workers. Many electronics firms in several countries donated equipment and engineering skills, and the U. S. Navy gave a 38,000 pound surplus gun mount which has been placed on top of a 60-foot tower to control the swing of the parabolic antenna. Horley extended his tour more than six months to supervise installation of most of the big equipment, but left completion of the project in good hands to return to Stanford to accept a fellowship. When completed, Malaysia will have the only satellite communication station in Asia outside Japan, built at a fraction of the usual cost.

"As the Peace Corps has become more deeply involved in rural activities where little or no English is spoken, it has placed increasing emphasis on competence in speaking Malay, the national language. In December 1964, when the most recent group of English teachers for Sabah and Sarawak arrived in Kuala Lumpur, they were taken to meet the Minister of Education. The entire meeting was conducted in Malay with the Minister and his aides answering a variety of Volunteer questions about education policies and plans. At the same time, 60 Volunteers on school holiday were taking a three-week course in Malay, conducted by the government's Language Institute.

"Since less than 40% of the population is Malay, the government conducts an annual campaign to stimulate learning the language. In 1964, the national elocution contest for non-Malay women was won by a Peace Corps Volunteer Barbara Guss, 24, from Santa Monica, California, a teacher in an English language school. The Chief of State of Malaysia presented her award personally and lauded her achievement highly as an example to local women.

"In health as in other fields, the emphasis is on rural development. Malaysia's goal is to establish a main health center under the direction of a doctor for every 50,000 people and a maternal and child health sub-center headed by a nurse for every 10,000 people in rural areas. Of the 62 Peace Corps nurses who have served in Malaysia to date, the majority have administered sub-centers, directing the work of midwives and health assistants. Many centers have been opened by Peace Corps nurses that otherwise would not have been opened, due to Malaysia's shortage

of trained nurses. More than 200,000 persons would have had no access to such health care for another one to three years without Peace Corps help. A similar program in which Peace Corps nurses are working has been started in Sabah and Sarawak. In most health centers, Volunteers speak little or no English, doing their work in Malay or native tongues, such as Iban. The Peace Corps has also supplied three doctors, a dentist, lab technologists, and other health personnel to help raise health standards.

"One Volunteer nurse has planned and started a pilot School Health Nurse program, the first of its kind in Sabah. She visits five schools, guiding some 1,200 students.

"The Peace Corps has also been the main source of trained personnel for the aborigine medical program which provides medical services to 50,000 primitive people deep in the jungle. To date, the Peace Corps has supplied one doctor, four nurses, two X-ray technicians and one occupational therapist, who operate from a jungle hospital, going deep into the jungle by helicopter and boat.

"The 4-H idea has been brought to Sarawak by Peace Corps Volunteers. At present, 12 Volunteers, located at eight stations throughout rural Sarawak and directed by an expert from the National 4-H Foundation are guiding and developing some 80 new clubs. More than 3,000 boys and girls between nine and twenty-one learn improved agricultural practices in this way; through them progress seeps into tiny villages and Iban long-houses, far up the rivers from the settled coastal areas.

"One Volunteer welfare worker in Sabah has created a minor revolution in the introduction of social service concepts. He's revising the juvenile court system; he succeeded in getting the law changed to prohibit the publication of minor's names in juvenile court cases; he's establishing a Halfway House for prisoners; he's found employment for victims of Hansen's Disease and TB; he's obtained, for a deaf and dumb boy of great promise, a scholarship to an American school for the deaf; and he's so convinced the government of the need for a system of hospital social workers that it has begun to authorize scholarships for study in the field.

Gould - Malaysia

"Tens of thousands of Malaysians have never seen any Americans other than these Volunteers. Their understanding of Americans rests on two thin pillars: The synthetic image of frequently rich, idle and somewhat scandalous Americans portrayed in Hollywood movies, and the reality of young Americans in their own backyard, living simply, working hard, and being friendly toward all."

In the Philippines, 324 of the 329 Volunteers are teachers. The five others are Volunteer secretaries. The teaching program, which had a slow and often frustrating start, has now progressed to the point where it is making an important contribution to the Philippine people. In fact, Volunteers are now the focal point for an approach to teaching which is making fundamental and far-reaching changes in the entire education system.

In 1961, the first Volunteers began their service as "Teachers' Aides", nebulous jobs at best, in which they were expected to up-grade the teaching of English and science in scattered rural schools. The jobs were new and unstructured, with a high potential for frustration. Many Volunteers felt underemployed. Gradually, however, through the suggestions of the Volunteers and the Peace Corps staff, through Peace Corps' evaluations, and through the experience of the Bureau of Public Schools, the program was significantly revised. The role of "Teachers' Aide" has disappeared.

Volunteers are now Co-Teachers in the fullest sense. They work with chosen Filipino teachers in specific classes, preparing and presenting lessons through team teaching, a concept new to the Philippine school system. In addition, the isolated locations of the early Volunteers were abandoned in favor of the so-called "cluster" approach which is designed to concentrate Volunteer efforts in centers of educational influence. The "cluster" to which Volunteers are attached normally consists of a pilot elementary school (there is now at least one in each provincial school division), nearby specially selected barrio elementary schools, a teacher training college, one or more pilot high schools, and a regional demonstration center.

Volunteers work within these "clusters" as co-teachers, introducing new methodology, sharing teaching time and evaluating performance. In the second year of service, some of the Volunteers are assigned to other areas of responsibility. Some become full-time teachers so that their Filipino co-teachers can pursue scholarship graduate studies or attend short-term in-service institutes or specially designed training programs. Others become demonstration teachers for students who practice teach in the barrio schools. Others become subject matter specialists in the Divisional Education Offices.

The result of these innovations was described to Peace Corps/Washington by Maurice Bean*, the Peace Corps Director in Manila a few months ago. He wrote:

"The breakthrough which the Philippine program has made in the last eight months has been so remarkable that the biggest problem is overemployment. Many Volunteers are working ten to twelve hour days and on weekends without being able to keep with the demand.... Good, inductive teaching of modern curricula in English, science and the new math is being introduced into the public school system by a variety of programs in which the Peace Corps plays a key role."

Originally, ten to twenty "clusters" were planned and established. Now there are 324 Volunteers in over fifty "clusters" throughout the country. By next fall, with the arrival of over 200 additional Volunteers, the "cluster" system will be expanded even more.

* Maurice Bean, 36, became Peace Corps Director in the Philippines after almost 15 years of government service in, or connected with, South East Asia. Between 1951 and 1961, Bean served in Indonesia with USOM (ICA and other predecessor agencies); in Washington as ICA's International Relations Officer for Laos; and in Thailand, as ICA's Assistant Program Planning Officer. In September of 1961, he joined the Peace Corps' Far Eastern Regional Office and became Deputy Director two years later. Bean, who has a Master's degree in Social and Technical Assistance from Haverford College, and did graduate work at Georgetown University and Johns Hopkins, became Peace Corps Director in Manila in July of 1964.

As a result of the "cluster" approach, some pilot schools have become testing grounds for new teaching methods and curricula and for the adaptation of teaching guides to local conditions. They are used as demonstration schools for teachers from distant locations, as in-service training centers, and as sources of information for the national program of curriculum study and improvement. The impact extends to private schools, though no Volunteers teach there, by including private school teachers in evening and week-end workshops. One group of neighboring Volunteers travels two hours by boat every Saturday to conduct an all-day teacher training program at the request of the superintendent and teachers, and the requests for enrollment in this week-end course have far exceeded the ability of the Volunteers to handle them. Nor is it unusual for a Division Superintendent to pay plane fare and per diem for a group of Volunteers to run a workshop for teachers and supervisors who have no contact with the Peace Corps.

One significant result of the project is that Superintendents of Education Divisions have begun to expect cooperative efforts from the teachers and school officials in their areas where traditionally there was little cooperation among elementary schools, high schools and normal colleges.

In some respects, the most important and revolutionary elements of the Philippines program are the curriculum-writing seminars and national institutes in English, science and math, held during the school vacations, which a number of Volunteers and Filipino teachers plan, staff and conduct, under the auspices of the Bureau of Public Schools. Volunteers and their co-teachers attend the institutes to study new subject matter, exchange ideas on successful and unsuccessful teaching methods, and experiment on their own. The Peace Corps staff says "The summer institutes enable the most outstanding Peace Corps Volunteers and their co-teachers to spread their influence to every part of the Philippines."

The Peace Corps Representative in the Philippines ends his report by describing the over-all impact of his project:

"We would be delighted to refer any skeptic who thinks co-teaching is not important to any Division Superintendent in the Philippines who has had recent experience with Peace Corps Volunteers. The Superintendent would tell him, as he has told us, that a Peace Corps Volunteer co-teacher makes a more significant and more lasting contribution to his division than any full-time teacher could make. He would point out that a good co-teacher fills an empty curriculum not just an empty classroom - decreases student dropouts instead of merely increasing student enrollment. A good co-teacher reaches students he has never seen rather than merely those he teaches every day. In addition, a good co-teacher is present not for just the two years of his Peace Corps service but for all the years his Filipino

co-teachers will continue to teach. If you multiply this, he would add, by the cumulative effect of the cluster principle in which the cluster contribution as a whole exceeds the sum of the individual co-teacher's efforts; the net result is that he could effectively use far more Peace Corps Volunteer co-teachers than Peace Corps/Manila can supply."

This then is a glance at the Peace Corps world. For many of its people, it is a new world; a world Peace Corps Volunteers are helping to build. Children are being educated; societies are being changed; nations are being formed. Much of the work is being done by dedicated American men and women - men and women who, in the best of our traditions, volunteered for the task.

THE RETURNING VOLUNTEER

As of today over 3,900 Volunteers have returned to America. By the end of 1965, almost 3,000 more will join them. In a few years, there will be far more former Volunteers than Volunteers in service. By 1970, the number may well be 50,000.

Professor Amitai Etzioni of Columbia University, after meeting some Volunteers on a train trip in Peru, recently said:

"It was on that journey that I first formed the impression, later strengthened by meeting Peace Corps people in other countries, that the most important effect the Peace Corps will ever have will be on the United States itself."

No one knows now whether Professor Etzioni's prediction is correct, but if the returned Volunteer does have an "important effect" on America, and indications are that he will, then the American people will be served well.

The most striking thing about returned Volunteers is that they are resisting the ordinary and searching for challenge. In a letter to a friend, one Volunteer, now home, wrote: "The thing about the Peace Corps is that it doesn't end for you after two years." In expressing a desire for continuing service, and a need for continued involvement,

this Volunteer was speaking for most of his fellows. As of last December, the Peace Corps was aware of the career plans and present jobs of 2,427 returned Volunteers*. Fifty-one per cent of these Volunteers are continuing their education, both at the graduate and undergraduate level. The largest number, 361, is in the social sciences and foreign studies. More than 14% of the returned Volunteers are now teaching. Another 12% are working for the Federal Government - the great bulk of them, 221 out of 287, in four international agencies; the Peace Corps, the State Department, USIA and AID.

The most telling point behind the statistics was revealed in the responses made by these Volunteers in their Completion of Service Conferences--well over half of those who are now launched on or planning careers in teaching or public service would not have chosen these fields had it not

*The career activities of the entire group are summarized in the Table on the opposite page.

been for the Peace Corps. For them, and for many others, "doing something useful" has become much more important than salary or security.

There has been concern in some quarters that the Peace Corps might recruit teachers away from our own school systems. Actually, experience shows that America is gaining teachers as a result of the Peace Corps. More teachers are being poured back into our own school systems from the Peace Corps than are leaving to join. The already experienced teachers return to teaching jobs with a fresh outlook, and people who had not previously planned to teach are now teaching or studying to be teachers.

In addition, returning Volunteers are bringing to their jobs a sense of mission that they might not have otherwise had. Cardozo High School in Washington, D. C. claims almost 20 returned Volunteers on its staff. This school, in a slum section, is developing special techniques for teaching underprivileged children. One former Volunteer now working on the Cardozo project said she would have probably chosen a "calm, suburban school" had it not been for the Peace Corps. Cardozo offers her the challenge she was looking for.

Thus, the Peace Corps, while not a lifetime career, is very often the inspiration for one. For example, David Szanton, 27, of New York City, who served two years in the Philippines, went on to get his Masters and Doctorate under a Ford Study Fellowship for International Development at the University of Chicago. His speciality: Southeast Asian studies. His post-graduate plans: to return to the Philippines, with a service organization. His view of the Peace Corps: "More than anything else it is a training ground for those who wish to spend their lives in service to their fellow men."

For David Szanton, and for most other returned Volunteers, simply finding "a job" is not the problem. What is difficult is finding just the right channel for the expression of a unique experience. Volunteers feel that they need the challenge, the independence, the chance to be creative that they had overseas. While many want to teach, they also want to be innovators. But established educational institutions are sometimes not happy with "boat rockers". Thus, the former Volunteer is apt to feel frustrated and hemmed in by what would otherwise have seemed a highly attractive job situation.

This is clearly the primary occupational hazard of the returning Volunteer. He has, to one degree or other, been "changed" by his Peace Corps experience. He has had to stretch his mind and capabilities. He has taught and toiled in a strange country with different customs, and he has had to communicate in a difficult language. He has had to conquer homesickness and "culture shock". But he felt he was needed, and thus he felt effective.

One Volunteer, who had worked in the Ministry of Education in Ethiopia, and helped in its reorganization, received a letter telling him the plan had been adopted, and asking him to come back to help put it into effect. Here in America, this Volunteer saw little chance for such initiative.

The next question, then, facing the Peace Corps, and, inevitably the communities to which the Volunteers return is this: how to use them well? They are a new national resource which should be tapped.

The Peace Corps has taken some important initial steps in this direction. The first is the Completion of Service Conferences. Members of the Peace Corps/Washington and overseas staff participate in meetings with groups of terminating Volunteers who are in the transition stage--six weeks from finishing

their overseas jobs and returning to the United States. They are encouraged to speak out frankly on every aspect of Peace Corps life--their own jobs, their relationships with the Peace Corps staff in the country, their relationships with the host country people, their mistakes, successes, frustrations and satisfactions. They are urged to evaluate the whole experience and to think about it in terms of the immediate future. These conferences benefit not only the returning Volunteers, but the Peace Corps staff as well. Better planning and new directions can and do result.

Returning Volunteers get a further assist at carving out their future from the Career Information Service in Washington. Started with a grant from the Carnegie Foundation, the Service, now a permanent part of the Peace Corps, was set up to counsel Volunteers about scholarships, fellowships and assistantships. It also lists opportunities in various business concerns, in CARE, the President's Committee on Juvenile Delinquency, the anti-poverty program, the Eleanor Roosevelt Memorial Foundation's Internship Program in Human Rights, the Ford Foundation's Study Fellowship Program, the Department of State, the Agency for International Development, and the staff of the Peace Corps itself.

During the 1964-65 school year, 320 former Volunteers held scholarships, fellowships and assistantships worth over \$612,400. Over 12 had been selected for Eleanor Roosevelt Foundation internships. Nine are working in the anti-poverty program. 111 have passed the combined Foreign Service - USIA Examination.

The Returned Volunteer Conference, called for by the President to coincide with the fourth anniversary of the Peace Corps, should also give us new insights on the effective use of returned Volunteers. At the Conference over 800 Volunteers and 150 leaders in education, community action and government, and in business and labor, analyzed the Peace Corps experience and its relevance to the future of America. The workshop reports and the over-all report of the Conference are presently being drafted and will be made available to the Congress as soon as they are completed.

That Returned Volunteers should have an influence on America was, of course, an integral part of the Peace Corps idea. That they are already beginning to is an encouraging sign. No one knows at this stage how deep, how permanent, or indeed, how indeed, how beneficial that influence will be. But one thing seems certain--despite the almost inevitable

frustrations of their service, despite the almost agonizingly slow pace of progress which they have observed, most Volunteers have re-discovered the "excitement of possibility" which has inspired this nation from the beginning. If they can communicate this excitement in their schools, in their communities and professions, they could well be one of the most vital influences in American life.

More and More Volunteers go overseas even as those who have made their contribution return. But the increasing effectiveness of the Peace Corps lies not just in its growing numerical strength. It lies, too, in its continued willingness to experiment with new ideas and its readiness to try new programs and improve old ones. The Peace Corps is proud of the fact that it has never stood still; that it is constantly innovating; that it has never smugly settled back, claiming to know the only correct way to select, train or program Volunteers.

Educational Television

One of the Peace Corps' new innovations, educational television, has already been mentioned in the report on Latin America. Intensive, on-the-spot, research in Colombia has verified initial expectations that the project would be a success. Although experts warned the Peace Corps and the Colombian government not to expect any significant educational gains during the first year of operation, a recently completed research report shows that classroom effectiveness of teachers has increased and that significantly greater learning has occurred among students taught by television in three of the eight offered courses.

These results are very encouraging, not only to the Peace Corps, but to nations in Latin America and elsewhere which have

been watching the Colombian experiment with the hope that it might be adaptable to their environment and their educational systems. The Peace Corps is now discussing ETV possibilities with these nations and 1965 may see the beginning of a new program.

Public Health and Public Medicine

The Peace Corps also hopes substantially to increase the use of "generalist" Volunteers in public health and public medicine programs. In addition to the Malawi TB project, described on pages 15-17, non-professionals who were specially trained by the Peace Corps are working as laboratory technicians in Morocco and as malaria eradication assistants in Thailand. Programs of this kind could be greatly expanded.

Doctors and medical specialists are, of course, in short supply. Nevertheless, the Peace Corps is now making a major effort to attract many more doctors and medical specialists than it has in the past. It will attempt to avoid placing them in purely clinical or curative medicine situations. Rather, it will use these professionals in public health and health education projects where they can direct and support a great number of non-professional Volunteers. The use of trained nonprofessionals as an extension of the professional's knowledge

will greatly increase the latter's area of effectiveness, and programs of this kind will also increase the Peace Corps' contribution to the developing world.

Industrial Recruiting

The Peace Corps contribution will similarly increase as more skilled workers from America's construction sites and manufacturing plants volunteer for Peace Corps service. Each day the need for such volunteers is becoming more apparent. For example, the Nigerian Minister of Education and Economic Development, whose praise of volunteer teachers was quoted earlier, said in the same speech that Nigeria needed "hundreds of technical teachers" and that if the Peace Corps could supply them, it would make a significant contribution to his country's economic and industrial development. Without such teachers of technical skills, Mr. Ibrahim concluded, Nigeria's "future looks bleak."

Recognizing that the demand for skilled workers and those who could teach their skills to others would surely rise as the pace of development quickened, the Peace Corps began an intensive industrial worker recruiting campaign last fall. Officials of the agency first met with leaders of labor and industry to enlist their support. They then met with individual companies and unions to ask that contract clauses guaranteeing seniority

and re-instatement rights be negotiated so that skilled workers would not have to give up a job in order to serve. The response of the business community and the labor movement to this request has been excellent and gratifying. To date, almost all of the major companies in the auto and farm implement manufacturing fields have agreed to "leave of absence" provisions. Some have even agreed to continue pension contributions to those employees who volunteer. Most of the aircraft industry and the leading firms in the electrical field have also agreed to such clauses.

With these "leave of absence" provisions as a base and with the active cooperation of business and labor, the Peace Corps has begun an "in-plant" recruiting campaign. So far, over 1000 applications have been received. The skills include welders, precision machinists, tool and die makers, heavy equipment operators, sheet metal workers, lathe operators, mechanics, and industrial designers. The Peace Corps is now discussing and formulating programs which will use these skills-- mechanics projects in India and Guinea, vocational training and construction projects in Latin America, a highway improvement program in Ethiopia and an industrial arts program in Malaysia.

Recruiting in the industrial field and the construction trades will continue and intensify and the Peace Corps anticipates that the results will add a new dimension to its work and contribution overseas.

In-House Training

New developments are occurring in Peace Corps training as well. Training at a host country institution in Turkey, as previously mentioned, will take place for the first time this summer. Depending on the results, the Peace Corps may have other programs trained overseas.

Although universities and private organizations are training more volunteers than ever before, the Peace Corps' own training of volunteers is also increasing. In the Third Annual Report to the Congress, the Peace Corps reported on its first in-house training program which was conducted for Dominican Republic trainees at Camp Crozier in Puerto Rico. Primarily a Peace Corps' effort, the in-house program sought to put the experience gained by volunteers and staff members overseas to work. Field reports from the Dominican Republic indicated that the training program was successful, and the Peace Corps decided, on the basis of these reports, to convert the camps in Puerto Rico to full-time in-house training centers. This kind of

operation will permit the Peace Corps itself to train up to 800 Volunteers for Latin American programs each year. The Peace Corps is also considering the establishment of other in-house training programs particularly in the Virgin Islands.

Advanced Training Program

The beginning stages of the Advanced Training Program were also reported in last year's Annual Report. This program is designed for college juniors. Its purpose, too, is to give better training to prospective Volunteers. Juniors take a special eight-week Peace Corps training program between their junior and their senior years, concentrating on language training and area studies. The trainees then return to their own campuses where they continue language training and area studies either independently or in regular courses throughout their senior year. After graduation, the trainees are given additional Peace Corps training before going overseas.

351 trainees completed the "junior year" phase of Advanced Training last summer. They trained at Dartmouth College, Yale, the University of California at Berkeley, San Francisco State and the Peace Corps' own Camp Radley.

This summer, new Advanced Training Programs for a new crop of juniors will begin. As an experiment, the Peace Corps is considering a lengthening of one of the programs so that almost all of the training and all of the selection will be completed before the candidate enters his senior year. After satisfactory completion of his last year of school, including any language courses required by the Peace Corps, he would then be ready to go overseas almost immediately after graduation. This would mean, for one thing, that the Peace Corps could send many more Volunteers overseas in June (and February) than it has been able to do so in the past. Since a successful trainee would be "selected-in" at the end of the "junior year" phase, subject only to the successful completion of his last college year, this would also mean less pressure and a greater incentive to prepare for the work which he knows is ahead.

Pre-Training Assessment

Perhaps one of the most potentially significant Peace Corps experiments is taking place in the area of selection. As things stand now, the selection process continues throughout the training program with final selection coming at the very end. This system has at least three disadvantages: (1) many trainees who fail to make it through the training program have already

quit their jobs, rented their house or otherwise cut their ties, both economically and psychologically; (2) the anxiety of selection has some adverse effect on the learning process, an effect, which, of course, varies with each trainee; and (3) the cost of a training program is greater than it would have been if those who did not make it through training did not get into the program in the first place. To attack these three problems, the Divisions of Research and Selection designed an experimental "live-in, pre-training assessment process". In February candidates for four training programs, Peru and El Salvador Rural Community Action, and two programs in Tahiland Education, were asked to report to pre-training assessment sites a week before actual training began. At the assessment centers, they were given a battery of tests and put through a complete assessment procedure. They were then sent to their regular training programs where they will go through the normal Peace Corps selection process. After the training programs are completed, the results of the experimental assessment procedure will be compared with the normal and, of course, much longer, approach.

If the experimental results are validated, the way could be open for important changes in the Peace Corps' selection procedures. Live-in assessment could work to the advantage of

both the Peace Corps and Peace Corps' applicants by decreasing the number of trainees for whom Peace Corps training is a failure. It could increase the efficiency of the classification process, it could reduce trainee anxiety and decrease Peace Corps' training costs as well.

THE BUDGET

HIGHLIGHT STATEMENT

GENERAL

The Budget of the United States for 1966 for the Peace Corps states:

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

Volunteers engage in a variety of activities at the request of host countries. Most Volunteers are working in community development, both urban and rural, and teaching at all school levels. Prior to overseas assignment, each Volunteer is given intensive training designed to develop required skills, to provide a knowledge of the country to which he will be sent, to develop his language abilities and to assure physical fitness for service overseas. During training all prospective Volunteers are carefully evaluated through continuous observation to ensure that those selected for overseas assignment are suited for service. Since most of the training facilities and prospective volunteers are available during the summer months, planning and budgeting are based on a "program year" which runs from the beginning of September through the end of August."

For 1965, the President has recommended a transfer of funds, without additional appropriation, of \$1,858,000 from "Volunteer and Project Costs" to "Administrative Expenses." This is necessary in order to finance increased pay costs under the Government Salary Reform Act of 1964 and other necessary obligations. This amount has been included in the 1965 column of the 1966 estimate.

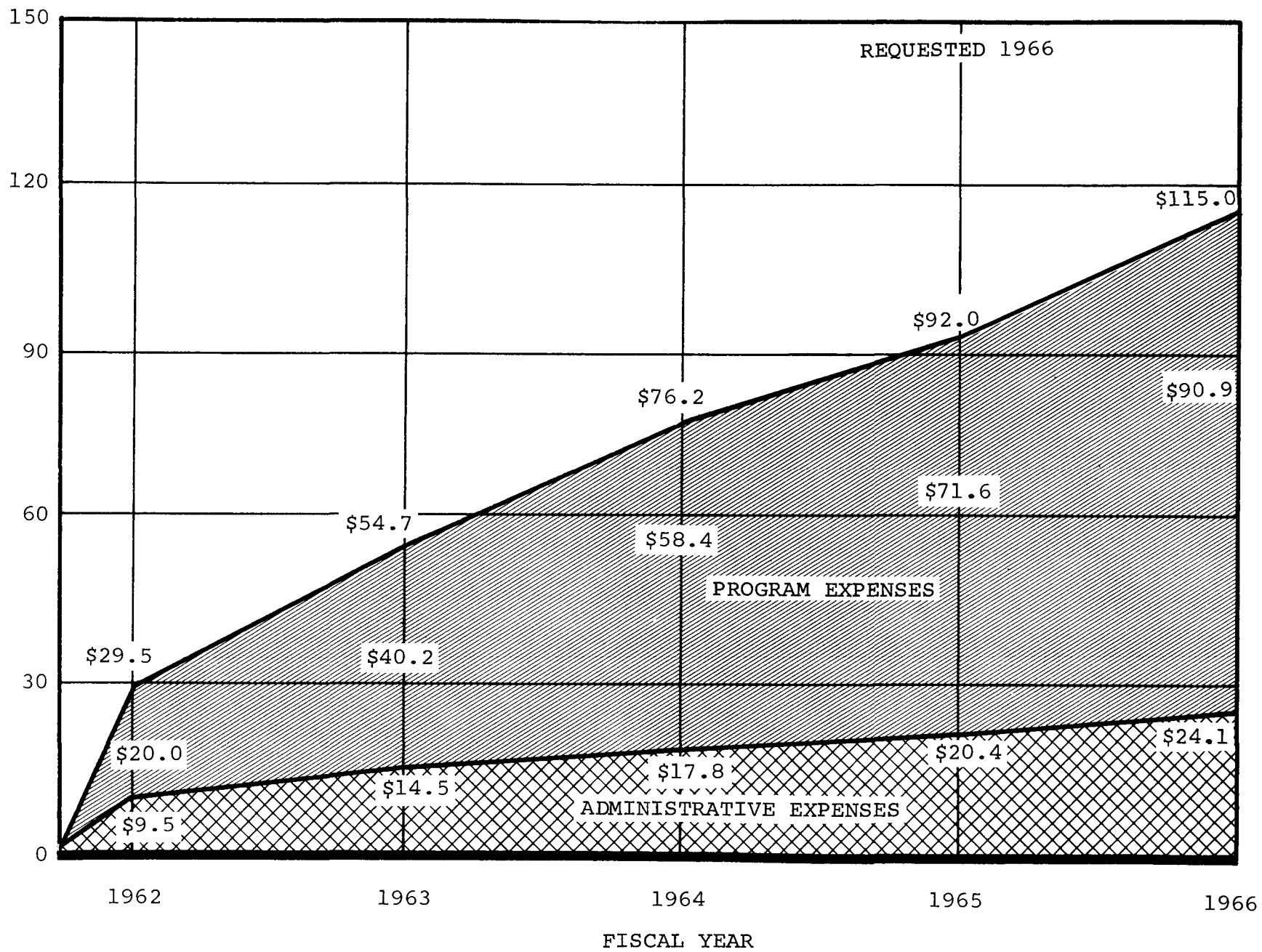
The budget for 1966 reflects:

1. Continued reduction in the average annual cost per Volunteer; estimated at \$7,927 for 1966.

PEACE CORPS OBLIGATIONS (NET)

MILLIONS

76



2. An input of 10,500 Trainees in 1966 as compared to 9,200 in 1965, and an overall growth of the Peace Corps from 13,710 to 15,110 Volunteers and Trainees.
3. A ratio of staff to Trainees and Volunteers of 1:13 for 1966, compared to 1:12 in 1965 and 1:10 in 1964.
4. Continued emphasis on management improvements, quality of Volunteer performance, and cost reductions.

Financing

The budget of the Peace Corps is divided between (a) the costs associated with the Volunteers and (b) administrative expenses. The following table shows these costs by fiscal year, and the chart on page 76 provides a graphic comparison.

	<u>1964</u>	<u>1965</u>	<u>1966</u>
	(In thousands of dollars)		
Volunteer & Project costs	\$58,409	\$71,550	\$ 90,900
Administrative expenses	<u>17,755</u>	<u>20,450</u>	<u>24,100</u>
Total	\$76,164	\$92,000	\$115,000

In fiscal year 1964, administrative expenses were 23.3% of the total obligations. These expenses have been reduced to 22.2% for 1965, and to 21.0% for 1966.

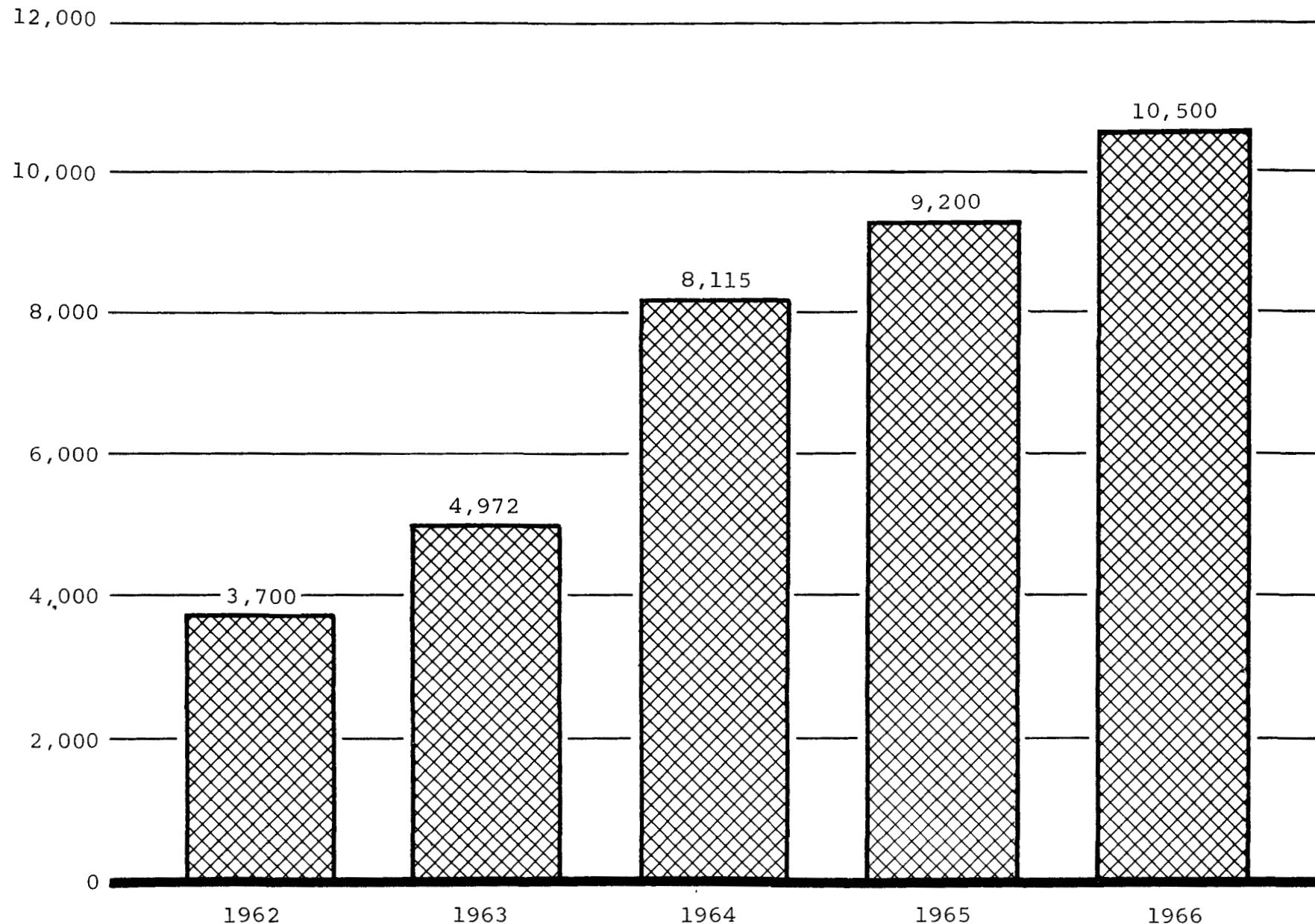
Trainee Input

The chart on page 78 shows the trainee input for program years 1962 through 1966. A program year commences on September 1 and ends on August 31.

We expect the number of questionnaires to increase in 1966 in view of the steadily growing interest of American citizens in the Peace Corps.

PEACE CORPS YEARLY TRAINEE INPUT
PROGRAM YEARS ENDING AUGUST 31, 1962--1966

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Personnel

The ratio of employment to Volunteers and Trainees is steadily improving, as shown below.

	<u>1964</u>	<u>1965</u>	<u>1966</u>
Trainees and Volunteers at end of program year	10,494	13,710	15,110
Employment at end of fiscal year	1,082	1,110	1,192
Ratio of employment to Trainees & Volunteers	1:10	1:12	1:13

Balance of Payments

Although the Peace Corps is primarily engaged in overseas operations, it does not constitute a particularly significant influence on the United States balance of payments. The vast proportion of Peace Corps expenditures are made in the United States. It is estimated that approximately 86% of expenditures in fiscal year 1965 will be made in the United States, or will return to the U.S. economy. Nevertheless, the Peace Corps continues to pursue policies which will improve the balance of payments.

The following table reflects the actual and estimated effect of Peace Corps expenditures on the balance of payments.

EXPENDITURES (In Thousands of Dollars)

	<u>1964</u>	<u>1965</u>	<u>1966</u>
1. Total Expenditures	\$60,397	\$80,000	\$105,000
2. Remaining in U.S. Economy	50,438	68,810	92,114
3. Percentage of item 2 to 1	83.5	86.0	87.7

Host Country Contributions

One of the principal means the Peace Corps has found to maximize the proportion of dollar expenditures in the United States has been to encourage contributions from host countries that would save U.S. dollar expenditures. In addition to

serving as a very real measurement of these countries' acceptance of the Peace Corps and of their commitment to the success of their programs, cash and in-kind contributions have greatly helped to defray necessary payments which the Peace Corps would have to make abroad, with the resultant savings to the U.S. taxpayer.

During 1964, the Peace Corps received almost \$2.8 million in contributions from host countries. In 1965, these contributions are expected to increase to over \$3.1 million, and it is estimated that approximately \$3.9 million will be received in 1966.

Cost Reductions

Special emphasis has been placed on reducing costs all along the line. Notable examples are:

1. Overseas living allowances have been reduced from an average of \$118 a month to an average of \$103 per month in 1965--a saving of \$180 per Volunteer per year. We expect the average living allowance to go to \$100 a month in 1966.
2. Overseas housing expenses for the Volunteers have been reduced from an average of \$15 per month to \$13 a month in 1965--a saving of \$24 per Volunteer per year. We expect the 1966 housing expense per Volunteer to be lowered to an average of \$11 per month.
3. The average estimated vehicle cost per Volunteer will be reduced from \$238 in 1964 to \$225 in 1965 to \$200 in 1966.
4. Renegotiation of a contract for the distribution and showing of a Peace Corps film for recruitment purposes has resulted in a savings of \$26,000.
5. Overtime work, previously worked by full-time staff personnel at premium rates, is now being performed by part-time help at reduced pay rates. This is estimated to result in a savings of \$25,000.
6. Mailing lists of Peace Corps publications have been reduced with a resultant savings of \$22,000.
7. Elimination of approximately 10,000 duplicate files and the utilization of less expensive files will reduce costs by \$12,000.

8. Elimination of the requirement for training officers to attend selection conferences will save approximately \$7,500.
9. Conversion from manual operations to automatic data processing equipment will save an annual amount of \$28,000.
10. Reduction in use of cables to overseas posts, and increased utilization of Federal Telecommunications System will save approximately \$85,000.
11. Voluntary services in the performance of clerical duties in Washington will save this year about \$24,000.
12. Change from score sheets to answer card packets in order to utilize Civil Service Commission rather than private contractor will save \$12,000.
13. Utilization of ex-Volunteers, living in the area of a college or university to assist with recruitment will reduce travel cost of Washington employees at a savings of \$12,000.
14. Consolidation and reduction of material in recruiting kits will save \$14,000.
15. Reduction from bi-monthly to monthly the mailings to post offices that announce placement tests will result in savings of \$6,000.
16. Change in policy whereby travel per diem is based on the average cost of lodging, and for the reduction in the per diem rate after 21 days temporary duty at one location, will reduce travel costs considerably; but the amount of the reduced costs has not been determined.

Several other miscellaneous items, such as the use of form letters, reduced number of copies of duplicated material, improved filing systems, and similar administrative procedural improvements have been effected.

Improved Quality of Performance

Cost reduction will always be a major Peace Corps goal--but cost reduction is only one aspect of program improvement. The Peace Corps is also prepared where experience warrants to

improve its program even if that entails some increase in cost.

The Congress is already familiar with the decision made nearly two years ago to increase the period of training from 8 to 10 weeks to 12 weeks. That decision contributed to a substantial improvement in the quality of Volunteers. It also increased costs. However, the increase was fully offset by cost reductions in other areas. Another example is the institution of termination of service conferences.

Recent examples of Peace Corps decisions to improve the quality of its programs even though some increase in costs was involved are:

(a) Overseas Staff Travel. Overseas staff, both program and medical, must maintain close and frequent contact with Volunteers no matter how remote their country location may be. The technical and personnel adjustment problems of Volunteers are varied and difficult. The increasing number of Volunteers and the variety and complexity of Peace Corps projects will necessitate even greater "volunteer support" travel in the future. Improvement in programming techniques, which require detailed and first-hand knowledge both of the type of project and the local personnel involved in it, has also substantially increased the need for overseas staff travel within the host country. This travel is important to the effectiveness of the Peace Corps' program. The Peace Corps, therefore, encourages its overseas staff to travel for these purposes as much as needs dictate.

(b) Language Training and Testing. Four years of experience have confirmed and reconfirmed the critical importance of language ability to the success of most volunteers in most programs. The number of hours devoted to language instruction during training programs has been substantially increased. The ratio of Trainees to language instructors has been substantially reduced to 7:1. In order to stimulate the Volunteers overseas to use and improve their use of the host country's language and also in order to enable the United States to measure and identify significant language achievements among Volunteers, the Peace Corps, in cooperation with the Foreign Service Institute, has instituted a program of systematic language testing in training and overseas. Wherever possible, Foreign Service Institute tests are given during the middle as well as at the end of a Volunteer's service.

(c) Pre-training Assessment. The opportunity to observe and measure a Volunteer's reactions and achievement during the 12 weeks training program is important. But the prolongation of the selection process creates an atmosphere of anxiety among Trainees which hinders their training. Also, the presence in their midst of marginal Trainees further distracts from training. This has led the Peace Corps to experiment with intensive assessment techniques during the first few days of training in an effort to identify and eliminate those more likely not to be selected for service overseas.

(d) Professional Support Overseas. Many Volunteers without prior teaching experience who are teaching specific subjects in Africa and in other parts of the world have indicated a substantial need for continuing professional support in the techniques of teaching and in the substance of their subjects. Volunteer geologists, cooperative and credit union workers, and agricultural extension workers also have continuing needs for professional support. Peace Corps contracts, therefore, now frequently provide that the training institution or some other qualified organization will give professional support either from time to time or on a continuing basis, throughout the period of service of a group of Volunteers.

The above actions are enumerated because the Peace Corps wants to make it clear that it will not be reluctant to make important substantive program improvements merely because they entail an increased cost. The issue in every case will be: Is the anticipated improvement worth the cost?

The Peace Corps, for example, is proud that the 1 to 10 ratio of staff to Volunteers which it set as a goal four years ago was achieved during 1964 and that it is being surpassed in 1965 and 1966.

On the other hand, there are indications that so high a ratio of staff to Volunteers places considerable strain on staff performance and deprives the Volunteers of needed support. If further evidence suggests that this ratio should be reduced, the Peace Corps will not hesitate to reduce it.

Cost Category Definitions

The 1966 Budget includes some changes in cost category definitions. In addition to those expenses previously classified as "Volunteer and Project Costs," expenses for doctors

and nurses overseas; research; and activities authorized by Title III of the Peace Corps Act, have been added since they are more closely related to this category.

In order to provide comparability, the 1964 and 1965 columns of the Budget have been adjusted accordingly.

A. Volunteer and Project Costs

This category includes the following items:

1. Volunteer travel in the United States and overseas.
2. Background investigation of Volunteers.
3. Training expenses.
4. Transportation of things for Volunteers.
5. Medical examinations, cost of doctors overseas, medical kits, and supplies.
6. Personal supplies for Volunteers.
7. Volunteer living and settling-in allowances.
8. Housing repair, renovation, and furnishings for Volunteers.
9. Volunteer readjustment allowance.
10. Project supplies and equipment.
11. Project vehicles--procurement, maintenance, and repair.
12. Other contractual services for Volunteers.
13. Contractor's administrative costs.
14. Contractual research projects.
15. Title III Activities.
16. Any other Volunteer or project cost.

B. Administrative Expenses (Limitation)

This category includes the usual administrative expenses plus expenses for recruitment, selection, and supervision of the training and medical activities.

OBLIGATIONS BY OBJECT
(In thousands of dollars)

	FY 1964			FY 1965			FY 1966		
	<u>Admin.</u> <u>Expenses</u>	<u>Program</u> <u>Expenses</u>	<u>Total</u>	<u>Admin.</u> <u>Expenses</u>	<u>Program</u> <u>Expenses</u>	<u>Total</u>	<u>Admin.</u> <u>Expenses</u>	<u>Program</u> <u>Expenses</u>	<u>Total</u>
11 Personnel compensation:									
Permanent positions	\$ 7,330	\$ 306	\$ 7,636	\$ 8,837	\$ 329	\$ 9,166	\$10,126	\$ 337	\$10,463
Positions other than permanent	395	-	395	520	-	520	689	39	728
Other personnel compensation:									
Employees	863	703	1,566	729	795	1,524	950	1,277	2,227
Volunteers	-	6,303	6,303	-	9,417	9,417	-	11,527	11,527
Total personnel compensation	\$ 8,588	\$ 7,312	\$15,899	\$10,086	\$10,541	\$20,627	\$11,765	\$13,180	\$24,945
12 Personnel benefits	709	7,939	8,648	843	10,965	11,808	1,030	14,290	15,320
21 Travel and transportation	2,369	7,380	9,749	2,838	10,384	13,222	3,210	13,110	16,320
22 Transportation of things	281	1,585	1,866	290	1,679	1,969	405	2,140	2,545
23 Rents, communications & utilities	1,430	616	2,046	1,508	751	2,259	1,650	980	2,630
24 Printing	442	-	442	423	2	425	475	10	485
25 Other services	770	27,508	28,278	827	30,052	30,879	850	37,940	38,790
Services other agencies	2,343	3,009	5,352	2,813	3,843	6,656	3,595	4,750	8,345
26 Supplies and materials	466	2,181	2,647	447	2,414	2,861	485	3,120	3,605
31 Equipment	354	872	1,226	375	919	1,294	635	1,380	2,015
42 Insurance, claims & indemnities	3	8	11	-	-	-	-	-	-
Total obligations	\$17,755	\$58,410	\$76,164	\$20,450	\$71,550	\$92,000	\$24,100	\$90,900	\$115,000

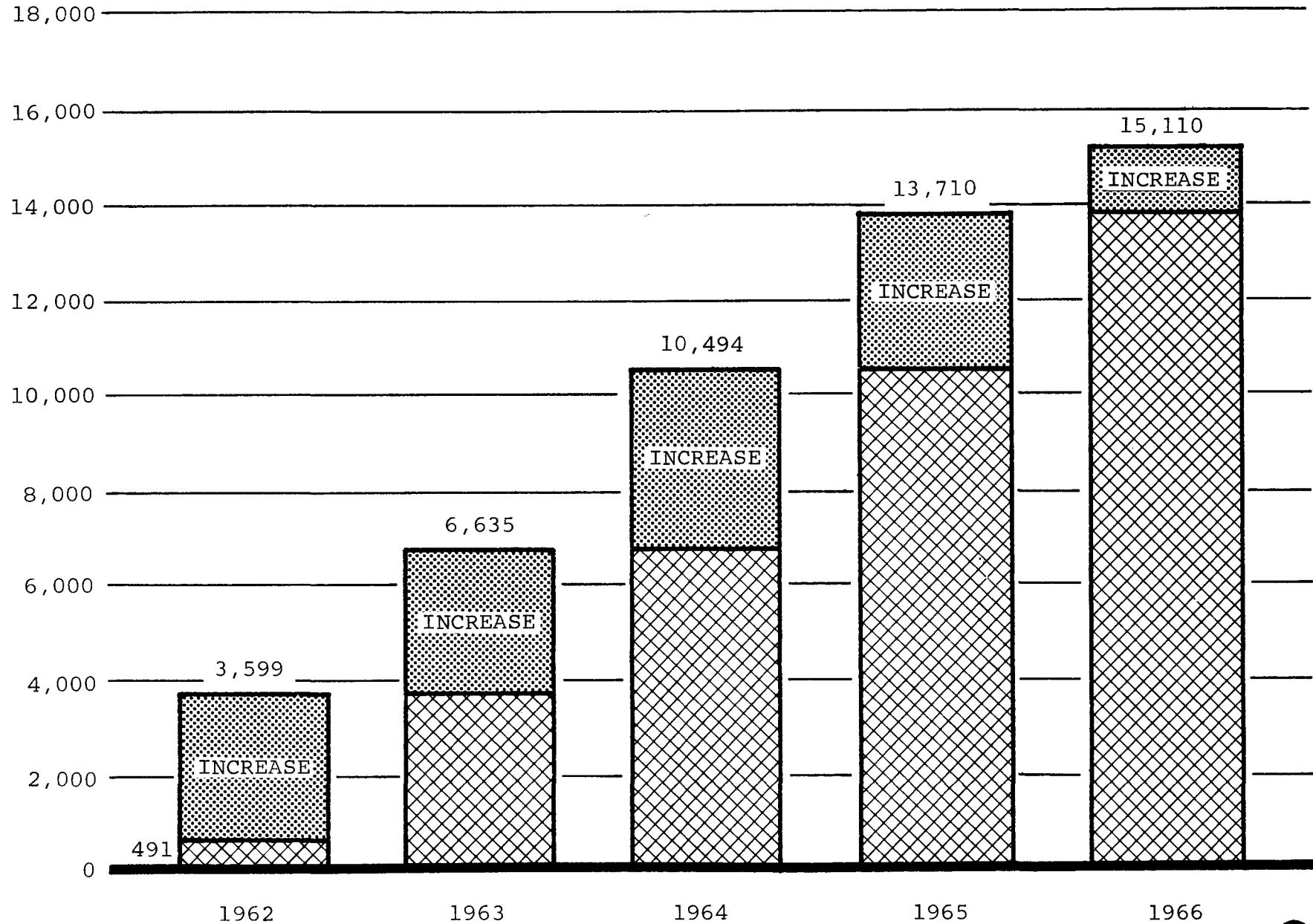
TOTAL EMPLOYMENT DATA

	<u>End-of-year</u>			
	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>
<u>OVERSEAS</u>				
<u>Posts:</u>				
Permanent:				
Americans	307	356	375	390
Foreign nationals	165	234	275	325
Other employment	142	122	100	65
	16	4	4	4
<u>Puerto Rico:</u>				
Permanent	<u>32</u>	<u>26</u>	<u>28</u>	<u>28</u>
Subtotal--Overseas	355	386	407	422
<u>HEADQUARTERS</u>				
Permanent	716	673	680	741
Other employment	<u>39</u>	<u>23</u>	<u>23</u>	<u>29</u>
Subtotal--Headquarters	755	696	703	770
<u>SUMMARY</u>				
Permanent	1,055	1,055	1,083	1,159
Other employment	<u>55</u>	<u>27</u>	<u>27</u>	<u>33</u>
TOTAL	1,110	1,082	1,110	1,192
<u>Ratio:</u>				
Trainees and Volunteers, end of program year	6,635	10,494	13,710	15,110
Ratio of employment to Trainees & Volunteers	1:6	1:10	1:12	1:13

PEACE CORPS BREAKDOWN OF YEARLY VOLUNTEER & TRAINEE STRENGTH

PROGRAM YEARS ENDING AUGUST 31, 1962--1966

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Volunteer and Project Costs

This activity includes all costs directly associated with volunteers in carrying out approved programs. Provision is made under this head for the medical care of volunteers overseas, the research program and voluntary service programs, formerly included in administration and program support. The number of volunteers in training and overseas will increase from 13,710 to 15,110. The planned assignment of the volunteers is as follows:

	<u>Aug. 31, 1964</u>	<u>Aug. 31, 1965</u>	<u>Aug. 31, 1966</u>
Latin America	4,249	5,075	5,540
Africa	3,280	4,070	4,500
Far East	1,247	1,920	2,025
North Africa, Near East, & South Asia	<u>1,718</u>	<u>2,645</u>	<u>3,045</u>
TOTAL	<u>10,494</u>	<u>13,710</u>	<u>15,110</u>

Requests from countries for Peace Corps volunteers continue to exceed the supply. The proposed increase of approximately 1,400 volunteers for a total of 15,110, represents an expansion consistent with the policies that have resulted in the successful execution of this program. Programming criteria limit projects to those which are consistent with the purposes of the Peace Corps Act, and which can be manned by anticipated available volunteers of the highest caliber.

The largest number of volunteers during 1966 will be serving or training for Latin American countries. Requests from Latin American countries continue for large numbers of middle-level workers in rural and urban community development, agriculture, and education.

Volunteers for African countries will increase by approximately 430 during 1966 to a total of 4,500. The emphasis will continue to be largely in teaching though additional volunteers will work in community development and agriculture.

In the Far East and in the North Africa, Near East and South Asia regions, additional volunteers will be engaged principally in education, as well as agriculture and community development.

Volunteer and Trainee Strength

Peace Corps Volunteers are serving in 46 countries overseas. As of August 31, 1964, there were 10,494 Volunteers overseas or in training for overseas assignment. These Volunteers and Trainees are distributed by country as follows:

AFRICA

Cameroon	150	Niger	72
Ethiopia	460	Nigeria	734
Gabon	108	Senegal	93
Ghana	147	Sierra Leone	177
Guinea	100	Somali Republic	63
Ivory Coast	108	Tanzania	309
Liberia	393	Togo	<u>94</u>
Malawi	272		
		TOTAL--AFRICA	3,280

LATIN AMERICA

Bolivia	347	Guatemala	146
Brazil	620	Honduras	136
British Honduras	31	Jamaica	54
Chile	374	Panama	180
Colombia	799	Peru	466
Costa Rica	67	St. Lucia	15
Dominican Republic	188	Uruguay	35
Ecuador	391	Venezuela	<u>347</u>
El Salvador	53		
		TOTAL--LATIN AMERICA	4,249

NORTH AFRICA, NEAR EAST & SOUTH ASIA

		<u>FAR EAST</u>	
Afghanistan	132	Indonesia	51
India	315	Malaysia	451
Iran	180	Philippines	426
Morocco	189	Thailand	<u>319</u>
Nepal	125		
Pakistan	220	TOTAL--FAR EAST	1,247
Tunisia	207		
Turkey	<u>350</u>	GRAND TOTAL	<u>10,494</u>

TOTAL--NANESA 1,718

AVERAGE COST PER VOLUNTEER

<u>DIRECT COSTS</u>	1963 <u>Factor</u>	1964 <u>Factor</u>	1965 <u>Factor</u>	1966 <u>Factor</u>
<u>PRE-SELECTION</u>				
Background investigation	\$ 448	\$ 483	\$ 530	\$ 547
Medical exam	23	27	27	27
Travel	298	325	325	325
Training	2,477	2,983	3,178	3,199
Readjustment allowance	<u>259</u>	<u>312</u>	<u>312</u>	<u>312</u>
TOTAL PRE-SELECTION	\$ 3,505	\$ 4,130	\$ 4,372	\$ 4,410
<u>POST-SELECTION</u>				
Travel--international	\$ 1,493	\$ 1,450	\$ 1,450	\$ 1,515
Equipment & supplies	830	625	600	525
Vehicles	750	238	225	200
Housing	1,240	310	273	231
Overseas training	100	65	65	65
Readjustment allowance	1,638	1,638	1,638	1,638
Settling-in & living allowance	2,750	2,420	2,266	2,200
Leave allowance	273	336	336	336
Clothing allowance	200	200	200	200
In-country travel	225	126	126	126
Medical care	<u>900</u>	<u>695</u>	<u>688</u>	<u>688</u>
TOTAL POST-SELECTION	\$10,399	\$ 8,103	\$ 7,867	\$ 7,724
TOTAL DIRECT COST TWO-YEAR SERVICE	<u>\$13,904</u>	<u>\$12,233</u>	<u>\$12,239</u>	<u>\$12,134</u>
ANNUAL DIRECT COST	6,952	6,117	6,120	6,067
<u>INDIRECT COSTS</u>				
Research	27	55	47	87
Title III Activity	4	12	15	23
Contract-administered projects	296	268	260	255
Administrative expenses	<u>1,795</u>	<u>1,762</u>	<u>1,508</u>	<u>1,495</u>
TOTAL ANNUAL INDIRECT COSTS	2,122	2,097	1,830	1,860
TOTAL AVERAGE ANNUAL COSTS	<u>\$ 9,074</u>	<u>\$ 8,214</u>	<u>\$ 7,950</u>	<u>\$ 7,927</u>

Currently we are considering the possibility of beginning new programs in countries that have had requests outstanding for some time. Because we cannot meet all the requests from countries where we are already operating, expansion will be on a limited scale. There are approximately 24 countries that have requested Volunteers to which we have not responded.

Average Cost per Volunteer

The 1966 estimate is based on an average annual cost per Volunteer of \$7,927. Costs vary by month, with the largest monthly costs incurred prior to the beginning of service.

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

As an example, if a Trainee enters training on April 1, there would be three months service in that fiscal year. The "Obligations" for the three months would be approximately \$5,565--approximately 46% of the two-year "Volunteer" cost for only 13% of his service.

TRAINEE INPUT - 1966

FIFTH PROGRAM YEAR

(September 1, 1965, to August 31, 1966)

Volunteers and Trainees beginning of program year 13,710

Trainee input:

September	800
October	133
November	67
December	-
January	200
February	800
March	200
April	-
May	-
June	5,767
July	933
August	<u>1,600</u>

Input during program year 10,500

Total in service 24,210

Terminations: Trainees	2,480
Volunteers	6,620

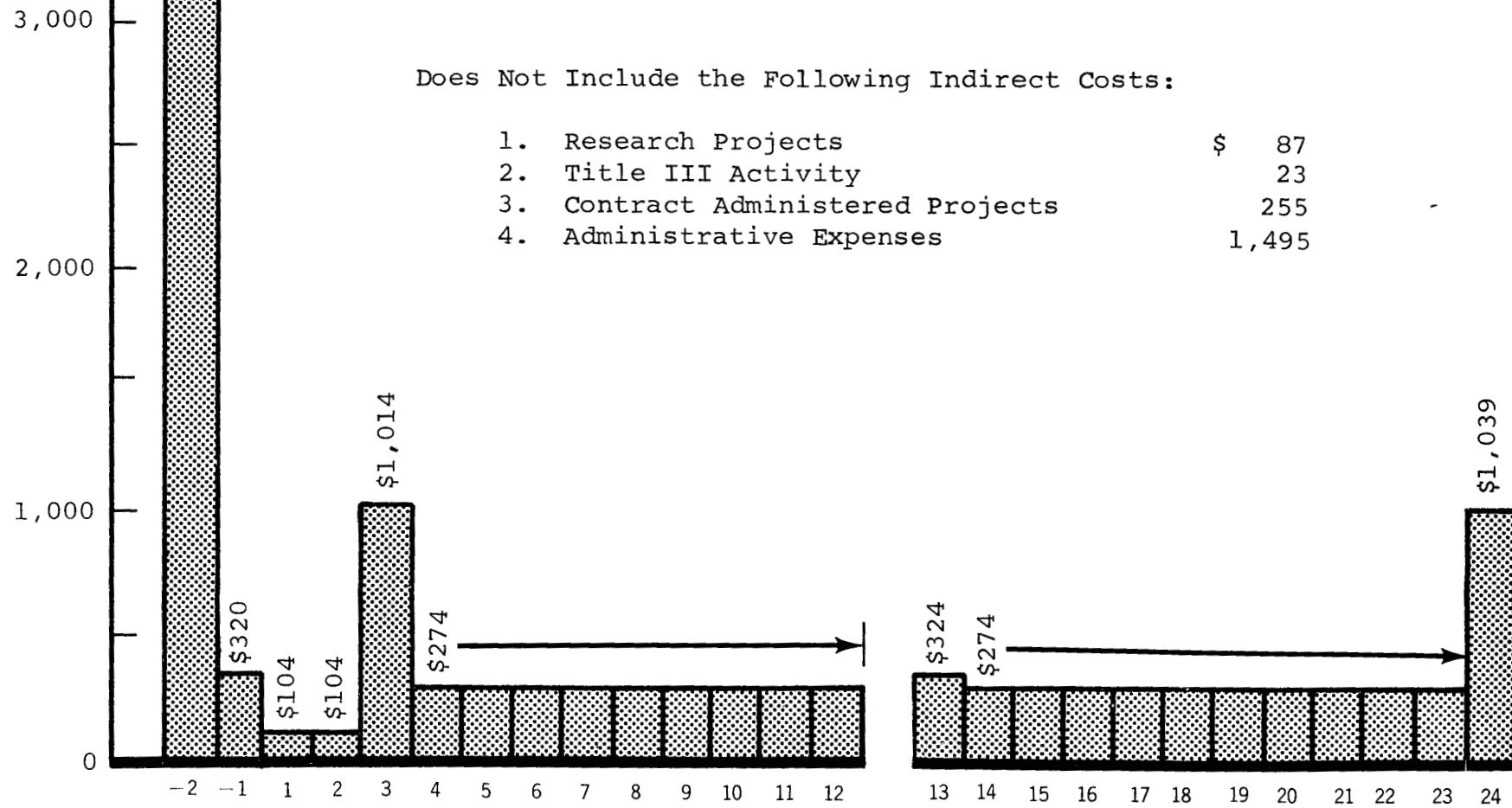
Terminations during program year -9,100

Volunteers and Trainees at end of program year 15,110

PEACE CORPS AVERAGE COST PER VOLUNTEER

DIRECT COSTS BY MONTH IN WHICH OBLIGATIONS OCCUR

FY 1966



AVERAGE COST PER VOLUNTEER - BY MONTHDirect Costs

Month - 2 (two months prior to beginning of service)	\$ 4,023
Month - 1 (one month prior to beginning of service)	320
Month 1	104
Month 2	104
Month 3	1,014
Month 4 through 24 (21 x \$274)	5,754
Month 13 (additional cost)	50
Month 24 (additional cost)	<u>765</u>
Total Direct Cost for two years	<u>12,134</u>
Annual Direct Cost	\$ 6,067

Indirect Costs

Title III - Activities	23
Research	87
Contract administered projects	255
Administrative expenses	1,495
Total indirect costs	<u>\$ 1,860</u>
AVERAGE ANNUAL COST PER VOLUNTEER	\$ 7,927

Contract Administration and Professional Support

Since inception, the Peace Corps has used two types of contractual arrangements with universities and private agencies in the administration of its programs overseas.

One type is referred to as a "full administration" contract. Under such contracts, the contractor is responsible for all phases of the project, i.e., professional guidance and counsel to the Volunteers as well as all administrative details such as the payment of living allowances to Volunteers, etc. The full two-year cost of such contracts is obligated in the fiscal year in which executed.

The use of this technique has helped to avoid displacing any similar on-going private efforts and draw upon the years of experience overseas that some of these organizations and educational institutions had. Organizations used in this type of contractor arrangement are CARE, Heifer Project, Inc., Experiment in International Living and the Indiana Conference of Higher Education.

Under full administration contracts, we had 979 Volunteers in 1964 and an estimated 736 Volunteers on August 31, 1965. For 1966, an input of 1,200 Volunteers is planned which would give us 1,008 under full administration contracts on August 31, 1966.

The other type of arrangement is referred to as "professional support" contract. Under this arrangement, the contractor assigns a "Contractor Overseas Representative" (COR), who is expert in a particular field and who furnishes professional guidance and counseling to the Volunteers engaged in that type of work. Under this arrangement, the contractor is responsible for furnishing professional expertise only, and has no responsibility for administrative detail, such as the payment of living allowances, etc. Also under this type of contract the full two-year cost is obligated in the fiscal year executed.

This technique has proved to be particularly effective. The Peace Corps has been able to obtain professional expertise at reasonable rates without the necessity of increasing the Government payroll. The COR, in effect, functions as a staff member of the Peace Corps

Representative. It enables the Peace Corps to draw upon professional competence which would otherwise be difficult to obtain. The reason is simple, the Peace Corps is availing itself of professional competence from given universities or private agencies which we can obtain without interrupting a man's career with his organization.

The number of overseas professional support contracts is increasing rapidly. There are now nineteen professional support contracts with organizations such as American Association for Health, Physical Education and Recreation, American Institute of Architects, Credit Union National Association, and UCLA. Approximately sixteen of such contracts will be entered into in the remainder of FY 1965.

In August 31, 1964, there were 1,377 Volunteers under professional support contracts. On August 31, 1965, it is estimated there will be 2,743 Volunteers under professional support contracts and 3,200 by August 31, 1966.

Approximately 45% of the Volunteers' input for 1966 will receive professional guidance and support under these two types of contracts.

The following table shows the financial resources obligated under these arrangements.

(In thousands of dollars)

	<u>1964</u>	<u>1965</u>	<u>1966</u>
Full administration contracts	\$6,147	\$2,375	\$5,700
Professional support contracts	<u>1,508</u>	<u>1,701</u>	<u>2,220</u>
TOTAL	\$7,655	\$4,076	\$7,920

DIRECT TRAINING BY PEACE CORPS

There are two types of training administered and operated by the Peace Corps. These are field training and full scale university type training. Currently, both types are being provided at Puerto Rico.

Field training provides two or three weeks of Volunteer involvement in the local environment of the remotest parts of the island, allowing the Volunteer to get first-hand supervised experience with conditions that will be encountered in the host country.

The university type training is provided at the training center which consists of two camps, about three miles apart, located in the central section of the island, in a mountainous area south of the city of Arecibo. The capacity of each camp is approximately 100 trainees and 10 staff persons.

The training center was established initially to simulate field conditions to the largest degree possible, through placing trainees in an environment where they could be exposed to social, economic and physical conditions approximating those that would have to be coped with in the developing countries where they would work as Volunteers.

As a result of a successful pilot project conducted last spring, the training center has been converted to provide full-scale training where trainees receive all their Peace Corps training, including language, cross cultural and American studies and physical and other academic studies, with emphasis on solving practical problems in the Puerto Rican countryside. The center has been reorganized and staffed to reflect this change.

The staff now is composed largely of former Volunteers, all of whom served in Latin America. In addition, the resources of the Washington and field offices, as well as contract institutions, are utilized for instructional support.

Our experience indicates that this training should be superior to university training for certain kinds of activities and that it has the added advantage of permitting the utilization of former Volunteers as instructors and staff in all aspects of training.

Our expectations are that about 800 trainees will receive full training at the center in the coming year. Based on an input of 800 trainees (fiscal year 1966 is the first full year the camps will be fully utilized for in-house training), the total cost per trainee would be about \$2,060 compared to \$2,700 at a university.

In view of the favorable results at Puerto Rico, Peace Corps is exploring the possibility of utilizing other sites for similar "in-house" training.

	<u>1964</u>	<u>1965</u>	<u>1966</u>
	(In thousands of dollars)		
Obligations	\$605	\$974	\$1,650

TITLE III ACTIVITIES

Title III of the Peace Corps Act declares that it is United States policy to encourage the establishment of volunteer service programs like the Peace Corps in developed countries and of domestic Peace Corps-type programs in the developing countries. This is done through bilateral activity directly by the Peace Corps and through our support of the International Secretariat for Volunteer Service.

Since the enactment of Title III in December, 1963, the Peace Corps has provided bilateral help to 23 foreign countries by (1) organizing and conducting visits for delegations from foreign governments to Peace Corps headquarters and training sites; (2) by providing detailed information to other countries about the Peace Corps' operations and experience; and (3) working closely with countries such as Germany and Sweden, the development of whose Peace Corps-type programs has been significantly assisted by close cooperation and guidance from the United States.

In FY 1966, the Peace Corps plans to help on a bilateral basis Germany, Japan, Sweden, Norway and the Netherlands (all industrialized countries planning or operating overseas volunteer programs) and India, Thailand, Brazil, Turkey, Ethiopia and Zambia (all developing countries now planning or operating domestic volunteer programs). These countries are among the 16 industrialized and 17 developing nations now considering or operating such programs. This assistance will take the form of:

(1) Assignment on a short term basis of Peace Corps specialists to further the development of Peace Corps-type organizations in these other countries in such specialized areas as selection, training or programming.

(2) Bringing up to 25 representatives of selected less developed countries to visit the United States for (a) observation of Peace Corps operations, including training sites in the United States and Puerto Rico, and (b) attendance at workshops to discuss ways and means of adapting the Peace Corps concept to their own particular needs.

(3) Organizing and conducting three workshop conferences or clinics requiring facility costs, secretarial and translating capability and use of consultants.

Seven Peace Corps employees (and one AID employee) are presently on detail to the International Secretariat for Volunteer Service to act as part of its administrative staff. The Secretariat supplies the United States and other countries with full information on public and private volunteer organization development throughout the world. No increase in this level of detail is anticipated for fiscal year 1966.

	<u>1964</u>	<u>1965</u>	<u>1966</u>
(In thousands of dollars)			
Obligations	\$123	\$198	\$369

RESEARCH PROGRAM

The purpose of the research program is to provide facts which will assist in the recruitment, selection, training and field support of the Volunteer and in the development and administration of overseas programs.

This practical orientation has been characteristic of Peace Corps research since the beginning. One of the first research projects resulted in a 50% reduction in the length of the Placement Test battery. Another early study led to actions which increased the rate of acceptance of invitations to training by 6%. In a study just completed, we have identified with greater precision the segments of the college population for whom the Peace Corps has had varying degrees of appeal. The results will be used to sharpen our recruiting and public information efforts.

Two other recent studies of Volunteer teachers have provided increased understanding of job demands, job satisfaction, and requirements for adequate job support. Both studies have already influenced next summer's training programs. One of these studies shows quite clearly that there is no one ideal type of Volunteer teacher, no one model to which all trainees must conform. Instead, it was found that several "styles of performance" were effective and that diversity and individuality remain desirable for the Peace Corps.

A current project is developing case study materials based on experiences reported by Volunteers in the field. These studies will give training programs more "realism." To the extent that training can simulate actual overseas experience, Volunteers will be better prepared to perform effectively when they encounter the real thing.

Increasingly, the research effort has turned to the measurement of the Peace Corps' effect on host country institutions and attitudes. Such studies are generally more complex in design, more difficult in execution, cover a longer time period, and cost more. However, we believe they are essential to the steady improvement of the Peace Corps.

Three studies started during the past year are in this area. Research on the educational television project in Colombia includes a careful measurement of student achievement, relates this achievement to the way in which the televised lesson was used, assesses the role of the "utilization" Volunteer who assists Colombian teachers, and monitors the attitudes of teachers and students. The first-year report reveals that classroom effectiveness of teachers has been improved and that in three of eight courses, significantly greater learning occurred among pupils exposed to educational television. Before the study, our experts advised us not to expect any significant gains in the first year. These actual results, after but one semester of exposure, are extremely encouraging and indicate that the Peace Corps would be well advised to consider other operations of this kind.

A study just beginning in Malawi will provide data on the influence of a Tuberculosis Control project staffed by PCV Liberal Arts graduates. Since skilled medical technicians are in short supply, it is important to determine how large a role "generalists" can play in meeting the urgent needs of the developing nations for assistance in public health programs.

In Bolivia, we are comparing the health status and attitudes toward health of communities which have and do not have Peace Corps Volunteers.

In 1966, research will continue to seek ways to refine and improve recruiting, selection and training. Increasingly, however, we will strive to improve and expand our objective measurements of Volunteer accomplishment overseas. We also plan to begin small-scale follow-up studies of the effect of the Peace Corps on the Volunteer himself, and his effect on the American society to which he has returned.

In support of the request for \$1.4 million for research in fiscal year 1966, it should be noted that obligations totaling \$710,000 will be made under new research contracts which are needed to complete work contracted for in prior fiscal years. The additional \$690,000 will be required for such studies as, developing techniques for training disadvantaged applicants for the Peace Corps; measuring effectiveness of programs involving

teaching of English as a foreign language; a comparative appraisal of varied community development training approaches; a study of the ways returned Volunteers are accomplishing the third purpose of the Peace Corps Act; and a study to further improve the selection board process.

The actual and estimated obligations are as follows:

	<u>1964</u>	<u>1965</u>	<u>1966</u>
(In thousands of dollars)			

New obligations for projects under way from prior years	\$190	\$347	\$ 710
New obligations for new projects	<u>365</u>	<u>293</u>	<u>690</u>
Total	\$555	\$640	\$1,400

Administration Expenses (Limitation)

"Includes all expenses related to programming, recruitment, selection, direction of training, and the management of the Peace Corps, both in Washington and overseas." (From the Budget of the U. S., 1966)

Administrative expenses for 1966 are estimated at \$24.1 million, or 21.0% of the total obligations. The comparable rates for 1964 and 1965 are 23.3% and 22.2% respectively.

There follows a distribution of funds:

	<u>1964</u>	<u>1965</u>	<u>1966</u>	<u>Increase 1965 to 1966</u>	
	(In thousands of dollars)				
				<u>Amt.</u>	<u>%</u>
Overseas	\$ 7,121	\$ 9,025	\$11,722	\$2,697	30
Headquarters	<u>10,634</u>	<u>11,425</u>	<u>12,378</u>	<u>953</u>	<u>8</u>
Total	\$17,755	\$20,450	\$24,100	\$3,650	18

ADMINISTRATIVE EXPENSESOBLIGATIONS BY OBJECT
(In thousands of dollars)

	1964			1965			1966		
	Overseas	Headquarters	Total	Overseas	Headquarters	Total	Overseas	Headquarters	Total
11 Personnel compensation:									
Permanent positions	\$ 2,477	\$ 4,853	\$ 7,330	\$ 3,100	\$ 5,737	\$ 8,837	\$ 3,980	\$ 6,146	\$10,126
Positions other than permanent	7	388	395	20	500	520	20	669	689
Other personnel compensation	50	813	863	57	672	729	100	850	950
Total personnel compensation	\$ 2,534	\$ 6,054	\$ 8,588	\$ 3,177	\$ 6,909	\$10,086	\$ 4,100	\$ 7,665	\$11,765
12 Personnel benefits	405	304	709	511	332	843	690	340	1,030
21 Travel and transportation	926	1,443	2,369	1,157	1,681	2,838	1,470	1,740	3,210
22 Transportation of things	268	13	281	286	4	290	400	5	405
23 Rents, communications and utilities	621	809	1,430	757	751	1,508	870	780	1,650
24 Printing	7	435	442	9	414	423	10	465	475
25 Other services	285	485	770	368	459	827	390	460	850
Services other agencies	1,480	863	2,343	2,058	755	2,813	2,818	777	3,595
26 Supplies and materials	311	155	466	343	104	447	370	115	485
31 Equipment	281	73	354	359	16	375	604	31	635
42 Insurance, claims and indemnities	3	-	3	-	-	-	-	-	-
Total obligations	\$ 7,121	\$10,634	\$17,755	\$ 9,025	\$11,425	\$20,450	\$11,722	\$12,378	\$24,100

ADMINISTRATIVE PERSONAL SERVICES DATA

	End-of-year			
	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>
<u>OVERSEAS POSTS</u>				
Permanent:	307	356	375	390
Americans	165	234	275	325
Foreign nationals	142	122	100	65
Other employment	<u>16</u>	<u>4</u>	<u>4</u>	<u>4</u>
Subtotal--Overseas	323	360	379	394
<u>HEADQUARTERS</u>				
Permanent	711	663	669	728
Other employment	<u>39</u>	<u>23</u>	<u>23</u>	<u>25</u>
Subtotal--Headquarters	750	686	692	753
<u>SUMMARY</u>				
Permanent	1,018	1,019	1,044	1,118
Other employment	<u>55</u>	<u>27</u>	<u>27</u>	<u>29</u>
TOTAL	1,073	1,046	1,071	1,147

JUSTIFICATION

	<u>1965</u>	<u>1966</u>
<u>OVERSEAS OPERATIONS</u>	<u>\$9,025,000</u>	<u>\$11,722,000</u>
11. <u>Personnel compensation</u>		<u>4,100,000</u>

Salaries of Americans and foreign nationals paid directly by the Peace Corps, and reimbursable details of personnel from other Government agencies.

	<u>1965</u>	<u>1966</u>
Permanent positions	\$3,100,000	\$ 3,980,000
Other employment	20,000	20,000
Other compensation	<u>57,000</u>	<u>100,000</u>
Total	\$3,177,000	\$ 4,100,000

(a) Permanent positions - \$3,980,000. Includes regular pay for full-time employees in permanent positions. It is estimated the end-of-year, full-time employment will be as follows:

	<u>End-of-year employment</u>	
	<u>June 30, 1965</u>	<u>June 30, 1966</u>
Americans	275	325
Foreign nationals	<u>100</u>	<u>65</u>
Total	<u>375</u>	<u>390</u>

It is anticipated that the host countries will finance in 1966 a greater number of foreign nationals. This is reflected in the reduction in the end-of-year employment for foreign nationals.

(b) Other employment - \$20,000. Estimated cost of part-time and "as required" employment to meet peak workloads.

(c) Other compensation - \$100,000. The estimate provides for an average of six employees on reimbursable detail from other Government agencies. Also, included is \$20,000 for overtime to handle peak workload.

12. Personnel benefits \$690,000

This item provides for the Government's share of contributions required by law or regulation, and for educational allowances and quarters allowances for Americans.

	<u>1965</u>	<u>1966</u>
Retirement fund contributions	\$171,000	\$240,000
FICA contributions	2,000	2,000
Group life insurance	10,000	13,000
Health benefits	13,000	16,000
Educational allowances	75,000	105,000
Quarters allowances	<u>240,000</u>	<u>314,000</u>
Total	\$511,000	\$690,000

(a) Retirement fund contributions - \$240,000. The estimate is based on 6½% of the regular pay for employees subject to the retirement system.

(b) FICA contributions - \$2,000. The Government's contribution is 3.6% of the first \$4,800 annual salary paid to employees subject to the Social Security Act.

(c) Group life insurance - \$13,000. Estimates are based on an annual rate of \$6.50 per thousand for employees participating.

(d) Health benefits - \$16,000. Estimated at \$56 per annum for employees participating under the plan.

(e) Educational allowances - \$105,000. The average annual educational allowance is \$327 per man-year. It is estimated Americans overseas will amount to 315 man-years direct employment and six reimbursable details.

(f) Quarters allowances - \$314,000. The average annual quarters allowance is \$2,078. It is estimated quarters allowance will be required for 151 man-years of overseas employment.

21. Travel and Transportation of Persons \$1,470,000

Includes operational travel overseas, and travel and transportation expenses of employees and their dependents to and from posts in connection with assignments and home leave as follows:

	<u>1965</u>	<u>1966</u>
Operational travel	792,000	885,000
Post assignments	300,000	495,000
Home leave	65,000	90,000
Total	\$1,157,000	\$1,470,000

Details for each of these items follows:

	<u>Total</u>
Operational travel - 26,000 days @ \$34	\$ 885,000

Post assignment trips - 165 to posts	
115 from posts	
	280 @ \$1,775
	495,000

Home leave travel - 50 trips @ 1,775	\$ 90,000
	\$1,470,000

22. Transportation of Things \$400,000

These funds provide for the shipment of supplies and equipment to overseas posts and the shipment of personal effects of administrative personnel to and from overseas assignments.

	<u>1965</u>	<u>1966</u>
Shipment of personal household goods	\$223,000	\$295,000
Shipment of government vehicles	14,000	51,000
Other	<u>49,000</u>	<u>54,000</u>
Total	\$286,000	\$400,000

(a) Shipment of personal household goods - \$295,000. The Peace Corps does not ship personal household furniture overseas--only personal effects. Funds are being requested to finance the shipment of personal effects to and from post of assignment overseas.

	<u>No. of Shipments</u>	<u>Average Cost Per Shipment</u>	<u>Total</u>
Post assignments	165	\$1,050	\$175,000
Return from posts	<u>115</u>	1,050	<u>120,000</u>
Total	280		\$295,000

(b) Shipment of government vehicles - In 1966, it is estimated 101 new vehicles will be shipped overseas for official use of administrative employees. No personally owned automobiles will be shipped overseas at Government expense.

	<u>No. of Shipments</u>	<u>Average Cost Per Shipment</u>	<u>Total</u>
Government vehicles	101	\$ 500	\$ 51,000

(c) Other - \$54,000. Shipment of office supplies and Government household and office furniture provided for overseas posts; and in-country drayage and transportation expenses. The increase over estimated 1965 obligations of \$49,000, is due to the additional employees.

23. Rents, Communications, and Utilities \$870,000

Includes estimated requirements for telephone service, cable, telegraph and teletype, and postage; also rents and utilities for office space and residential space for overseas personnel, as follows:

	<u>1965</u>	<u>1966</u>
Telephone service	\$ 78,000	\$ 82,000
Cable and telegraph	30,000	32,000
Postage	39,000	40,000
Rents and utilities:		
Office and warehouse space	240,000	286,000
Residential space	<u>370,000</u>	<u>430,000</u>
Total	\$757,000	\$870,000

The additional funds requested in 1966 for telephone, cable and telegraph services, and postage are necessary because of the expanded program.

Office and storage space - 260,000 sq. ft. @ \$1.10	\$286,000
Residences - 178 @ \$2,400 -	430,000

24. Printing and reproduction \$ 10,000

Normal printing and reproduction of letterheads, forms, and instructional materials. It is estimated that obligations will remain at the same level as in 1965.

25. Other services \$3,208,000

Included under this heading are requirements for contractual services with private organizations as well as for reimbursement to other government agencies.

	<u>1965</u>	<u>1966</u>
Miscellaneous con- tractual services	\$ 368,000	\$ 390,000
Services of other agencies:		
Administrative support	1,990,000	2,748,000
Other	68,000	70,000
Total	\$2,426,000	\$3,208,000

(a) Miscellaneous contractual services - \$390,000. Contractual arrangements are made to obtain services of various kinds. For example; vehicle maintenance, repair of office machines and equipment; renovation of space and janitorial services. Also, handling and storage of employees household effects while on overseas duty. The increase in 1966 over 1965 is due to the expanding program.

(b) Services of other agencies:

Administrative support - \$2,748,000. The overseas facilities of the Department of State are utilized to the maximum extent available. The support services provided by State include accounting, payrolling, disbursing, and reporting services; purchasing, and leasing; communications facilities, routing and filing of messages; security and guard services; custom clearances, baggage handling, etc. The increase over 1965 is due to the greater number of Volunteers that will be overseas.

Other services - \$70,000.

Services of other agencies are utilized to the maximum extent available. The West Africa Consolidated Administrative Service Center (State) is the main supply point for office supplies, office and residential furniture, medical supplies, etc., for West African posts. By utilizing this center, costly losses due to pilferage is reduced, as well as the maintenance of a separate inventory which would otherwise be necessary due to the delays inherent in delivery of supplies and materials to most overseas posts. Services are also provided by AID, and the Department of Defense. It is estimated the 1966 obligations will remain at about the 1965 level.

26. <u>Supplies and materials</u>	<u>\$370,000</u>
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Provision is made for office space and materials, automotive supplies, and other operating supplies. The estimate has been based upon obligations experienced in prior years.

Distribution of the estimate is as follows:

	<u>1965</u>	<u>1966</u>
Office supplies	\$ 73,000	\$ 80,000
Automotive supplies and materials	131,000	140,000
Other operating supplies	<u>139,000</u>	<u>150,000</u>
Total	\$343,000	\$370,000

(a) Office supplies - \$80,000. Normal office supplies required in the day-to-day office operations of the overseas posts. The increase in 1966 is due to additional employees overseas.

(b) Vehicle supplies and materials - \$140,000. Provides gasoline, oil, tires, tubes, and replacement parts needed in the operation of motor vehicles overseas. These vehicles are used by administrative personnel in the supervision of Volunteers and the direction of programs in countries throughout the world. The wide dispersal of Volunteers in rural areas necessitates the use of "jeep" type vehicles. It is expected that costs will be greater in 1966 because of wider dispersal of Volunteers.

(c) Other operating supplies - \$150,000. The estimate provides for miscellaneous overseas operating supplies, such as, screening required to keep space free of insects, fuel for heating, office cleaning and janitorial supplies.

31. Equipment \$604,000

The equipment costs in 1966 are required for replacements as well as for new employees.

	<u>1965</u>	<u>1966</u>
Equipment:		
Office furniture and equipment	\$105,000	\$100,000
Residential furni- ture and furnishings	184,000	185,000
Motor vehicles (non- Passenger carrying)	56,000	303,000
Other	<u>14,000</u>	<u>16,000</u>
Total	<u>\$359,000</u>	<u>\$604,000</u>

Costs for 1966 are based on the experience in previous years.

Office furniture and equipment	
For 50 positions @ \$400	\$ 20,000
For replacement	<u>80,000</u>
	\$100,000
Residential furniture and equipment	
For 50 positions @ \$3,000	\$150,000
For replacement	<u>35,000</u>
	\$185,000
Motor vehicles (non-Passenger carrying)	
For replacements - 101 @ \$3,000	\$303,000
Other (Bicycles, boats, motors, etc.)	<u>16,000</u>
Total	\$604,000

	<u>1965</u>	<u>1966</u>
<u>HEADQUARTERS OPERATIONS</u>	<u>\$11,425,000</u>	<u>\$12,378,000</u>

11. Personnel compensation 7,665,000

The requirements for personnel compensation cover pay for administrative employees, including reimbursable details of personnel from other Government agencies.

	<u>1965</u>	<u>1966</u>
Permanent positions	\$ 5,737,000	\$ 6,146,000
Other employees	500,000	669,000
Reimbursable details	342,000	450,000
Overtime & holiday pay	<u>330,000</u>	<u>400,000</u>
Total	\$ 6,909,000	\$ 7,665,000

(a) Permanent positions - \$6,146,000. Includes regular pay of full-time employees in permanent positions. It is estimated the end-of-year, full-time employment will be 728 as of June 30, 1966, as compared to 669 for June 30, 1965.

(b) Other employment - \$669,000. Full-time regular employees are held to a minimum and supplemented by temporary and intermittent employment on a "when required" basis to meet peak workload periods and special needs as occasions demand. For example, experts in various fields of endeavor are consulted on an "as required" basis, with respect to selection, training, and other facets of the program.

It is estimated the individuals employed on a "when required" basis will amount to 62 man-years in 1966, as compared to 53 in 1965.

(c) Reimbursable details - \$450,000. To the extent practicable, employees of other government agencies are used on a reimbursable basis for certain special skills not obtainable elsewhere. For example, the professional staff of the

Medical Division in Washington, are on detail to the Peace Corps from the Public Health Service. This item also includes \$86,000 for overtime worked by employees of other agencies to assist the Peace Corps in peak workload periods.

(d) Overtime and holiday pay - \$400,000. The estimate provides for the overtime required to be worked by clerical and stenographic personnel. In general, overtime is required to meet the volume of inquiries received from the public; to cope with heavy peak workload demands in our recruiting, selection, and training programs; and for our Volunteer support program.

<u>12. Personnel benefits</u>	<u>\$340,000</u>
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Personnel benefits are directly related to the level of personnel compensation, and represent the government's share of contributions as required by law or regulation.

	<u>1965</u>	<u>1966</u>
Retirement fund contributions	\$230,000	\$234,000
FICA contributions	57,000	58,000
Group life insurance	18,000	18,000
Health insurance	<u>27,000</u>	<u>30,000</u>
Total	\$332,000	\$340,000

(a) Retirement fund contributions - \$234,000. Retirement fund contributions are computed on the basis of 6½ per cent of the regular pay estimated for those employees subject to retirement fund deductions.

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

(c) Group life insurance - \$18,000. Estimates are based on an annual rate of \$6.50 per thousand of life insurance for employees participating.

(d) Health insurance - \$30,000. Estimated at \$56 per annum for employees participating.

21. Travel and Transportation of Persons \$1,740,000

Travel and transportation expenses of administrative personnel are covered herein. It is estimated that 39,000 days of travel will be performed during 1966, at an average cost of \$45 per travel day. During 1965 it is estimated travel will cost \$1,681,000. The increase of \$59,000, about 4%, will be required to support the additional number of trainees and Volunteers estimated for 1966.

22. Transportation of Things \$5,000

Nominal amount of funds are required to cover transportation costs of recruitment materials, exhibits and other items.

23. Rents, Communications, and Utilities \$780,000

Includes estimated fund requirements for telephone service, cable, telegraph and teletype services and postage fees; also rent of office space and equipment, as follows:

	<u>1965</u>	<u>1966</u>
Telephone service	\$225,000	\$233,000
Cable, telegraph and teletype	25,000	28,000
Postage fees	400,000	425,000
 Rent		
Office space	19,000	12,000
Equipment	<u>82,000</u>	<u>82,000</u>
Total	\$751,000	\$780,000

(a) Telephone service - \$233,000. The estimate provides for local and long distance telephone service, switchboard service, etc., required in connection with the day-to-day operation of the agency. To the extent possible, long distance calls are placed through the facilities of the Federal Telecommunications System to effect economy. The estimate was based upon obligation rate of about \$19,500 per month.

(b) Cable, telegraph and teletype - \$28,000. Cable, telegraph and teletype service is required to provide communication between the headquarters and program activities throughout the world. The estimate was based upon an average rate of approximately \$2,330 per month.

(c) Postage fees - \$425,000. The nature of the program requires that training, educational and program materials be mailed to Volunteers in training in the United States as well as to those already on the job in countries throughout the world. In addition, the agency receives numerous requests for informational material on the Peace Corps--what it is, and what it does--from many private and public organizations throughout the country. The increase for 1966 contemplates a greater volume of mail.

(d) Office space - \$12,000. Provides for office space near the main headquarters space. The headquarters space is included in the budget of General Services Administration.

(e) Equipment rental - \$82,000. These funds are required primarily for the rental of electronic accounting machines (EAM) to perform the task of accounting for the agency's appropriations as well as payrolling staff employees and the readjustment allowance payments to the Volunteers. Other equipment rentals include reproduction machines and robotype machines.

24. Printing and reproduction services \$465,000

Printing and reproduction services are performed by the Government Printing Office and reproduction facilities

of other government agencies, to the maximum extent possible.

	<u>1965</u>	<u>1966</u>
Services directly for:		
Volunteers	\$374,000	\$425,000
Others	<u>40,000</u>	<u>40,000</u>
Total	\$414,000	\$465,000

(a) Services directly for Volunteers - \$425,000.

Includes application forms and recruitment brochures to supply post offices, schools, public and private organizations, clubs, etc., newsletters and newspapers for dissemination of inter-country information; instructions and handbooks; brochures of projects for the approval of host country and the Secretary of State, etc. Additional funds will be required in 1966 because of the expanding program.

(b) Other - \$40,000. Normal printing and reproduction services, such as annual reports to the Congress, handbooks for Peace Corps staff overseas, internal orders, manuals, reports, and EAM cards and forms essential to operations.

25. Other services \$1,237,000

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

	<u>1965</u>	<u>1966</u>
Miscellaneous contractual services		
services	\$459,000	\$460,000
Services of other agencies:		
Administrative support	353,000	352,000
Other	<u>402,000</u>	<u>425,000</u>
Total	\$1,214,000	\$1,237,000

(a) Miscellaneous contractual services - \$460,000.

Contractual arrangements are made to obtain services of various kinds. For example; printing, editing, and distributing films and recordings; repair of office machines and equipment; renovation of offices; and distribution services.

(b) Administrative support - \$352,000. This includes services of the Department of State and Agency for International Development.

The Peace Corps utilizes overseas facilities and services of the Department of State to the maximum extent available. Reimbursement to the Department of State covers domestic backstopping of foreign administrative support operations.

	<u>1965</u>	<u>1966</u>
<u>Agency for International Development</u>		
Automatic data processing operations	\$137,000	\$140,000
Security operations	<u>74,000</u>	<u>70,000</u>
Total Aid	\$211,000	\$210,000
<u>State Department</u>	<u>142,000</u>	<u>142,000</u>
Total AID & State	\$353,000	\$352,000

(c) Reimbursement to government agencies - \$425,000.

The following identifies services necessary (excluding Agency for International Development and State Department administrative support) in the day-to-day operations for which funds are required to reimburse other government agencies.

	<u>1965</u>	<u>1966</u>
Civil Service Commission:		
Security investigations	\$265,000	\$290,000
Administration and scoring of placement tests	71,000	68,000
Department of State:		
Language instruction	15,000	15,000
Interagency Committee on Youth	5,000	5,000
Inspector General functions	25,000	25,000
Department of Health, Education and Welfare-- Health services	12,000	12,000
Post Office--Distribution of recruiting handouts	9,000	10,000
Total	\$402,000	\$425,000

26. Supplies and materials - \$115,000

Provision is made for office supplies and materials, and operating supplies. The estimate has been based upon obligations experienced in prior years.

	<u>1965</u>	<u>1966</u>
Office supplies	\$81,000	\$ 90,000
Operating supplies	<u>23,000</u>	<u>25,000</u>
Total	\$104,000	\$115,000

(a) Office supplies - \$90,000. This will provide normal office supplies, such as stationery, envelopes, pens, pencils, etc., required in the day-to-day office operations.

(b) Operating supplies - \$25,000. The estimate provides for publications, reference materials and standard stock accounting cards and forms. It is estimated that an obligation rate of about \$2,100 per month will be required for this category of expense.

31. Equipment \$31,000

Office furniture and equipment required in 1966 is as follows:

	<u>1965</u>	<u>1966</u>
Office furniture & Equipment	\$15,000	\$29,000
Operating equipment	<u>1,000</u>	<u>2,000</u>
Total	\$16,000	\$31,000

The increase for office furniture and equipment is required for the additional positions for 1966 and replacement of worn out equipment. Additional operating equipment, such as cabinets, panels, and card trays, are required for the electric accounting machine operation. Also typewriters purchased several years ago are beyond economical repair.

APPENDIX: PEACE CORPS WORLD MAPS

LATIN AMERICA

DOMINICAN REPUBLIC

**BRITISH
HONDURAS JAMAICA**

GUATEMALA HONDURAS
EL SALVADOR

ST. LUCIA

COSTA RICA PANAMA
VENEZUELA

COLOMBIA

ECUADOR

BRAZIL

PERU

31 March 1965 **BOLIVIA**

CHILE

<u>LATIN AMERICA</u>	<u>In Training</u>	<u>In Host Country</u>
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Bolivia	48	225
Brazil	92	520
British Honduras		47
Chile	71	260
Colombia	60	593
Costa Rica		93
Dominican Republic	49	108
Ecuador		345
El Salvador	43	50
Guatemala		119
Honduras		110
Jamaica		82
Panama		135
Peru	38	409
St. Lucia		14
Uruguay		19
Venezuela	28	247
	429	3376

URUGUAY

AFRICA

NIGER

SENEGAL

GUINEA

SIERRA LEONE

IVORY COAST

LIBERIA

GHANA

NIGERIA

TOGO

CAMEROON

ETHIOPIA

SOMALIA

UGANDA

KENYA

GABON

TANZANIA

31 March 1965

<u>AFRICA</u>	<u>In Training</u>	<u>In Host Country</u>	<u>MALAWI</u>
Cameroon		105	
Ethiopia	20	551	
Gabon		35	
Ghana		121	
Guinea	51	66	
Ivory Coast		55	
Kenya	68	75	
Liberia		352	
Malawi		229	
Niger		42	
Nigeria	33	631	
Senegal		66	
Sierra Leone		148	
Somalia		58	
Tanzania		327	
Togo		61	
Uganda		37	
	172	2959	

TURKEY

MOROCCO

TUNISIA

IRAN

AFGHANISTAN

Disputed
Status

W. PAKISTAN

NEPAL

INDIA

E. PAKISTAN

NORTH AFRICA NEAR EAST and SOUTH ASIA

31 March 1965

<u>NANESA</u>	<u>In Training</u>	<u>In Host Country</u>
Afghanistan	56	90
India	199	277
Iran		157
Morocco		130
Nepal	46	122
Pakistan		152
Tunisia		162
Turkey	<u>28</u>	<u>317</u>
	<u>329</u>	<u>1407</u>

FAR EAST

31 March 1965

<u>FAR EAST</u>	<u>In Training</u>	<u>In Host Country</u>
Indonesia		32
Malaysia	83	333
Philippines		329
Thailand	<u>120</u>	<u>208</u>
	203	902

THAILAND

P H I L I P P I N E S

M A L A Y S I A

I N D O N E S I A