

PEACE CORPS

FISCAL YEAR 1966 CONGRESSIONAL PRESENTATION

APRIL, 1965

PEACE CORPS

FY 1966 CONGRESSIONAL PRESENTATION

Table of Contents

Introduction.....	1
The Peace Corps World.....	4
Africa.....	6
North Africa, Near East & South Asia.....	19
Latin America.....	32
Far East.....	45
The Returning Volunteer.....	56
New Directions.....	65
The Budget.....	74
Appendix.....	I
Latin America.....	IA
Africa.....	IB
North Africa, Near East & South Asia.....	IC
Far East.....	ID

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.

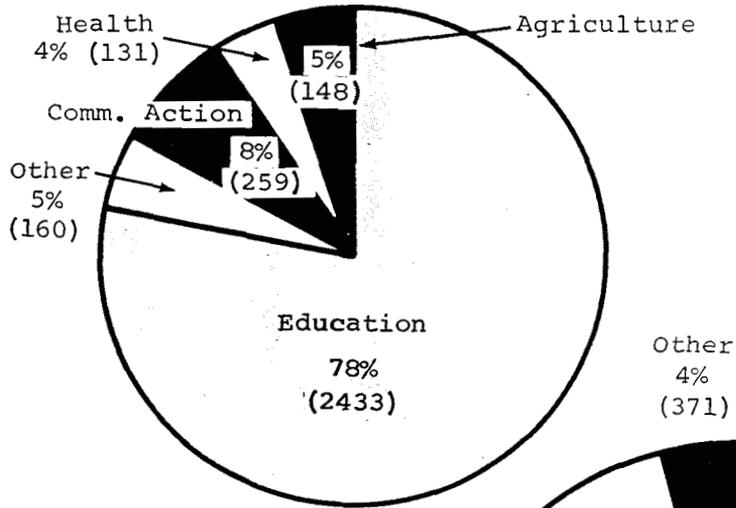
AFRICA

VOLUNTEERS AND TRAINEES BY REGION AND PROGRAM

31 MARCH 1965

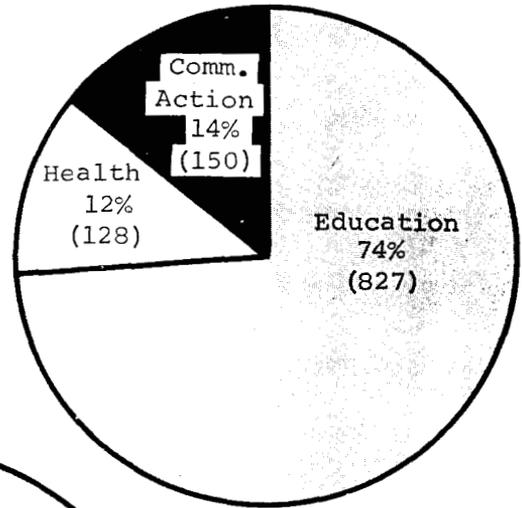
AFRICA

3,131 Volunteers 32%



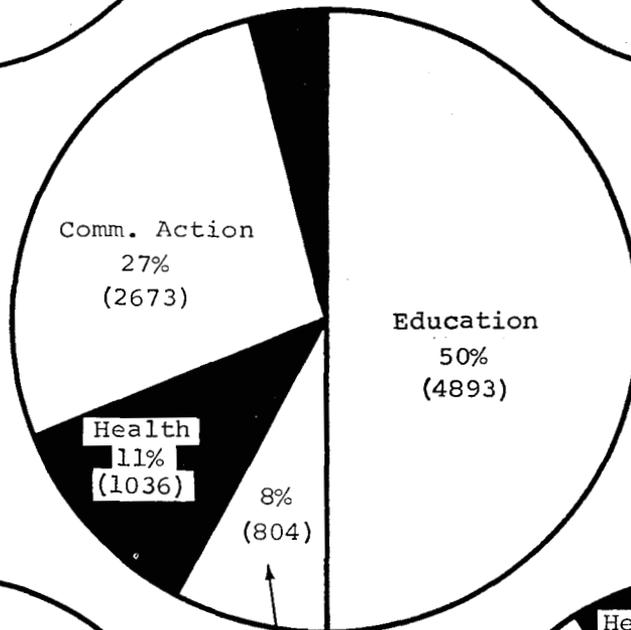
FAR EAST

1,105 Volunteers 11%



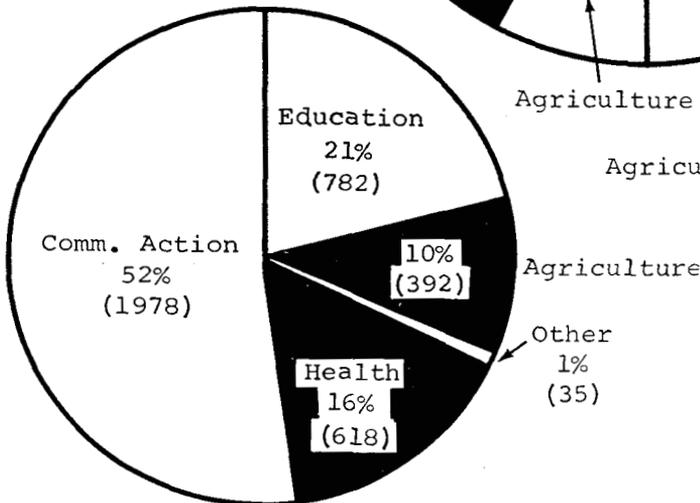
WORLD

9,777 Volunteers 100%



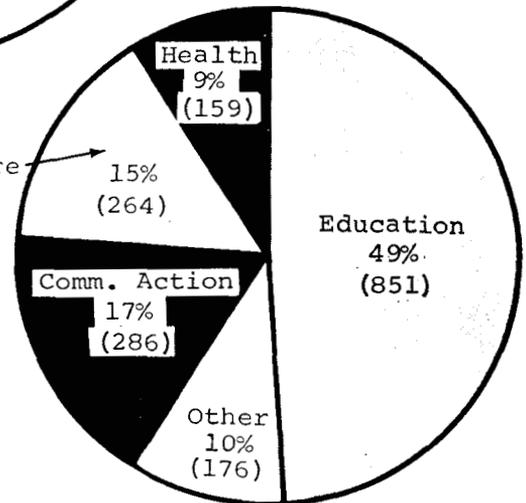
LATIN AMERICA

3,805 Volunteers 39%



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-Sahara 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.

"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.

"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

MacAlister-Ivory Coast

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 countryside. 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-Sahara 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 Ashabranner*:

"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 Ashabranner, 43, was recently named Peace Corps Director in India succeeding the original Director, Dr. Charles Houston. This is Ashabranner'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.

Ashabranner - 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.

Ashabranner - 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

Ashabranner - 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.

Ashabranner - 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 Piñas, 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 Piñas 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

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 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.

"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 non-professionals 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 Thailand 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."

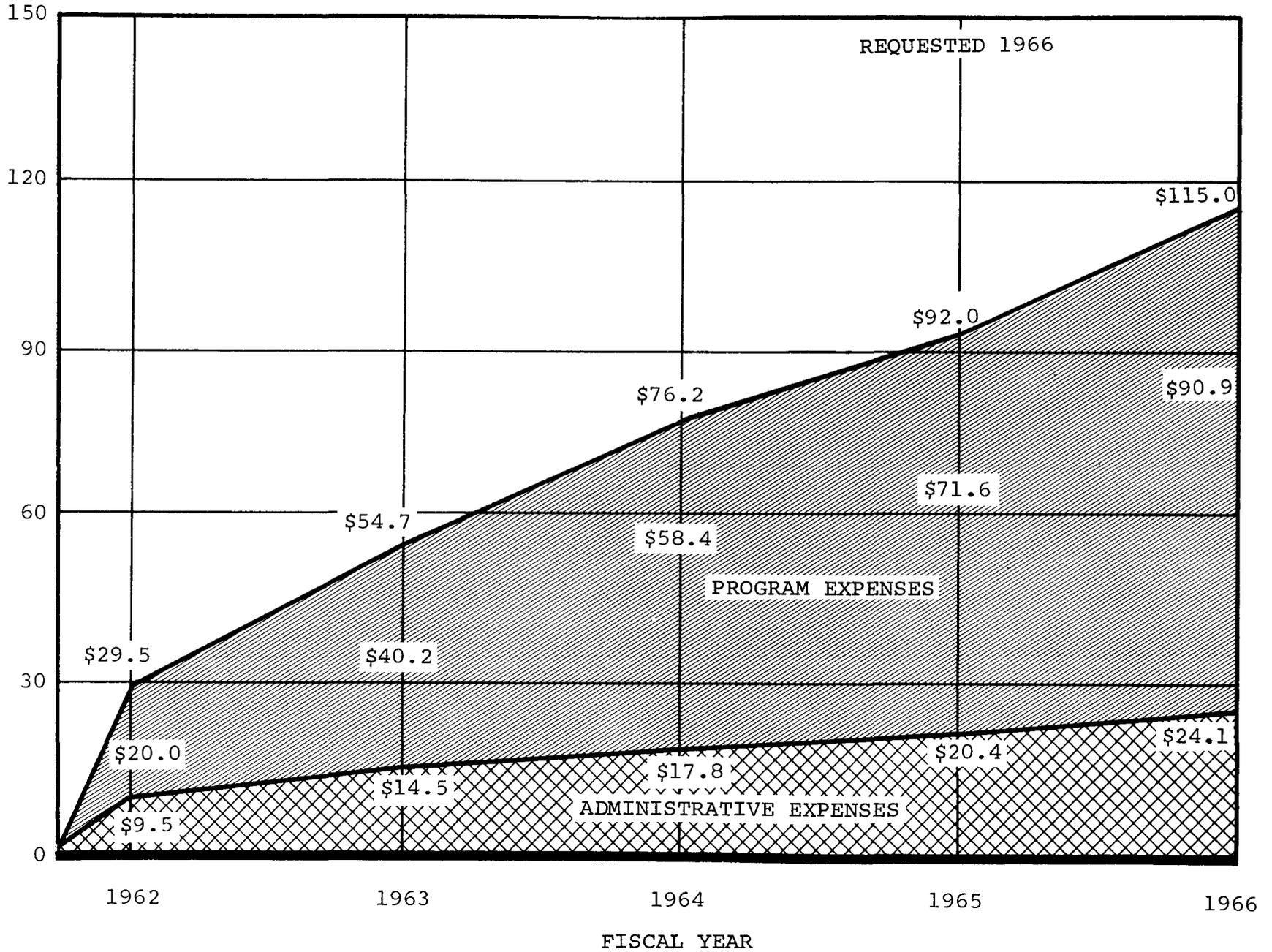
For 1965, the President has recommended a transfer of funds, without additional appropriation, of \$1,858,000 from "Volunteer and Project Costs" to "Administrative Expenses." This is necessary in order to finance increased pay costs under the Government Salary Reform Act of 1964 and other necessary obligations.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

MILLIONS

PEACE CORPS OBLIGATIONS (NET)



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

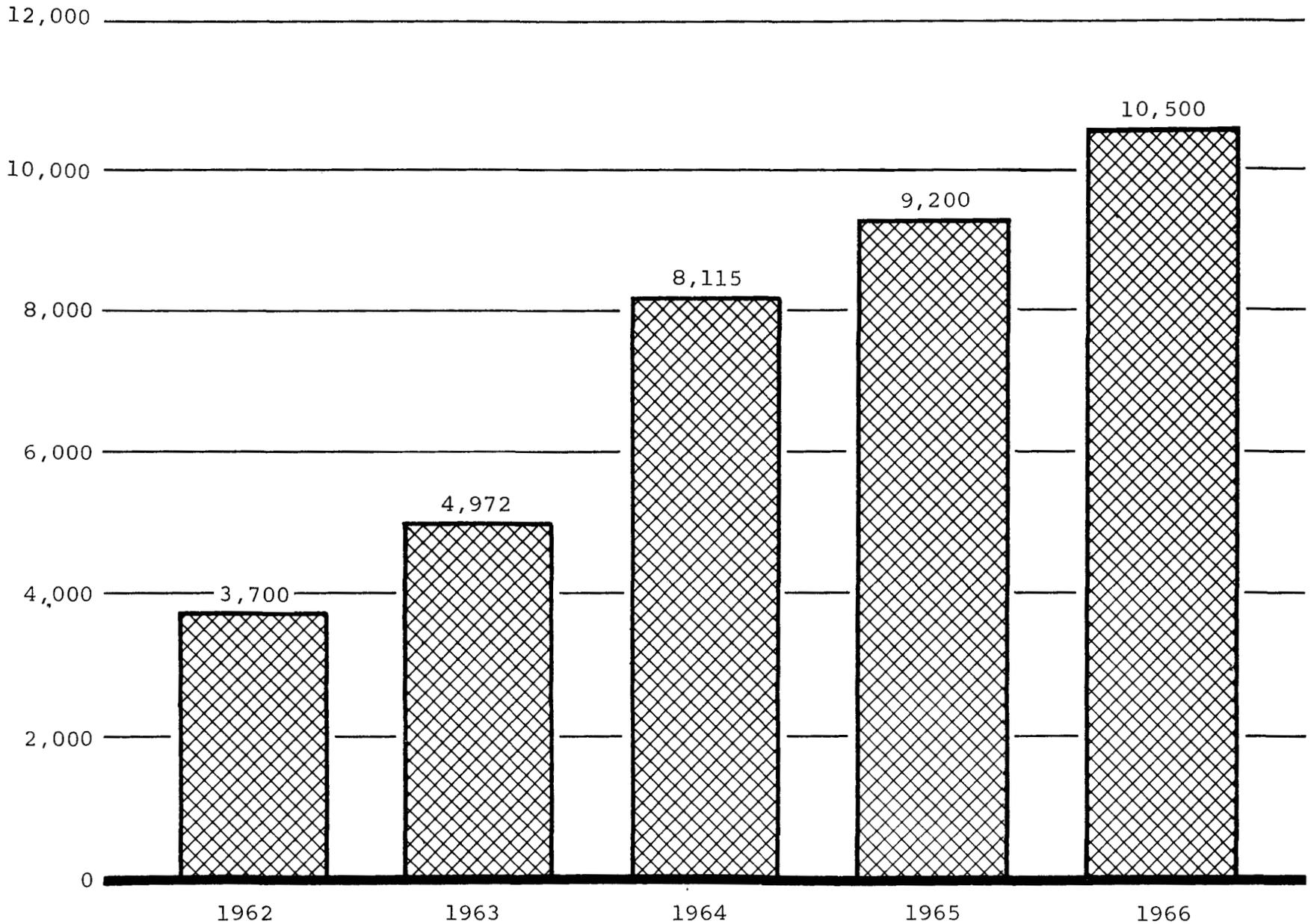
In fiscal year 1964, administrative expenses were 23.3% of the total obligations. These expenses have been reduced to 22.2% for 1965, and to 21.0% for 1966.

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



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)

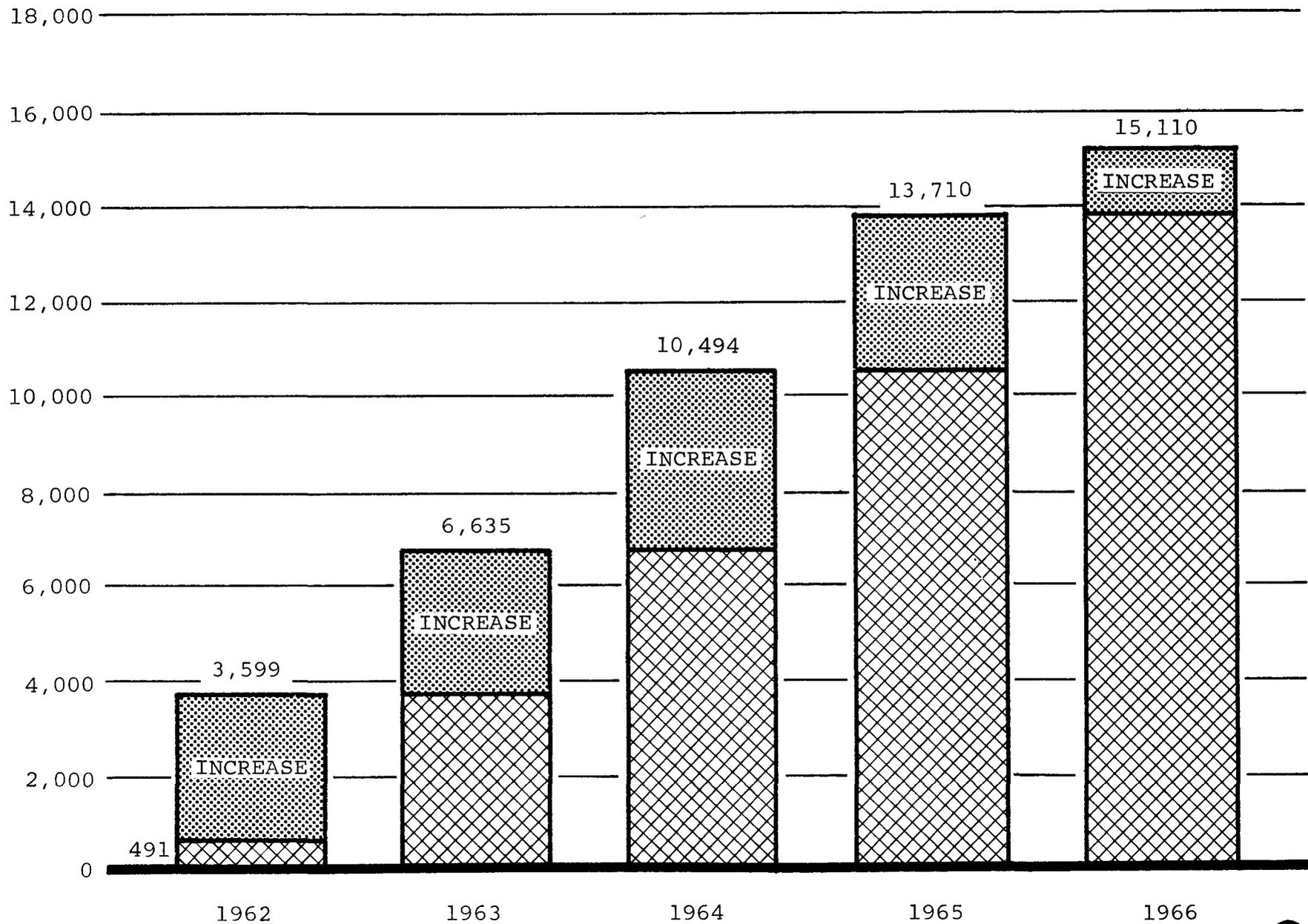
	FY 1964			FY 1965			FY 1966		
	Admin. Expenses	Program Expenses	Total	Admin. Expenses	Program Expenses	Total	Admin. Expenses	Program Expenses	Total
11 Personnel compensation:									
Permanent positions	\$ 7,330	\$ 306	\$ 7,636	\$ 8,837	\$ 329	\$ 9,166	\$10,126	\$ 337	\$10,463
Positions other than permanent	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:	<u>307</u>	<u>356</u>	<u>375</u>	<u>390</u>
Americans	165	234	275	325
Foreign nationals	142	122	100	65
Other employment	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



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

Afghanistan	132
India	315
Iran	180
Morocco	189
Nepal	125
Pakistan	220
Tunisia	207
Turkey	<u>350</u>

FAR EAST

Indonesia	51
Malaysia	451
Philippines	426
Thailand	<u>319</u>
TOTAL--FAR EAST	1,247

TOTAL--NANESA 1,718

GRAND TOTAL 10,494

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	2,256	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

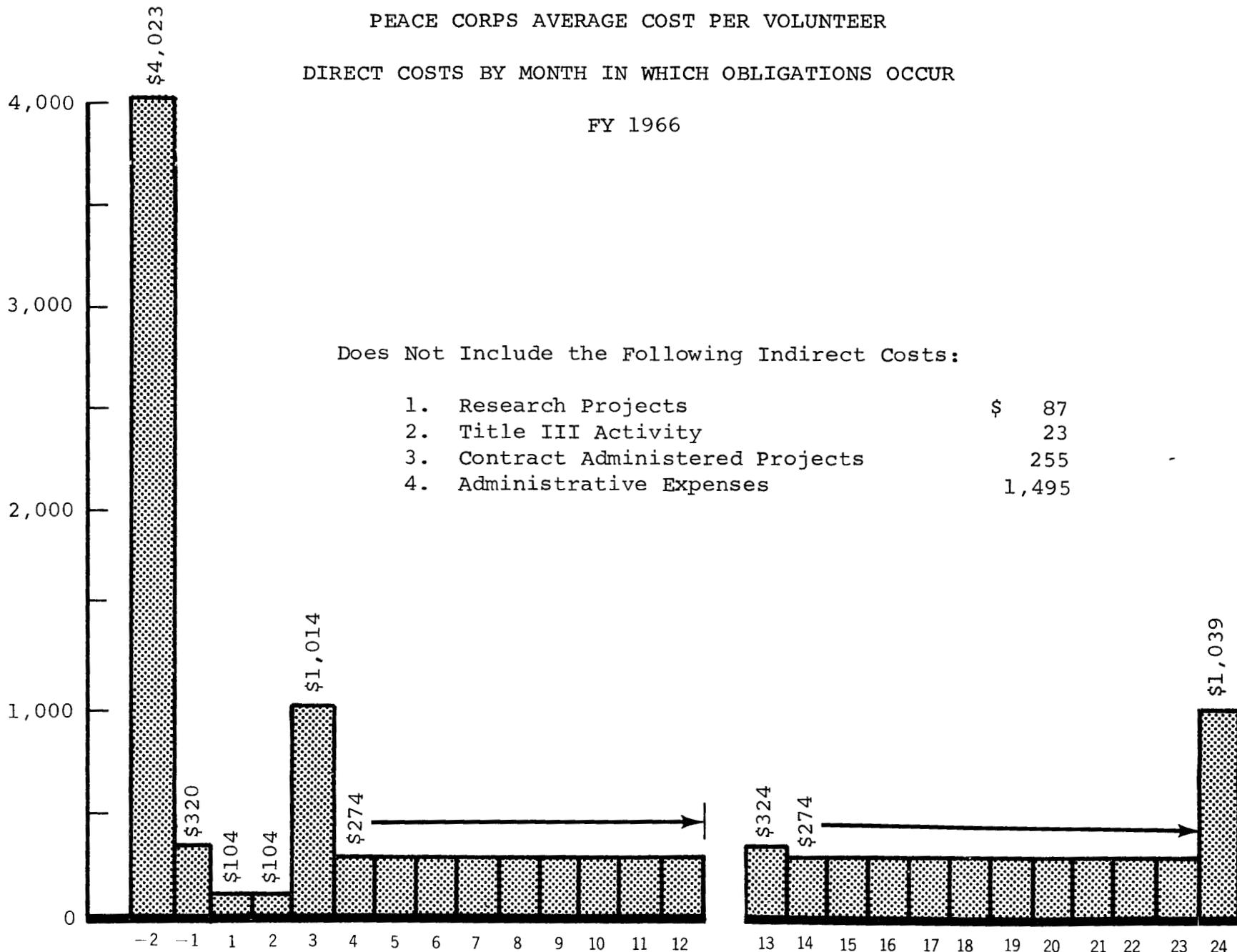
Volunteers and Trainees at end of program year 15,110

PEACE CORPS AVERAGE COST PER VOLUNTEER

DIRECT COSTS BY MONTH IN WHICH OBLIGATIONS OCCUR

FY 1966

MONTHLY FACTOR COST



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 and 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</u> <u>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 EXPENSES

OBLIGATIONS BY OBJECT
(In thousands of dollars)

106

	1964			1965			1966		
	<u>Overseas</u>	<u>Headquarters</u>	<u>Total</u>	<u>Overseas</u>	<u>Headquarters</u>	<u>Total</u>	<u>Overseas</u>	<u>Headquarters</u>	<u>Total</u>
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	<u>50</u>	<u>813</u>	<u>863</u>	<u>57</u>	<u>672</u>	<u>729</u>	<u>100</u>	<u>850</u>	<u>950</u>
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	<u>3</u>	<u>-</u>	<u>3</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total obligations	\$ 7,121	\$10,634	\$17,755	\$ 9,025	\$11,425	\$20,450	\$11,722	\$12,378	\$24,100

ADMINISTRATIVE PERSONAL SERVICES DATA

	<u>End-of-year</u>			
	<u>1963</u>	<u>1964</u>	<u>1965</u>	<u>1966</u>
<u>OVERSEAS POSTS</u>				
Permanent:	<u>307</u>	<u>356</u>	<u>375</u>	<u>390</u>
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	375	390

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	<u>\$1,157,000</u>	<u>\$1,470,000</u>

Details for each of these items follows:

Operational travel - 26,000 days @ \$34	<u>Total</u> \$ 885,000
Post assignment trips - 165 to posts	
115 from posts	
<u>280 @ \$1,775</u>	495,000
Home leave travel - 50 trips @ 1,775	90,000
Total	<u>\$1,470,000</u>

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 contractual services	\$ 368,000	\$ 390,000
Services of other agencies:		
Administrative support	1,990,000	2,748,000
Other	<u>68,000</u>	<u>70,000</u>
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. Supplies and materials \$370,000

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 furniture 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	\$359,000	\$604,000

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. <u>Personnel compensation</u>		<u>7,665,000</u>

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.

12. Personnel benefits \$340,000

Personnel benefits are directly related to the level of personnel compensation, and represent the government's share of contributions as required by law or regulation.

	<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	\$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	<u>\$402,000</u>	<u>\$425,000</u>

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
EL SALVADOR HONDURAS

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>
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
	<u>429</u>	<u>3376</u>

URUGUAY

AFRICA

SENEGAL
 NIGER
 GUINEA
 SIERRA LEONE IVORY COAST
 LIBERIA GHANA TOGO NIGERIA CAMEROON
 ETHIOPIA
 UGANDA SOMALIA
 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	
	<u>172</u>	<u>2959</u>	

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>
	329	1407

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