

PEACE CORPS

Presentation of
FY 1963 Program

to

United States Congress

June 1, 1962

1963

Congressional

Presentations
Duff

Peace Corps.

Instituto de Educacion Rural
Casilla 10397
Santiago, Chile

December 31, 1961

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Hello Everybody:

PEACE CORPS

It's the weekend of the New Year holiday and the Chilean Peace Corps Project has a few days of rest from its work. At last I have the chance to compose a brief history of my work in the south of Chile during the past month and describe to you the assignment I have received for the duration of my term with the Peace Corps. I hope you won't mind that one letter is being sent to all of you. So many have asked me to write and have written me that it would be impossible to say something worthwhile about our work to everyone. I feel that a major part of my responsibilities to the Peace Corps lies in what I can teach my fellow citizens of the United States about problems facing the peoples of other nations in the world. For this reason, I want to write one letter as well as I can, which will include some of the most illustrative experiences of my months in Chile; and send it to all who have expressed an interest. From the first day of Peace Corps training, I have learned enough to fill books and deepened my understanding of things I thought I knew before. Thus you must forgive me if this letter becomes long, it is really only an abbreviated account. You must also forgive me if it becomes serious for we are trying to play a real part in a seriously grave reality.

FY 1963

The older people suffer from pneumonia and tuberculosis a great deal. Typhus, dysentery and typhoid fever are also serious problems. The strain of having large families and little protein in their diet means an early death for many women. The women also encounter difficulties from having babies in crude ways. . . . Although proper medical attention is available to all the campesinos [rural Indian peasants], the problem is to reach a clinic or hospital. We took the "Senora" of one man some 50 miles over dirt roads to a hospital in Orsono.

He brought her to where we were from his home which was a two-hour journey on horseback from the road. She was unconscious and had been that way for two days.

This problem of mobility affects the campesino's life in many ways. It means that he is unable to arrive at a market frequently or stay there very long if he wants to return home the same day. He has to travel part of the distance on horseback and then hitch a ride on the back of a truck. To reach one meeting place, I had to use a Jeep for a half hour through oxen paths and then walk through pastures and climb fences for over an hour. The inaccessibility of the market means two things - he can't buy economically and he can't sell economically. Instead of making the time-consuming journey, he will purchase commodities in nearby stores called "boliches" where prices are twice the normal cost. To sell his crops, he'll hand them all over to a middle-man in town who pays him little. We are collaborating with the Ministry of Agriculture in Osorno to bring the campesinos to a new free market where they can sell directly to the public. In another area, two Corpsmen spent the entire month carting the campesino's lettuce to the nearest market in a truck. With a better market and greater profit motive, these particular farmers are already showing enthusiasm for better use of their land.

Although their land is poor and hilly, it could produce more than at present in almost every case. They plant wheat and potatoes, year after year, without rotating crops or using fertilizer and causing soil erosion on a grand scale. Oxen pull their plows when work-horses would do twice the work in the same amount of time. Their trees are unpruned and the crops go unthinned and their pastures aren't fenced off so that some sections can grow or even be improved while others are being used. The pigs, chickens, turkeys and dogs run wild in the front yard, and flowers grow alongside vegetables in the garden. They have no idea of farm finances. They will raise a turkey or two and sell them for less money than they invested in labor or feed. With a few new farming and husbandry techniques and some elementary habits of calculations, the campesinos could make a better life for themselves. It is this fact which makes our work more challenging than discouraging.

This point leads to the most important problem of all-- lack of education. In the rural areas of Chile, the average child has 4 years of schooling. A successful

educational system in the rural areas could diminish every difficulty I have mentioned. If they understood the connection between the dampness and tuberculosis; between the fly, the outhouse and babies fevers; between the irrigation ditch and the dysentery, they could avoid many bouts with illness. If they were taught that an egg is more nutritious than a potato though the same size, they might spare more chickens and use their land for green vegetables instead of putting them all in potatoes. If they learned the real needs of a woman in labor or a child in its first few months of life, they could satisfy many of them with what they already have. With technical advice and a calculated investment in fertilizer or animal vaccine, they could build up a farming operation which would satisfy their own needs and provide them with goods for the market.

It is in this area of "rural education" which the Peace Corps is working in Chile. Let me tell you how we will go about it in the various communities.

We will use the direct approach of giving talks to the men and women gathered at the local "centro" or meeting place. In the first week of February, one of the Peace Corps' girls will accompany me to Rio Negro armed with pamphlets from the U. S. Department of Health, Education and Welfare; a dictionary, visual aids, and a background in education courses, practical nursing and home economics experience. Her name is Janet Boegli--a gorgeous blonde graduate of the University of Texas. She'll give talks and demonstrations once or twice a month in each centro of mothers. I'll do the same before the men, explaining the advantages of simple farming and husbandry techniques.

But we must also use an indirect approach--for the most important thing we can teach the campesinos is what they can do for themselves. Through hints, discussions, sometimes outright suggestions, we will try to organize the efforts of individuals into community projects. The possibilities are limitless. In one area, the farmers are running out of firewood and in a few years will be using their floors or fences for winter heat. We want to encourage a community plan to buy seedlings of Monterey pine trees which grow so rapidly that they can be cut in ten years. On one fundo we are arranging a competition in rabbit care. I'll organize the youngsters, teach them about proper sanitation and feeding for the rabbits and arrange for them to buy a buck and doe very cheaply. Janet will teach the mothers some tasty ways to

serve rabbits and we might succeed in getting them more protein during the winter.

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I am anxious to return to Rio Negro because I enjoyed December there. My life was hectic but not unhealthy. In one period of nine days, I slept in eight different places--once sprawled on the floor of a chapel in my sleeping bag. I traveled from place to place on foot, horseback, bus, truck, and sometimes in the Jeep of the Northamerican "padres" in Rio Negro. I ate well enough; and although a great portion of our Peace Corps contingent has suffered from intestinal disorders and loss of weight, I remain one of the lucky ones.

Another big reason for wanting to return is that I like the campesinos and have grown to respect them a great deal. Their endurance for hard work, their ability to live off the land without any of the things which we call "necessities," their love of music and the generosity which prompts them to slaughter one of their few sheep for the meal they are serving me, leaves me filled with admiration. They are simple from their lack of education, and this is refreshing even though it caused me one of the most difficult moments I have had with the Peace Corps. One long Sunday afternoon I attended a dance at one of the centros and had to Rock'n'Roll with every girl under 40 in the place and answer questions about Brenda Lee for six hours--all in a language I acquired recently. . .while a bunch of microbes played havoc in my lower intestines. But it was worth it when one of the men asked me for my autograph and when, a little later, one of these local jitterbugs approached me and shook my hand in the middle of the busiest street in Osorno.

The campesinos were usually flattered that a Northamerican had come so far to work with them even though they knew little about the United States. (One asked if we received those wonderful CARE packages in our country too). The higher social classes haven't quite figured me out yet. One time they saw me walking through Osorno in old clothes, caked with dust and with a sleeping bag on my back. The next time I was standing before them at a banquet in my campus shop, ivy-league suit explaining our work. Some have been very understanding, however; and one "patron" purposely avoided me in front of his "inquilinos" because he knew I wanted to associate myself with them. This same patron only laughed a few hours later when I arrived at his

mansion for Sunday dinner in clodhoppers and soiled working shirt. It was all I had with me in the zone.

All the Chileans have been extremely hospitable. They have an expression which translates "my house is your house"; and, when they use it, they mean it. Our Peace Corps group must have 400 houses by now. They are all very patient with my language difficulty because although I can converse more or less fluently in Spanish, I make some atrocious mistakes. Once I told a campesino that an egg was better than a pope instead of a potato (got my genders mixed). Another time I translated the work "camarada" as "camera" and offered to lend my spare one to one man who told me his was in poor condition. In the Chilean countryside, "camarada" means wife not camera.

My work was carried on in a peaceful atmosphere without disturbance from any enemies of the United States. This is not to say that they aren't active here. There is an area in the coastal mountains within my zone where 200 Indian families are living on land they claim for their own but which has been deeded to some large land owners by the government. They retain this land with arms and refused us permission to enter when we requested it. Struggling for leadership in this "revolt" are two Communists, one of whom lives in Rio Negro. They operate as do all the 1500 Communist agitators in Chile--making themselves part of a local community and spreading dissension against the government. This is not an isolated case. I know of a more bitter revolt in another area. Both are dramatic instances of Communist influences in Chile--an influence which has already been directed against us. We know that word has been sent to Communist members of labor unions to embarass us at every opportunity. [A daily paper] has branded us "45 Spies" in a full page, front page story. When our teachers arrived at one rural school, anti-Yankee signs had been posted on the gate.

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Janet and I will request permission again to enter this mountain colony because we believe that part of the Peace Corps idea is to show the poor people in the world that the United States can be as interested in their problems as the Communists

and that where they offer bitter slogans, we can offer deeds and helpful advice. Still we work not so much for the downfall of Communism as the elevation of the campesino. Communism is the symptom; poverty is the disease; and, if our works were motivated by a fear of Communism instead of a human compassion for human misery, we would never succeed.

Somehow it is hard to end this letter. It has already become too long. This is because no conclusions or summaries are possible. Like the campesinos themselves, we are just beginning. Please remember us in your prayers.

Your friend always,

/s/ Tom Scanlon

PEACE CORPS PRESENTATION TO THE
UNITED STATES CONGRESS FOR FY 1963

February 15, 1962

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I. THE FIRST TWELVE COUNTRIES

Today, in a dozen countries in Africa, Asia and Latin America, Peace Corps Volunteers are hard at work.

In Chile, 45 Volunteers like Tom Scanlon are working in community action projects. The program is administered by the University of Notre Dame on behalf of the 34 universities of the Indiana Conference on Higher Education.

In Ghana, 51 Volunteers are teaching science, math and a host of other subjects in the secondary school system.

In Pakistan, 57 Volunteers are helping farmers learn modern practices, working in hospitals and teaching. The East Pakistan project is run by the Experiment in International Living, and the West Pakistan project by Colorado State University.

In Malaya, 36 Volunteers are finishing their in-country training and about to undertake their assignments as teachers, nurses or rural developers.

In Tanganyika, the 35 Volunteer geologists, surveyors, and civil engineers who were selected for the first Peace Corps project have been on the job since October.

In India, 26 Volunteers are helping to make a success of the country's agricultural program through farmer and craftsman training, rural housing and the development of small industries.

In St. Lucia, a West Indies island, 15 Volunteers are working to improve farm management and animal husbandry skills in a program administered by Heifer Project, Inc.

In the Philippines, 182 Volunteers are helping Filipino elementary school teachers to teach English and general science.

In Sierra Leone, 37 Volunteers are filling teaching gaps in that new nation's high school system.

In Thailand, 45 Volunteers are helping to stamp out malaria and are teaching English and vocational skills.

In Colombia, 62 Volunteers are working in a community action program administered by CARE.

In Nigeria, 107 Volunteers are teaching in high schools and a university.

These Volunteers on the job have done more than anything else could have done to dispel the skepticism with which the announcement of the Peace Corps was greeted by some people abroad. When the Peace Corps came into being, many foreign officials thought they had enough Americans in their countries. What they did not then know, and what many now do know, is that the Peace Corps provides a new American.

The Volunteer works within their system for them.

He helps to fill their needs as they see them.

He arrives on schedule.

He speaks their language.

He lives in the way they live and under their laws.

He does not try to change their religion.

He does not seek to make a profit from conducting business in their country.

He does not interfere in their political or military affairs.

These Volunteers were clearly different Americans. When the foreign officials and peoples saw and understood this, they wanted more.

Every one of the twelve countries to which the Peace Corps has sent Volunteers has requested additional Volunteers.

II. MEETING A WORLD-WIDE NEED -- FY 1963 PROGRAM AND BUDGET

The first twelve countries where Volunteers have been at work have asked the Peace Corps to send them--this year--more than three times the number of Volunteers now in their countries. These requests are summarized as follows:

	Volunteers Now in Host <u>Countries</u>	Additional Volunteers Now in Training or Entering Training by <u>August 31, 1962</u>	<u>Total</u>
Chile	45	20	65
Colombia	62	60	122
Ghana	51	185	236
India	26	60	86
Malaya	36	196	232
Nigeria	107	400	507
Pakistan	57	100	157
Philippines	182	817	999
Sierra Leone	37	135	172
Tanganyika	35	30	65
Thailand	45	74	119
West Indies	<u>15</u>	<u>113</u>	<u>128</u>
TOTAL	698	2,190	2,888

In addition, the Peace Corps has agreed to implement by this summer projects involving a total of nearly 2,000 Volunteers requested by 20 other countries. Candidates for several of these projects are already in training.

Volunteers Requested

Afghanistan	12
Bolivia	100
Brazil	152 (53 in training)
Ceylon	42
Dominican Republic	50
Ecuador	207
El Salvador	27 (in training)
Ethiopia	300
Honduras	27
Iran	50
Ivory Coast	70
Liberia	120
Nepal	80
North Borneo/Sarawak	102
Pacific Trust Territory	66
Peru	224
Somali Republic	80
Togo	50
Tunisia	128
Venezuela	<u>104</u>
 TOTAL	 1,991

The above projects are described in detail in Chapter VII.

Finally, the Peace Corps and still other countries are actively considering projects for prompt implementation which now total approximately 230 additional Volunteers.

Thus, programs involving 4,879 Volunteers have been put into operation or are firmly planned in 32 countries, and agreements on another 230 Volunteers are expected to be concluded shortly.

It is estimated that some 2,400 of this total of approximately 5,100 Volunteers will be in training or abroad by the end of June. The 2,400 total is 300 less than the estimate of 2,700 Volunteers in training or abroad contained in last year's Congressional Presentation, which was based upon a request for \$40 million in FY 1962.

The applicants from whom the remaining 2,700 Volunteers are expected to be selected will enter training in July and August. This figure corresponds to the 3,000 Volunteers (after in-training attrition) included in the Peace Corps' FY 1962 budget request for training early in FY 1963 under programs or training contracts financed with FY 1962 funds. Like the 2,400 figure, the 2,700 reflects in part the difference between the amount authorized by the Congress and the \$30 million actually appropriated.

The program summarized above does not begin to meet the demand for Peace Corps Volunteers on the part of other countries. Many of the countries listed have requested far more Volunteers than the Peace Corps is able to provide at the present time. Consideration of many requests from other countries for well-conceived projects, which would utilize more even than the \$40 million requested by the Peace Corps for Fiscal Year 1962, has had to be delayed. The present program is the result of the best efforts of the Peace Corps to make the most effective possible use of the agency's limited financial resources.

The President, in his Budget Message for FY 1963, endorsed a program for which \$63.75 million will be required in Fiscal Year 1963. This program will involve 6,700 Volunteers in training or abroad by June 30, 1963.

Of the \$63.75 million requested, more than half--\$32.39 million--is required to meet the continuing costs of approximately 5,100 Volunteers entering training prior to the end of August 1962, whose entry into service will be financed from FY 1962 funds. The remainder--\$31.36 million--is requested to meet the FY 1963 costs of Volunteers entering training after the end of August 1962. This figure is roughly comparable to, and will be used for the same general purpose as, the \$30 million appropriated last year.

Thus, in addition to the continuing costs of approximately 5,100 Volunteers on board by August 31, 1962, the Peace Corps budget request will provide for the entry into service of another 5,260 Volunteers by the following August. Of these, it is estimated that some 1,600^{1/} will be on board by June 30, making a total of 6,700 Volunteers on that date.

The Peace Corps budget for Fiscal Year 1962 is analyzed in detail in Chapter VI.

^{1/} Information concerning programs under development for these Volunteers will be supplied to the appropriate Committees of the Congress.

III. IN THE MINDS OF MEN

The Peace Corps exists as importantly in the minds and attitudes of men as in its deeds and accomplishments.

The attitudes and understanding created by the Peace Corps are as significant as the particular bridges built, pupils taught, or roads surveyed.

Congress has given the Peace Corps two purposes relating to the minds of men and only one purpose which relates to their deeds and accomplishments. In establishing the Peace Corps the Congress declared that its purpose was to make available to interested countries and areas men and women of the United States qualified for service abroad and willing to serve, under conditions of hardship if necessary:

---to help the peoples of such countries and areas in meeting their needs for trained manpower,

---to help promote a better understanding of the American people on the part of the peoples served, and

---to help promote a better understanding of other peoples on the part of the American people.

The Peace Corps has made only a start in supplying trained manpower but already it has had a profound impact in the minds of men.

President Alberto Lleras Camargo of Colombia, one of the most respected statesmen of the Western Hemisphere, has characterized the Peace Corps' contribution as

". . . the finest way in which the United States could prove to the humble people of this and other lands that the primary purpose of its international aid program is to build a better life in all of the free world's villages and neighborhoods."

La Cronica of Lima, Peru, stated in an editorial:

"The assistance which the Peace Corps will lend, will mark a new departure in foreign cooperation in Peru. It is not concerned with contribution of money, nor of complicated plans to be put in practice in our country. It will consist simply in supplying to our existing labors the techniques and experience of United States Volunteers who, shoulder-to-shoulder with the Peruvian people, and primarily with its indigenous population, will work towards the solution of its problems and the raising of its standard of living.

Philippines Vice President Emmanuel Palaez welcomed the Volunteers in these words:

"We hope that as you are assimilated by our communities throughout the country, you will be able to communicate something of that talent for adaptation and improvisation which played so vital a role in the emergence of America from the state of sparsely settled wilderness into the alluent society of unquestioned primacy in the world today. In a sense you will be reliving the experience of your forefathers, for what we expect from you in our communities is not the modern technology of growing wheat in Kansas today, but rather the kind of American ingenuity with which your pioneers approached the problems of the Kansas environment of their own day.

". . . It may be that it is just such a type of assistance, rendered without any reference to the cold war, that may yield rich dividends in winning friendship and sympathy for the free world from the uncommitted nations."

Across the world in Dar-es-Salaam, a leader of a club of young Africans, wrote to the Tanganyika Standard:

"They are bound to be tolerant of our shortcomings, cautious in their approach, rational and keen to help us in every aspect. . . their experience here will contribute in no small measure to the sound shaping of Afro-American relationships. . . We need the Peace Corps."

And the President of the United States, addressing the first group of Volunteers to go overseas, said:

"There are a good many hundreds of millions of people scattered throughout the world and you will come in contact with only a few but the great impression of what kind of country we have and what kind of people we are will depend on their judgment in these countries of you.

"You will be the personification of a special group of young Americans, and if you impress them with your commitment to freedom, to your pride in your country and its best traditions and what it stands for, the influence may be far-reaching and will go far beyond the immediate day-to-day task that you may do in the months that are ahead."

**PEACE CORPS
CONGRESSIONAL
PRESENTATION**

FY 1963

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IV. THE VOLUNTEERS

The keynote of the Peace Corps is service. Its success depends upon the kind of men and women who volunteer and are accepted for service, and the kind of job they do abroad.

Who are these Volunteers? They include the young, middle-aged and elderly, both men and women, college graduates and those who never went to college.

Although the average age of the 888 Volunteers now in training or overseas is 24 for men and 25 for women, 34 are in their thirties, 3 in their forties, 7 in their fifties and 5 in their sixties.

Approximately a third are women--nurses, home economists, social workers and (by far the largest number) teachers. There are 25 married couples. More than a third of the Volunteers have lived or studied abroad for four months or more prior to joining the Peace Corps. The vast majority have a college degree and over a hundred have advanced degrees. However, the number of non-college candidates is expected to increase considerably as projects are developed which call for such backgrounds as crafts training, mechanical skills, and farm experience, which need not be acquired on a college campus.

In short, the Volunteers, their backgrounds, and their interests are as varied as the country from which they come.

In addition, their motivations for Peace Corps service are as far-ranging as their backgrounds. The reasons given by Volunteers for their participation range from the desire to help others to the desire to further their own careers. Most of them are doing work which exceeds in challenge and responsibility the jobs they held or were likely to hold at home. By and large, they serve for a combination of reasons, involving a mixture of idealism and realism, of courage and humility, which promise the best possible results for the host country and for America.

Just as it is impossible to talk of a typical Volunteer, so is it impossible to talk of a typical work situation. The tasks assigned to Volunteers range

from teaching to health work to community development, and jobs vary widely even within a project. In some cases, Volunteers work in teams with co-workers from the host country. In others, they work as teachers or as aides to host country teachers. And in still others, they are assisted in their work by host country trainees.

Liz Roseberry, a 53-year-old ex-Dean of the College of Home Economics at the University of Cincinnati, is teaching domestic science at a secondary school in Matru, in the South Western Province of Sierra Leone. Sadie J. Stout, R.N., 29, of Arkansas City, Kansas, is working in the hospital of Sungi Buloh, a leper colony on the West Coast of Malaya, which provides training in farming and cottage industries for lepers whose cases have been arrested. Arthur Thaeler, 24, of Kearny, New Jersey, is organizing 4-H clubs on the island of St. Lucia and working with the Senior Agriculture Instructor for the Northern District in agricultural extension work, including laying out contour drainage ditches and advising on banana propagation.

A common denominator is found in the fact that all Peace Corps Volunteers are expected to do more than simply perform the jobs to which they are assigned. In teaching projects, for example, they are expected to participate in playground and after-hours activities of the students and to undertake useful work, such as organizing work camps, during vacation periods. In some cases, they have been supplied with sports equipment so that they can develop recreational programs in the community in which they are working.^{1/} In other instances, they become involved in youth or adult education work in their community.

^{1/} Whenever necessary to insure the capacity of the Volunteers to serve effectively, the Peace Corps provides supplies and equipment (not including housing, vehicles or other logistic support) but not, as a matter of policy, in excess of a value of \$1,000 per Volunteer. In addition, a number of American organizations and communities have offered books and other items of supply and equipment. Where appropriate the Peace Corps accepts such gifts itself. In other instances, the Peace Corps Representatives facilitate the giving of such items directly to host country institutions.

In Tanganyika, Jacob Feldman, 21, of Wilmington, Delaware, in addition to his regular job as assistant resident engineer computing realignments and testing soils, has begun to teach a reading and writing course for illiterate workers in his area. In East Pakistan, Bob Taylor, in addition to his work establishing a dairy at Comilla Academy, has invented a machine to parboil newly harvested rice, thus making it easier to husk so that it will command a higher price in the market. Taylor's machine supplies heat by burning the rice husks which were previously wasted, thus solving the problem of lack of fuel.

Typhoon Ellen changed the Christmas plans of a group of Volunteers in the Philippines when she struck the small island of Catanduanes, 200 miles east of Manila in the Philippine Sea. Douglas Darling, 22, of Tulsa, Oklahoma, and Donald Zelinski, 25 of Glenolden, Pennsylvania, stationed in Viga, a town on the island's northern tip in which nearly every building was destroyed, gave up their Christmas holiday to help the villagers reconstruct their schools. They were joined by members of the Peace Corps from all over the Philippines, so that the children in Viga could look forward to classes resuming in January as usual.

The obvious willingness of Volunteers to live at the level of their co-workers has real significance in helping to mold public attitudes toward Americans abroad. It says to the people of the less developed countries that there are Americans who are prepared for at least two years to throw in their lot with them and to forego the privileges of wealth. Even more important than this, the Volunteers' way of life reduces social distance so that real and meaningful person-to-person communication can take place between them and their host country associates. This will add greatly to the value of their work for the host country, as it will to the value of the total experience for them as individuals.

In Ghana, Mr. and Mrs. Roger Hamilton, teaching in the coastal village of Assini, are cut off by tropical rains for nine months of the year and occasionally need 11 hours to jeep 18 miles over muddy roads to buy supplies. The Hamiltons met in the Peace Corps, were married in Ghana, and chose to both be located in challenging, isolated Assini rather than the more centrally located town in which Mrs. Hamilton had been working.

Living allowances range from \$70 in the Philippines to \$168 in Tanganyika, paid in local currency. They are designed to enable Volunteers to live at a level comparable to that of their associates, while providing for basic requirements in food, clothing, housing, transportation, and the like.

In some cases, it is necessary to provide housing, clothing, or certain items of equipment and supplies directly to the Volunteers. To the greatest extent possible, however, the living allowance is paid in cash and the Volunteer is encouraged to make his own decisions on how and where he will spend it. This gives him the same budgetary and shopping problems as his co-worker, and common problems are one of the best avenues to mutual understanding. In addition, the need for extensive logistic support operations is obviated.

Volunteers receive 30 days' leave a year--2½ calendar days for each month of satisfactory service. They may take leave only at times approved by their work supervisors. The Peace Corps encourages Volunteers to avail themselves of the full amount of leave to which they are entitled. To enable them to travel and to broaden their knowledge of the region outside of their area of work, they are granted an additional allowance of \$5 per day during leave. This, added to such amounts as they might save from the living allowance, enables them to travel, but without ostentation.

The Volunteers at work overseas are the Peace Corps. To assure that these Volunteers are a credit to the Peace Corps and to their country requires a great deal of attention to the essential activities of recruitment, selection, training, health care, and administrative support.

Recruitment

Although questionnaire applications have been coming in to the Peace Corps at a rate of more than 1,000 per month, a recruiting program is necessary. Many of the large number of applicants are ineligible because of dependents, marital status, lack of specific skills needed, or other reasons.

Furthermore, standards for Peace Corps service are high. They must be so if the United States is to be ably represented abroad by each Peace Corps Volunteer. To meet mounting demands from abroad, and continue to provide the best qualified people, the largest possible pool of applicants is needed from which to choose.

The Peace Corps, therefore, carries on a program to provide information to potential applicants regarding the conditions of service, the standards of eligibility, financial arrangements, skills needed, kinds and nature of projects, training, and so forth, as well as the meaning of the Peace Corps to the individual Volunteer: its significance as an educational experience, its role in his career development, the opportunities it presents for the individual to contribute to the development of other peoples and to the idea of freedom.

The most effective method of communicating this information is personal contact between a potential Volunteer and a person able to speak with authority about the Peace Corps. A sampling of thirty colleges and universities revealed that applications from those campuses increased sevenfold after visits by Peace Corps staff members.

Since the establishment of the Peace Corps, there have been four operations aimed at the nation-wide dissemination of information through personal contact. In May and June 1961, 12 persons were hired on a temporary basis to visit college and university campuses. A smaller group was sent out to summer schools in July. In October and the first half of November, a group of 45 temporary representatives called upon 514 campuses.

In October, the Peace Corps participated in regional conferences in Los Angeles; San Francisco; Portland, Oregon; Denver; Kansas City; Oklahoma City; Minneapolis; Chicago; Philadelphia; Boston; New York; Washington; Atlanta; and Cincinnati. These two-day conferences, sponsored by host committees of civic and business leaders, were designed to make Peace Corps opportunities known to as many key people as possible, and through them to potential Volunteers. Approximately 4,200 persons attended, each of whom was a representative of a group or association.

The success of these conferences was reflected in the doubling of the rate of applications during the four weeks immediately following.

A second method of recruitment is the use of direct mail and mass media--magazines, newspapers, radio, and television--to bring facts about the Peace Corps before the public. For this purpose, the Peace Corps has entered into a contract with the Advertising Council, which has accepted the agency as one of its public service accounts. The Advertising Council provides free services and the necessary supplies at cost for spot radio announcements and other mass media advertising.

Finally, the Peace Corps maintains close liaison with some 1,300 colleges, with public and private educational societies, and with professional and technical societies, labor unions, technical institutes, and various service and civic groups.

The National Advisory Council, which has met twice during the past year, has also assisted the Peace Corps in maintaining close contact with leaders in many areas of American life.

In the agricultural field, the Peace Corps works closely with various public and private farm organizations in seeking to enlist the cooperation of every county agent, every 4-H Club Leader, every Grange Master, and every vocational agricultural teacher in recruiting the best qualified Volunteers.

Selection

The Peace Corps selection process is lengthy and detailed, designed to ensure that the best possible people are selected from the many thousands of applicants for the important job every Volunteer performs overseas.

The results to date have been highly successful. Out of over 17,000 Volunteer Questionnaires filed, more than 1,000 applicants have been selected for training. Better than four out of five entering training have been given overseas assignments. Of the 700 persons sent overseas as of February 15, 1962, only two have been returned to the United States.

To be selected for Peace Corps service, a candidate must meet several minimum requirements. He must be intelligent enough to meet the job demands of a particular project and to cope with the many challenges of Peace Corps work. He must know enough of the social and political institutions of the United States to profit from Peace Corps training and to be prepared to answer intelligently questions he is asked while serving abroad. He must be in good health and have sufficient physical stamina to withstand the stresses of Peace Corps service. He must be emotionally stable, and he must have the personal qualities required for establishing effective relationships with his fellow workers overseas.

In addition, every candidate must be competent in the task for which he is being considered, and he must show an aptitude for languages when he is under consideration for a project in an area which requires knowledge of a foreign language.

The Peace Corps considers only functional requirements in selecting candidates for training or for service abroad. While the Peace Corps has encouraged participating universities and voluntary agencies to assist in recruitment and selection, it has insisted consistently that applicants be selected on the basis of merit alone. This principle of non-discrimination has been written into the Peace Corps Act by the Congress.

Selection as a Peace Corps Volunteer is a two-phase process: first, selection for training, based on a review of paper qualifications; and, second, selection for overseas service, involving additional assessments and an evaluation of performance during training.

Selection for training is based on a detailed review of the Volunteer Questionnaire, scores on the Peace Corps Placement Test, and completed reference forms. The purpose of this review, and that of the later assessment, is to match the applicant's skills and other qualifications with the requirements of the job to be performed.

The initial selection devices have undergone continual refinement as experience has made it possible to validate their various elements. The original

Peace Corps Questionnaire was completely revised in December 1961, to provide additional data in a more usable form. The Placement Examination has been reduced from a 6½-hour battery of tests to 4½ hours, and the composition has been revised to better fit the abilities of non-college applicants.

Those judged best qualified in the initial selection are invited to training. During the U. S. training period, more relevant information is obtained on each trainee. It is recognized that success or failure in the Peace Corps may be determined largely by personality characteristics of the Volunteer. Accordingly, various personality tests are given during the training period, and the performance of every trainee is carefully evaluated by qualified personnel.

A full field investigation of every trainee is also conducted by the Civil Service Commission. In accordance with the Peace Corps Act, the Commission refers to the Federal Bureau of Investigation any case of questionable loyalty or security.

At the end of training, a selection board--consisting of members of the Peace Corps staff, representatives of the training institution, a physician, a psychiatrist, representatives of the host country, and, when needed, occupational specialists--carefully evaluates all available information on the candidates and recommends either (1) selection to go overseas with their group, (2) separation from that project with the possibility of being considered for another project then or at another time, or (3) permanent separation from the Peace Corps for any project. These recommendations, of course, represent judgments which may be in error. It is expected, however, that consideration of all the information concerning the trainee by a diverse group of evaluators will result in the best possible judgment in the largest proportion of cases. Final responsibility for selection rests in the Peace Corps Director's Office, where negative and doubtful cases are reviewed.

Upon enrollment in the Peace Corps, every Volunteer takes the oath of office prescribed in the Peace Corps Act before a person duly authorized to enroll Volunteers or to give oaths.

Training

Peace Corps training programs have one purpose only--to prepare every Volunteer for the successful performance of his specific assignments overseas. Each training program is designed with a view to the precise nature of the job to be done and the particular environment in which the Volunteer will work.

Programs to equip the Volunteers for service overseas have several major objectives:

- (1) to ensure that the Volunteer has the necessary technical skills to do his job;
- (2) to ensure that the Volunteer has such reasonable proficiency in the language of the country or area of assignment as his assignment requires before beginning duty.
- (3) to instill in him a respect for the culture and traditions of the country where he will serve, as well as an understanding of the problems and aspirations of the people with and for whom he will work;
- (4) to deepen the Volunteer's understanding of his own country and problems basic to international affairs;
- (5) to strengthen the physical, mental, and emotional resources upon which he can draw to achieve the tasks that lie ahead;
- (6) to inform him of Communist ideology and tactics as required by the Peace Corps Act.

This portion of the training program is related to all aspects of the Volunteer's preparation for overseas service, including his training in world affairs, in American history and institutions, and in his studies of the area to which he will be assigned. Lectures are given by Foreign Service Officers recently returned from the country concerned, in order to make the trainee's information as current and

as specific as possible. Every training course includes sessions with a U. S. Information Agency expert who, through the technique of "role-playing," introduces the Volunteer to stress situations of the sort he is likely to encounter overseas when confronted by critics of the democratic way of life. Various texts, including "Notes on the Language of Communism," are used in connection with the training program. The Volunteer's training in Communist ideology and tactics is designed to make him aware that his specific assignment is not to go forth as an ideological warrior, but rather to be fully aware of what is going on around him and to be prepared to give a good accounting when placed under stress.

Training is usually conducted in three phases: U. S. training, usually eight weeks, Puerto Rico field training of four weeks, and host country training, usually about three to four weeks.

U. S. Training

The policy of the Peace Corps is to make full use of the training capability of American colleges and universities and voluntary agencies. A training institution is selected on the basis of its interest, competence, and general suitability for a project. Among the criteria taken into consideration are the institution's interest in participating in a Peace Corps program, the knowledge and experience pertinent to the program of its faculty and staff, and its special competence for providing the language, area studies, and technical training required.

The training course usually involves about 60 hours of instruction per week. Generally, qualified guest lecturers and consultants from outside the training institution are invited to participate in the program. Nationals of the host country--generally Embassy officials or exchange students--participate in every training program, teaching, talking with, and sometimes living with the Volunteers. The Peace Corps assigns a training officer to work closely with officials of the training institution in developing their program and while the candidates are being trained.

Puerto Rico Training

In addition to the other U. S. training, many groups also spend 26 days at the Peace Corps' Puerto Rico Training Center. The Center is situated on the forest preserve in a mountain region south of Arecibo called Rio Abajo. This region has a tropical rain forest climate similar to the climate in many of the areas to which the Peace Corps Volunteers are assigned. The training program has been designed to give the trainees a variety of experiences which will be useful to them in their work overseas, and is composed of three basic elements: physical training and development, community development, and study groups. As necessary, language and other training is also continued during the Puerto Rico phase.

The physical training program is a variation of a training system used successfully in Europe, Asia, and Africa, commonly known as Outward Bound. It consists of rock-climbing, swimming (including rescue work and "drown-proofing"), a four-day survival trek, an obstacle course, and a general physical fitness exercise program. This program has the dual effect of developing the trainees physically and strengthening their self-confidence through challenges which reveal to them their own capacities. In addition, observation of the trainees as they proceed through the various stress situations of the Puerto Rico training program affords the Peace Corps an excellent opportunity for the total evaluation and selection of the individual trainee.

An important part of the training program in Puerto Rico is exposing the trainees to a new cultural and economic environment similar in many ways to the countries to which they will be assigned. The trainees are given the opportunity to live in a Puerto Rican home for a week, attend the local village meetings, work on village community development projects, and visit local schools, hospitals, and housing projects.

Overseas Training

A period of training in the host country provides a time during which the Volunteers can become acclimated to their new environment. In addition, it provides elements of training not available in the United States; it enables the host country

to contribute to the preparation of the Volunteers for work within its borders, and it offers a final opportunity to observe the suitability of the Volunteers for the work which lies ahead.

During the pilot phase of Peace Corps training, many variations of overseas training were attempted. The programs varied as to length, staffing, content, and even objectives. As a result of this experimentation, a relatively constant model has evolved. Current programs generally do not exceed four weeks in length, unless more time is necessary for the mastery of a particularly difficult language. They are staffed with host country nationals, but also include some American staff, and they are closely coordinated with preceding phases of training to avoid duplication and to assure coverage of essentials. To the extent possible, they are conducted under circumstances approximating those in which the Volunteers will work.

Community Action Training

Many Peace Corps applicants are graduates in the humanities or the behavioral sciences. Their education has not developed skills in agriculture, health, engineering, or the like, but it has given them a capacity to work effectively with others.

A large number of countries, particularly in Latin America, have requested Peace Corps Volunteers for work in rural and urban settings concerned with helping people to make a better life for themselves by marshalling the energies of their communities for self-help activities. The skill needed for such community action work is precisely that which involves techniques of working with people.

Late in 1961, the Peace Corps called a conference of U. S. and Latin American experts in this field to seek an answer to the question of whether or not the Peace Corps could train liberal arts "generalists" for service in this area. The answer was yes. Accordingly, in 1962, the Peace Corps will open a special training center aimed at preparing people to work in programs whose major emphasis is on the methods of encouraging people to realize that they have the skills, resources, and energy to help themselves to a better life.

This center will be established in Puerto Rico, in cooperation with the Commonwealth's government and educational institutions. This specialized training will be in addition to the regular elements of the Peace Corps training program.

Health Care of Volunteers

The Peace Corps has a clear responsibility for the health of the Volunteers from the onset of training to their separation from service. In many countries, the potential health problems for Volunteers on assignment are serious. These problems cannot be eliminated. To minimize their effect, attention is being given to health considerations at every stage of planning and operations. This includes health evaluation of proposed projects, physical and psychiatric examinations, health care and instruction during the training period and overseas assignments.

Medical Survey

Whenever necessary when a project is planned in a new area, a medical survey is made to determine the medical feasibility and logistic requirements of the project and to plan overseas health supervision and care. Detailed knowledge of the planned locations of Volunteers is important because medical hazards vary within a country and evaluations of their significance requires a knowledge of medical resources available locally.

To the extent practical, surveys are carried out by the Peace Corps physician selected for assignment to the country. This enables him to become acquainted with the country's medical resources and to begin at an early stage to plan for the health care of Volunteers. It also enables him to plan logistic support and to participate in the training program.

Health Examinations

Applicants who are selected for training are given physical examinations near their homes, whenever possible, at facilities of the Veterans Administration,

Department of Defense, and Public Health Service, or by private practitioners. In this way, serious physical defects are identified before the applicant is accepted for training. Psychiatric screening is given at the training sites in the interests of uniformity of evaluation and so that consideration may be given by the interviewers to the country and job assignments planned for the Volunteers.

The medical staff of the Peace Corps reviews the findings of the initial health examination to determine whether medical clearance can be given. Standards for evaluating these examinations are based on those of the Department of the Army but exclude restrictions which relate primarily to military requirements. All cases which fail to meet these standards are studied in terms of the job and country to which the individual may be assigned, his potential physical effectiveness in the project, and the likelihood of aggravation of the condition. Applicants are medically disqualified if the condition is considered significant in light of this review.

During training, Volunteers are given all necessary immunizations. Necessary dental care is provided to Volunteers at this time because overseas surveys have revealed considerable problems in obtaining dental care outside major cities in most countries. An extra pair of eyeglasses is provided Volunteers who need them for similar reasons. The initial cost of these services will be more than offset by savings in both time and expense during overseas assignment.

Health Training

The health portion of the training program emphasizes the personal aspects of preventive medicine, enabling the Volunteers to develop an understanding of healthful living in an unfamiliar environment. Health training involves 33 hours of instruction, including 10 hours of first aid.

Increasing emphasis is being given to health instruction at the overseas training site. This approach promises to strengthen the effectiveness of this course by making it possible to utilize instructors with a greater knowledge of

local health conditions and by providing health information at a time when it is of more immediate interest to Volunteers.

Health Care Overseas

A physician is assigned to the Peace Corps staff in most countries to provide a program of preventive medical supervision, and some outpatient care. Clinical care is provided, for the most part, by host country practitioners and facilities. The Peace Corps physician organizes and coordinates the total health program for the Volunteers by traveling to the locations where Volunteers are living and by maintaining constant contact with local doctors. He also gives periodic physical examinations, necessary immunizations, health counseling, and medical care in situations when needs cannot be met by local resources. When necessary, he arranges evacuation of patients to a suitable facility in the host country, elsewhere overseas, or in the United States. For this purpose, the Department of Defense has agreed to permit the use of their medical facilities overseas.

During the time not required for the health care of Volunteers, the Peace Corps physician is expected to engage in voluntary service in the health programs of the host country. This helps to compensate the country for any burden placed upon its limited medical resources by the Volunteers. Examples of this are:

- East Pakistan -- Teaching medical students and aiding research on cirrhosis at the University of Dacca.
- Philippines -- Teaching medical students in pediatrics and providing outpatient assistance at the University of Manila.
- Tanganyika -- Surgical services at the Princess Margaret Hospital in Dar es Salaam.

As of December 31, 1961 (March 1, 1962), Peace Corps physicians who have been detailed for these duties from the Public Health Service, have been assigned to

eight countries, and three more are in training. In Chile and Colombia, the private agencies administering the projects have assumed responsibility for these services. In St. Lucia, India, and West Pakistan, agreements have been made to have highly qualified local physicians oversee and provide necessary services.

A medical kit is given to each Volunteer to provide a ready source of first aid items, common medications, and selected prescription-type drugs. Arrangements have been made with the State Department for the Peace Corps physician's use of facilities and drug supplies of the Embassy health rooms for the medical care of Volunteers in countries where these resources exist.

During the relatively brief time Peace Corps projects have been active overseas, Volunteers have met with some health problems. As was anticipated, gastro-intestinal problems have been experienced on a fairly widespread basis, but in very few cases have they required hospitalization. Extra protective measures against malaria and snake bites have been taken in a number of areas. Vitamin-mineral supplements have been added to the diets of Volunteers in many countries. Arrangements have been made for the use of immune globulin serum when indicated as a protective measure in countries where infectious hepatitis is prevalent; the American Red Cross has donated the serum needed for this purpose. Accident prevention programs are also being developed to alert Volunteers to occupational, transportation, and other hazards.

Administration Overseas

The Peace Corps has conducted a nation-wide "talent search" to obtain people who are both highly qualified and committed to Peace Corps ideals for service on its overseas staff.

On matters concerning his job, the Volunteer is responsible directly to his host country supervisor. The Peace Corps Representative in each country is responsible for the general performance, behavior, and welfare of all the Volunteers there. Accordingly, he maintains contact directly or through staff or Volunteer Leaders--with both the Volunteer and his supervisor in order to evaluate the Volunteer's performance and deal with difficulties before they become major problems.

The Peace Corps Representative reports to the Ambassador. He has primary responsibility for all Peace Corps relationships with the host country as well as the entire range of Peace Corps activities. These include program development and operations, field negotiation, and coordination of all aspects of the Peace Corps program as it may exist or be developed.

The Peace Corps Representative is responsible for providing the imagination and ingenuity necessary to retain the freshness and uniqueness of the Peace Corps and keep its objectives clear and its organization appropriately modest. For the Peace Corps to identify as closely as possible with the Volunteers and to assure a separate and independent identity for the Peace Corps as a whole, the Representative, to the extent possible, carries out all aspects of his responsibilities physically apart from the Embassy and other United States activities. However, he maintains constant and close contact with the Embassy and the AID Mission. The Peace Corps Representative utilizes, as appropriate, services and facilities of the Embassy and other United States agencies but without too closely identifying the Peace Corps with those agencies. The Peace Corps overseas staffs are expected to live simply and without ostentation. They do not receive post allowances, supplementary post allowances, transfer allowances, separate maintenance allowances, or the post differentials ordinarily paid to Foreign Service and AID overseas employees. Nor may they utilize commissary or PX facilities except with the express authorization of the Director of the Peace Corps.

The Peace Corps Representative is given authority to reassign Volunteers within the host country, or to recommend that Peace Corps headquarters in Washington assign them to duties in another country or bring them home. In case of emergency, the Representative or the Ambassador may direct a Volunteer to return to the United States immediately. The Representative also approves requests of Volunteers to marry.

Peace Corps Representatives are assisted, in many instances, by Volunteer Leaders.

Section 6 of the Peace Corps Act provides for the enrollment of Volunteer Leaders in a ratio not exceeding one to each 25 Volunteers in the Peace Corps as a whole. It also provides that Volunteer Leaders may be selected with spouses and minor children, although this authority is to be exercised only under exceptional circumstances. As of February 15, 1962, there were 20 Volunteer Leaders. Of these, only one was married, and had no children. The Peace Corps has experimented with the selection, training, and use of Volunteer Leaders in various ways, in order to determine which methods are likely to be most effective. In most cases, Volunteer Leaders for a project have been selected from among the Volunteers in training for that project.

Volunteer Leaders receive a slightly higher living allowance--usually about \$25 more per month--in recognition of probable high expenses--plus additional amounts necessary for the support of dependents. They receive a termination payment of \$100 per month, instead of the \$75 per month paid to other Volunteers.

On February 1, 1962, through the Travelers Insurance Company, a program went into effect which provides a \$10,000 death benefit protection for each Volunteer. For this purpose, the full premium of \$1.20 per month is deducted from the Volunteer's termination payment. Any Volunteer may elect not to participate by signing a waiver of coverage.

VOLUNTEERS BY PROJECT

(As of February 15, 1962)

Country	In	In Host Country		TOTAL	Men	Women
	Training U.S.	Train- ing	On Duty			
<u>AFRICA</u>						
Ghana	-	-	51	51	29	22
Nigeria	-	-	107	107	70	37
Sierra Leone	-	-	37	37	26	11
Tanganyika	-	-	35	35	35	-
<u>FAR EAST</u>						
Malaya	-	36	-	36	13	23
Philippines	50	55	127	232	117	115
Thailand	-	45	-	45	31	14
<u>LATIN AMERICA</u>						
Brazil	53	-	-	53	35	18
Chile	-	-	45	45	29	16
Colombia	60	-	62	122	122	-
El Salvador	27	-	-	27	22	5
St. Lucia	-	-	15	15	8	7
<u>NEAR EAST-SOUTH ASIA</u>						
India	-	-	26	26	25	1
Pakistan	-	-	57	57	39	18
TOTAL	190	136	562	888	601	287

VOLUNTEERS BY OCCUPATIONAL SKILLS

(As of February 15, 1962)

	Training in U. S.	In Host Country	Total
Nurses	-	31	31
Medical Technicians	-	20	20
Agricultural, Forestry, etc.	92	70	162
Home Economists	21	6	27
Teachers	50	444	494
Vocational Training or Manual Skills	26	40	66
Arts and Crafts	-	9	9
Engineers	-	20	20
Surveyors	-	30	30
General Skills	1	15	16
Other (Geologists, etc.)	-	13	13
TOTAL	190	698	888

VOLUNTEERS BY AGE AND MARITAL STATUS

(As of February 15, 1962)

	Men	Women	Total
20 and under	35	7	42
21 - 25	434	216	650
26 - 30	103	43	146
31 - 40	25	9	34
41 - 50	2	1	3
51 - 60	1	6	7
61 - 70	<u>1</u>	<u>5</u>	<u>6</u>
TOTAL	601	287	888
Average Age	24	25	
Married *	25	24	49
Single	576	263	839

* Unequal because some married to non-Volunteers.

VOLUNTEERS BY STATE OF LEGAL RESIDENCE

(As of February 15, 1962)

State	Number	State	Number
Alabama	6	Nebraska	8
Alaska	-	Nevada	4
Arizona	5	New Hampshire	4
Arkansas	3	New Jersey	43
California	112	New Mexico	4
Colorado	13	New York	108
Connecticut	14	North Carolina	11
Delaware	3	North Dakota	8
District of Columbia	8	Ohio	32
Florida	15	Oklahoma	5
Georgia	1	Oregon	12
Hawaii	4	Pennsylvania	51
Idaho	5	Rhode Island	7
Illinois	73	South Carolina	4
Indiana	18	South Dakota	3
Iowa	24	Tennessee	10
Kansas	16	Texas	32
Kentucky	8	Utah	2
Louisiana	7	Vermont	7
Maine	2	Virginia	12
Maryland	20	Washington	13
Massachusetts	37	West Virginia	3
Michigan	37	Wisconsin	16
Minnesota	18	Wyoming	4
Mississippi	1		
Missouri	20	U. S. Total	878
Montana	5	Puerto Rico	10
		GRAND TOTAL	888

V. PROGRAM DEVELOPMENT

Project Planning

The selection and careful development of individual projects--and the resulting totality which is the Peace Corps program are essential to the success of the Peace Corps.

To be eligible for Peace Corps participation, a project must make a contribution to the economic, social, cultural, or political development of the host country, and the government of that country must have requested the project. It must require primarily "workers" or "doers" with skills not sufficiently available in the host country, as distinct from advisors or consultants.

The Peace Corps emphasizes projects which have an impact upon the development of the host country or upon an activity being undertaken to foster that development. It also favors projects which involve maximum contact between the Volunteers and the people and society of the country served. Where possible, host country nationals participate in the work for every project looks toward their taking over eventually the jobs of the Peace Corps Volunteers.

Contributions by the host country government and institutions to the project are encouraged. This has varied considerably. Ghana has paid the entire living allowances of the Volunteers, which is the same amount as it pays its own teachers. Other countries have contributed in-country training, transportation, housing, or medical and hospital services.

When a project has been requested by another country, the Peace Corps consults with the American Embassy and the Agency for International Development Mission there to assure coordination and, when necessary, to establish priorities among competing requests of the country. The concurrence of the American Ambassador is obtained to be sure that the project does not duplicate or conflict with other American efforts in the host country.

During project development, the Peace Corps staff maintains close working-level contact with the State Department, including AID, and irons out any difficulties as they arise. When a project is completely developed, it receives final clearance with the offices concerned in the State Department, including AID.

When the Peace Corps undertakes its first project in a country, diplomatic notes setting forth in general terms the agreement between the United States and the host country in a Peace Corps program are exchanged between the American Ambassador and the Foreign Minister of the host country. Although its contents vary from country to country, the program note covers such subjects as the request for Volunteers by the host government and its undertaking to afford them equitable treatment; duty-free entry of project equipment and supplies; and exchange rates applicable to Peace Corps funds. Volunteers and Peace Corps staff do not have diplomatic privileges and immunities. In order to avoid contributing appropriated dollars to host country revenue and to conserve Peace Corps funds, certain tax and customs exemptions are also sought.

In addition, a working-level project agreement is generally signed by the Peace Corps Representative and the head of the host country institution being served. This agreement describes in some detail the working, living, and support arrangements for the Volunteers, and it outlines the respective responsibilities of the United States and the host country.

Programs with Voluntary Agencies and Universities

From its inception, the Peace Corps has recognized the desirability of working as closely as possible with interested voluntary agencies and universities. By drawing upon their experience and talents, the Peace Corps has been able to increase its own effectiveness and at the same time to offer new opportunities for the voluntary agencies and universities to broaden and strengthen their activities.

To date, voluntary agencies have undertaken administration of five projects under contract with the Peace Corps. These are the community action projects in Colombia and St. Lucia, administered by CARE and Heifer Project, Inc.; the multi-purpose project in East Pakistan, administered by the Experiment in International Living; and the agricultural extension program in Brazil, under the administration of the National 4-H Club Foundation. In addition, a contract has been signed with the YWCA for a social welfare project to be implemented in April.

In the coming year, the Peace Corps will continue developing partnerships with private voluntary agencies. In addition to direct project administration, it will draw upon their resources and experience for help in recruitment, training, guidance to Volunteers, and in other appropriate ways.

As a matter of administrative policy, the Peace Corps has excluded from contract consideration for the time being ecclesiastical or church organizations--i.e., those primarily or exclusively under clerical control and authority. This policy does not, however, exclude other types of cooperation with such agencies. The nature of this cooperation is illustrated by a letter from a national church leader which said in part:

"My direct interest will be in keeping the right flow of information and contacts between the Peace Corps and personnel offices of mission boards. I believe that mission boards accept the Peace Corps' practice of not assigning contracts to church controlled agencies as a wise one. Missionary personnel secretaries, however, have an interest of their own in that they are involved in a good many activities parallel to those of the Peace Corps, and are very anxious to learn from Peace Corps experience, to refer people to the Peace Corps, and to interpret accurately the Peace Corps to inquirers and candidates."

To date, five educational institutions have entered into contracts for the administration of Peace Corps projects, and several other such contracts are expected to be negotiated shortly. The Chile project is administered by Notre Dame University on behalf of the Indiana Conference of Higher Education and the West Pakistan project is administered by Colorado State University. In addition, Michigan State University, Harvard University, and the University of California at Los Angeles are assisting the Peace Corps administer various projects in Nigeria.

The Peace Corps has gained a wealth of knowledge and experience from its cooperation with colleges and universities. Conversely, the Peace Corps has contributed to the educational programs of the universities. It provides an opportunity for individuals not only to serve their country but also to obtain an unparalleled experience as an informal and even formal part of their continuing education. Some universities have already made arrangements with individual Volunteers to provide academic credit for combinations of their Peace Corps training, service overseas, and guided study. The Peace Corps is emerging as an added dimension in education, with the world serving as its campus. Colorado State University, after conducting a Peace Corps training program on its campus, writes:

Faculty members have remarked at the sudden increase in the international thinking of CSU students as evidenced by term papers, career counselling, articles in the student newspapers, etc. The increase in recent weeks in requests for material on the Peace Corps from this office alone, either for writing term papers, preparing speeches, or preparing the individual student for Peace Corps work, has been very noticeable.

This interest and enthusiasm are having an effect upon curricula. Many institutions have found new incentives for improvement of language, international affairs, and foreign area and country studies. Some are adding special programs on the problems of living and working abroad, or on subjects particularly required for Peace Corps work.

For example, the Department of Geography at Rutgers University is now offering an option in agriculture and the Chairman of the Department states:

We feel that our new option program will give students with the Liberal Arts framework a better appreciation and understanding of the increasing involvement of the United States with agrarian societies and that students who have graduated with such a major will be better prepared to contribute to efforts of the Peace Corps if they so desire.

Similarly, Iowa State University, which trained the India Volunteers, has just announced a new scholarship assistance program for students preparing for international service in agriculture. In announcing the program, Dr. Louis Thompson, associate dean, said:

"The recent establishment of the Peace Corps has brought national attention to the need in international service for well-qualified men and women with college training in agriculture."

Northwestern University printed a brochure, Preparing for the Peace Corps, to advise students on opportunities for courses most pertinent and useful to students looking forward to volunteering.

United Nations Program

A year ago, President Kennedy stated:

"Let us hope that other nations will mobilize the spirit and energies and skill of their people in some form of Peace Corps--making our own effort only one step in a major international effort to increase the welfare of all men and improve understanding among nations."

To help achieve this goal, the Peace Corps Act authorizes the Peace Corps to assign up to 125 Volunteers to UN international organizations.

By offering to place American Volunteers with UN teams, the Peace Corps has prompted 20 other governments to indicate an interest in doing the same. Thus, the American idea of placing Peace Corps Volunteers in an international framework has inspired other nations to cooperate in the exchange of skills and person-to-person experiences that can have significant results in international goodwill and understanding. In addition, it broadens the impact of the Volunteers by bringing them to the attention of the other 103 member nations of the UN.

Peace Corps cooperation with the United Nations will demonstrate clearly to skeptical nations that the purpose of the Peace Corps is not the subversion and propaganda alleged by the Communists, but the sharing of American skills and experience with the newly-emerging nations which need and want such assistance.

Finally, such cooperation will not only enable the Peace Corps to draw on the UN's experience in developing and administering assistance programs, but it will reinforce a fundamental principal of American foreign policy which has special appeal in the emerging nations--the strengthening of the United Nations.

In a note to the meeting of the Economic and Social Council which approved the principle of volunteer service within the UN, the late Secretary-General Hammarskjold wrote:

". . .it is clear that the association of middle level . . . (volunteers) . . .could often greatly multiply the effectiveness of the assistance rendered, in particular by strengthening implementation at the working level."

In August 1961, The Economic and Social Council (ECOSOC) approved, on an experimental basis, the U. S. proposal that volunteer workers be accepted from all member governments on some assistance programs of the United Nations and its related agencies. Only the Soviet block voted against the idea.

The UN Technical Assistance Board followed up the proposal at its October 1961 meeting by considering the terms under which Volunteers might be assigned to serve with the United Nations. As a result of this, the United Nations Secretariat has proposed to each of the related agencies a set of principles consistent with Peace Corps legislation.

In December, the Food and Agriculture Organization (FAO) and the International Civil Aviation Organization (ICAO) officially sanctioned the immediate assignment of volunteers to their programs throughout the world. The UN Educational, Scientific and Cultural Organization (UNESCO) unanimously approved the principle of using volunteers in its programs, but the implementation must await its Executive Board meeting in May 1962. In January 1962, the UN Commissioner of Technical Assistance approved the development of plans to include volunteers in present and proposed technical assistance programs, including, for example, low-income home construction, the gathering of statistics and other economic data, community development, and town planning.

Present discussions with the United Nations and other international agencies have produced requests and suggestions for American volunteers which could easily exceed 400 by the end of fiscal year 1963. However, in most cases American volunteers will be used along with volunteers from other countries, and the speed with which these countries can respond will be one of the limiting factors. It is estimated approximately 250 American volunteers can be effectively used in UN projects by June 30, 1963. Accordingly, the Peace Corps has requested authority to assign 125 Volunteers in addition to those already authorized to such projects.

Program Evaluation

The sound administration of any organization requires that the administrator have available to him an independent evaluation of the operational results of significant policies and procedures. This is particularly true in the case of the Peace Corps, because it is an entirely new concept in government, and all of its methods of operation must be considered little more than experimental until they are proven in practice.

The evaluation of the Peace Corps program is "Volunteer oriented." It starts with the Volunteer and his own reactions to the various situations and is broadened to include appraisals by instructors, supervisors, host country officials, and others who can give a broader context to the Volunteers' reactions and provide an evaluation of their effectiveness. The thrust of this evaluation is to recognize the problems that exist and anticipate others.

Research

Most research will be accomplished under contract with universities and private research agencies to make use of outstanding scientists and assure the needed objectivity and detachment.

The initial task of the research program is to determine the validity of the selection process. This will be done by correlating various scores from tests and ratings from judges against the best available criteria of success. Volunteers who successfully complete a full assignment will be compared with those who do not.

Operational studies are now being planned for Peace Corps programs in Ghana, Colombia, Nigeria, the Philippines, and possibly in Brazil.

The Peace Corps is also considering a contract for the collection, coding, and machine analysis of periodic reports to be submitted by Volunteers as a possible way of obtaining adequate data at low cost. This project would

yield information on fluctuations in Volunteer morale as well as identify the types of problems that are repeatedly encountered, thus providing valuable information for improving training programs.

VI. THE PEACE CORPS BUDGET

In its presentation to the Congress for Fiscal Year 1962, the Peace Corps estimated the all-inclusive cost per Volunteer to be approximately \$9,000. This over-all figure has proved to be valid to date, and the Peace Corps believes that it continues to be the best estimate for the annual cost per Volunteer. However, its composition has changed somewhat from the original estimate. (A detailed explanation of the revised composition of this cost estimate can be found in Appendix A to this chapter.) This fundamental annual cost factor of \$9,000 per Volunteer, including all administrative costs, is basic to all of the budget data which follow.

In this analysis, the budget for FY 1963 is divided into two principal parts: (1) continuing costs of the 5,110 Volunteers entering training prior to the end of August, 1962, and fully or partially financed with FY 1962 funds; and (2) costs of the estimated 5,260 new Volunteers entering training after the end of August, 1962, whose entry into service is financed with FY 1963 funds.

The Peace Corps has found that training for most projects has to begin during the summer months--from mid-June through the end of August. There are several reasons for this. First, the largest category of Volunteer jobs is teaching, and the school year in most host countries begins in the fall. Training for such projects must therefore begin in the summer. In addition, summer training enables members of high school and college graduating classes to plan during their senior year on Peace Corps service after graduation, it permits teachers to be recruited, and it enables the Peace Corps to make maximum use of college campuses as training sites. Thus, the natural program phase of the Peace Corps is from the beginning of September of any year to the end of the following August, with the majority of Volunteers entering training toward the end of this period.

Planning for this summer intake requires that programs be fully developed, applicants recruited, and all commitments made at least two months before the Volunteers are scheduled to enter training. This means that the necessary contracts with private agencies and universities for project administration or for the training of Volunteers must be signed at least this far in advance.

Accordingly, financial provision must be made for Volunteers entering training in the first two months of the fiscal year from funds available in the prior fiscal year. These Volunteers fall into two categories: those in directly administered projects for which training contracts must be concluded in advance and those in privately administered projects which are funded for two years at the time the contract is signed. Last year, the Congress appropriated funds to cover the input of Volunteers through August, 1962, as indicated below. The Peace Corps budget request for FY 1963 is designed to finance the continuing costs of those Volunteers and the initial costs of new Volunteers entering training from September, 1962, through August, 1963.

Cost of Volunteers Entering Duty Prior to the End of August, 1962 (5,110)

As is indicated in Chapter II, programs utilizing approximately 5,110 Volunteers are almost completely developed and will require the full \$30 million appropriated for FY 1962. Of the \$63.75 million requested for FY 1963, \$32.39 million are required for the continuing costs of this portion of the program.

The table below sets forth the FY 1962 and FY 1963 financial estimates for the 2,400 Volunteers who are expected to enter training during FY 1962, and the approximately 2,700 additional Volunteers who will be totally or partially financed from FY 1962 funds.

VOLUNTEERS ENTERING TRAINING THROUGH AUGUST 1962

	Number of Volunteers	Cost (in millions of dollars)	
		FY 1962 Estimate	FY 1963 Budget
A. <u>On board by June 30, 1962</u>	<u>2,400</u>	<u>15.86</u>	<u>17.10</u>
1. Contract administered projects	500	9.00 ^{1/}	-
2. Directly administered projects	1,900	6.86 ^{2/}	17.10
B. <u>Entering training in July & August 1962</u>	<u>2,710</u> ^{3/}	<u>14.14</u>	<u>15.29</u>
1. Contract administered projects, financed with FY 1962 funds	560	10.08 ^{1/}	-
2. Directly administered projects, training financed with FY 1962 Funds	2,150	4.06 ^{4/}	15.29 ^{5/}
TOTAL	5,110	30.00	32.39

- ^{1/} Cost factor is \$18,000 (funded for two years by contract at \$9,000 per year). Also see footnote ^{1/} in Section A below.
- ^{2/} Based on an estimated 762 man-years on board during FY 1962 at a cost factor of \$9,000 per man-year.
- ^{3/} Comparable to the estimate of 3,750 candidates to enter training in the summer of 1962 made in the FY 1962 Congressional Presentation.
- ^{4/} A cost factor of \$1,600 is used for a 2-month training period (see Appendix A to this chapter). In addition, 18 percent of this cost is added for extra trainees selected to allow for in-training attrition, making a total of \$1,888 per Volunteer selected.
- ^{5/} The balance of the cost of the 2,150 Volunteers at \$7,112 per Volunteer (\$9,000 minus \$1,888).

A. Volunteers Entering Training by June 30, 1962 (2,400)

1. Contract Administration (500)

The 500 Volunteers entering duty during FY 1962 under contract administration with private agencies and universities are financed for two years at the time the contract is signed, and thus no funds are budgeted for FY 1963. ^{1/}

2. Direct Administration (1,900)

The 1,900 direct administration Volunteers who enter training during FY 1962 are on duty throughout FY 1963 and thus are a full charge against that year's budget, at the cost factor of \$9,000 each, for a total FY 1963 cost of \$17.1 million.

B. Volunteers Entering Training During July and August, 1962 (2,710)

1. Volunteers Fully Financed from FY 1962 Funds by Contract (560)

It is anticipated that two-year contracts with private agencies and universities involving a total of 1,060 Volunteers will have been signed in FY 1962. Of these, 500 will enter training in FY 1962 (see section A above) and 560 will enter the first two months of FY 1963. Like the 500, there is no budget charge in FY 1963 for the 560 since all their costs (\$10.08 million) are carried in the FY 1962 budget. ^{1/}

^{1/} Technically, the \$75 monthly termination payments for these 500 Volunteers are not forward funded but are obligated and simultaneously expended into a Treasury Department trust account as they accrue. Thus, they are actually charges against FY 1963 funds. The same applies to the 560 Volunteers under contract administration funded in FY 1962 but who will enter training early in FY 1963. These charges for the 1,060 Volunteers under contract administration would increase the FY 1963 budget. However, this understatement of the FY 1963 budget is approximately offset by the fact that it is correspondingly overstated for the 650 new contract Volunteers entering duty in FY 1963, all financed from FY 1963 funds. For simplicity of presentation, these and other offsetting items, such as transportation costs, are ignored in this analysis.

2. Volunteers Whose Training Financed from FY 1962 Funds (2,150)

It is planned to contract with FY 1962 funds for the training in July and August, 1962, of enough candidates so that, after attrition, 2,150 Volunteers will be available for overseas service in the direct administration program. Training costs of \$1,888 (\$1,600 plus 18% for attrition) each are thus a charge against FY 1962 funds, and the remaining costs (\$7,112 per Volunteer) are a charge against the FY 1963 budget.

FY 1963 Costs of Volunteers Entering Duty After the End of August, 1962 (5,260)

The following table summarizes the costs of 5,260 new Volunteers who enter training after August 31, 1962, and before September 1, 1963, fully or partially financed in FY 1963. A total of \$31.36 million is required for this needed expansion of the Peace Corps program.

VOLUNTEERS ENTERING TRAINING SEPTEMBER 1, 1962 - AUGUST 31, 1963

	Number of Volunteers	Cost (in millions of dollars)	
		FY 1962 Estimate	FY 1963 Budget
A. <u>Entering Training from</u> <u>September 1962 - June 1963</u>	<u>1,590</u>	-	<u>14.76</u>
1. Contract administered projects, financed with FY 1963 funds	600	-	10.80 ^{1/}
2. Direct Administration	990	-	3.96 ^{2/}
B. <u>Entering Training in July and August 1963</u>	<u>3,670</u>	-	<u>16.60</u>
1. Contract administered projects, financed with FY 1963 funds	600	-	10.80 ^{1/}
2. Directly administered project, training financed with FY 1963 funds	3,070	-	5.80 ^{3/}
TOTAL	5,260	-	31.36

- ^{1/} Cost factor is \$18,000 per Volunteer (funded for two years by contract at \$9,000 per year).
- ^{2/} Based on an estimated 440 man-years on board during FY 1963 at a cost factor of \$9,000 per man-year.
- ^{3/} Based upon a cost factor of \$1,600 per Volunteer for a 2-month training period plus 18 percent for in-training attrition.

Volunteers Entering Training from September 1, 1962 through June 30, 1963 (1,590)

1. Volunteers Fully Financed from FY 1963 Funds by Contract (600)

It is planned to finance for two years with FY 1963 funds some 600 Volunteers entering duty during the last ten months of FY 1963 under contracts with private agencies and universities. The FY 1963 budget charge for these 600 Volunteers is \$18,000 each or a total of \$10.80 million.

2. Direct Administration (990)

It is planned to have some 990 Volunteers enter on board in the last ten months of FY 1963 in direct administration projects. It is estimated that the Volunteers will be on board for a total of 440 man-years, or an average of about 5½ months each. At a cost factor of \$9,000 per man-year, this gives a FY 1963 budget charge of \$3.96 million.

B. Volunteers Entering Training in July and August, 1963 (3,670)

The President's \$63.75 million request makes provision for the entry into service in July and August, 1963, of approximately 3,670 Volunteers. Of this total, it is anticipated that some 600 will be in contract administered programs financed from FY 1963 funds and some 3,070 will be in directly administered programs for which training contracts will be financed from FY 1963 funds. The fact that some 400 Volunteers will have completed their two-year terms of service by the end of August, 1963, means that the net summer input will be only about 3,270 Volunteers.

This level of activity for the first two months of FY 1964 is only slightly higher than the level of activity projected for early FY 1963, when 2,710 Volunteers are expected to be available for service. It follows from a judgment made as of the close of calendar year 1961 that (1) the Peace Corps program should attain by the end of FY 1963 the level of 6,700 Volunteers, and (2) provision should be made in

the FY 1963 budget as in the FY 1962 budget for the continuation of the Peace Corps' activities during the summer months of 1963 at a level not substantially different from that during the summer months of 1962.

Further experience with the program--particularly in terms of foreign demand and Volunteer availability--may indicate within the next six to nine months that the level of activity now envisaged for the first two months of FY 1964 should be increased or decreased.

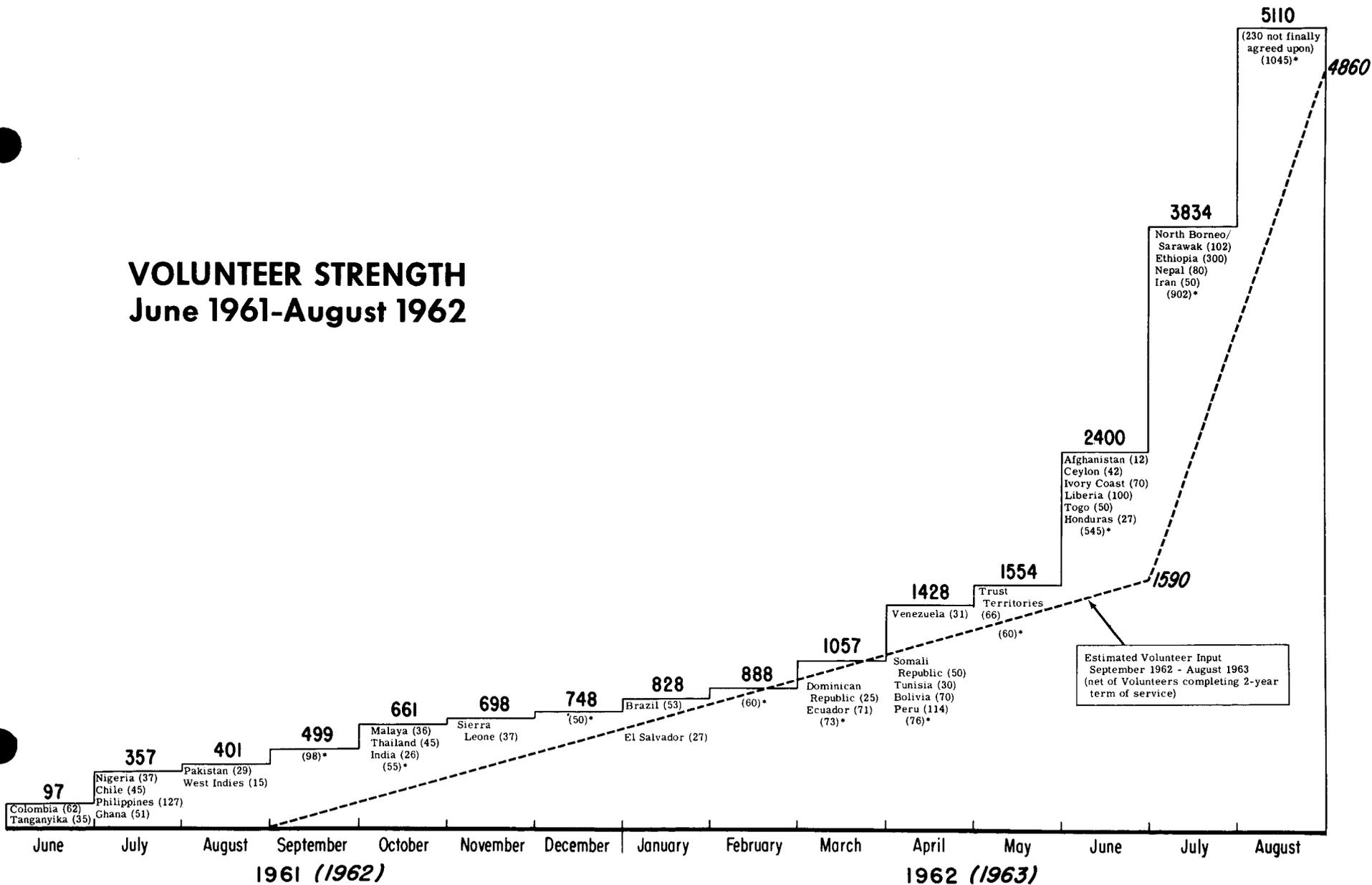
SUMMARY

	Cost (in millions of dollars)								
	Number of Volunteers			FY 1962 Estimate			FY 1963 Budget		
	Contract	Direct	Total	Contract	Direct	Total	Contract	Direct	Total
I. <u>Volunteer Input through</u> <u>August 1962</u>	<u>1060</u>	<u>4050</u>	<u>5110</u>	<u>19.08</u>	<u>10.92</u>	<u>30.00</u>	-	<u>32.39</u>	<u>32.39</u>
A. On board by June 30, 1962	500	1900	2400	9.00	6.86	15.86	-	17.10	17.10
B. Entering training in July & August 1962 <u>1/</u>	560	2150	2710	10.08	4.06	14.14	-	15.29	15.29
II. <u>Volunteer Input from</u> <u>September 1962 through</u> <u>August 1963</u>	<u>1200</u>	<u>4060</u>	<u>5260</u>	-	-	-	<u>21.60</u>	<u>9.76</u>	<u>31.36</u>
A. Entering Training from Sept. 1962 - June 1963	600	990	1590	-	-	-	10.80	3.96	14.76
B. Entering Training in July and August 1963 <u>1/</u>	600	3070	3670	-	-	-	10.80	5.80	16.60
TOTAL VOLUNTEERS ON DUTY AUGUST 31, 1963	2260	8110	9970 ^{2/}	19.08	10.92	30.00	21.60	42.15	63.75

1/ This is the net figure after attrition during training.

2/ Represents 10,370 Volunteers minus the 400 who will have completed two years' service by August 1963.

VOLUNTEER STRENGTH June 1961-August 1962



* Additions in countries previously listed

Appendix A. Basis of Estimate of Annual Cost Per Volunteer

The following summary of Volunteer costs is based on an average Volunteer who spends four weeks at the Puerto Rico Field Training Center, eight weeks in training in the United States, one week's home leave, and three weeks in a training program in the host country before being assigned to duty. The sequence of these training phases, and the length of time spent on any one, may vary greatly among projects. Not all Volunteers will train at Puerto Rico, for example, and some will spend longer periods in U.S. or host country training. But, over-all, this is an accurate description of the pre-duty training period. Similarly, the other cost components also may vary greatly from project to project, but this analysis presents a fair average or typical situation.

		FY 1973	FY 1974
I. <u>Pre-Final Selection</u>			
A. Medical Examination and Care in U.S.	\$ 145		45
B. Puerto Rico Training	610		193
1. Transportation: Home/Puerto Rico/ Training Center	\$ 250		155
2. Training in Puerto Rico, 4 weeks @ \$90/week	360		38
C. Training in United States	1,725		2015
1. All Training Costs @ \$200/week for 8 weeks	1,600		2000
2. Transportation Training Center/Home	125		75
D. Termination Payment Reserve during Training @ \$75/month	225		225
E. Training Period Attrition Rate 18% of above $\frac{1}{2}$	487		420 352
			25

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II. Post Selection ^{2/}

F. Home Leave, 10 days @ \$6/day		\$ 60		60
G. Transportation to Host Country			725	725
1. Home to Port of Exit	\$ 125			100
2. International Flight, Tourist Class	500			
3. Freight Costs	100			27*
H. Volunteer Allowances for 21 months			4,463	4,463
1. Termination Payment @ \$75/month	1,575			1638
2. Living Allowance @ \$125/month	2,625			2500
3. Leave Allowance @ \$12.50/month	263			325
I. Overseas Training \$90/week for 3 weeks			270	100
J. Other Expenses Overseas			3,260	3,150
1. Housing Repairs, Improvements, and Furnishings	850			100
2. In-country Travel	250			0
3. Vehicles ^{3/}	400			050
4. Transportation of Vehicles, 20% of cost	80			0
5. Vehicle Maintenance and Operation @ \$5/month for 20 months	100			10
6. Project Equipment and Materials	800			650
7. Transportation of Item 6 @ 20% of cost	160			100
8. Clothing (\$150 first year; \$50 second year)	200			100
9. Medical Care @ \$15/month, 20 months	300			200
10. Medical Evacuation ^{4/}	120			300

III. Post Duty

K. End of Duty Transportation Expenses		\$ 725	
1. International Trip	\$ 500		500
2. Freight Costs	100		100
3. Port of Entry to Home	125		124
Total 24-month Direct Project Costs		<u>12,695</u>	<u>13,256</u>
Annual Direct Cost per Volunteer		6,348	
Indirect Overhead Costs per Volunteer (Departmental and overseas support costs \$18.3 million--see Appendix B--divided by 6,700 Volunteers)		<u>2,731</u>	
Total Computed Costs		\$ 9,079	
PEACE CORPS BUDGET ESTIMATE		\$ 9,000	

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- 1/ In late year's Congressional Presentation, the attrition rate before final selection was estimated to be 50 percent. The high quality of the Volunteer applicants and the Peace Corps rigid pre-training selection standards have resulted in a rate during training of approximately 18 percent.
 - 2/ Wherever possible, all foreign currency expenses overseas, including administrative expenses, are paid with currencies purchased from the U.S. Treasury Department.
 - 3/ This factor averages a variety of transportation needs; project vehicles and personal bicycles. It is Peace Corps policy to encourage the use of public transportation whenever feasible; however, many Volunteers are supplied bicycles and a considerable number, particularly Volunteer Leaders, require motor vehicles to operate effectively.
 - 4/ This is a prorated portion of total medical evacuation costs based on an estimate that about 2 percent of the Volunteers will be evacuated annually for medical reasons at an average cost of \$3,000 per evacuation.

PEACE CORPS
SUMMARY OF OBLIGATIONS BY OBJECT CLASS
DEPARTMENTAL AND OVERSEAS EXPENSES
ADMINISTRATIVE

Appendix B

	<u>FY 1961 Actual</u>		<u>FY 1962 Estimate</u>		<u>FY 1963 Estimate</u>	
	Number	Amount	<u>Original Estimate</u> Number	<u>Current Estimate</u> Amount	Number	Amount
<u>Personnel Summary:</u>						
Total Number of Permanent Positions.....	95		281		346	574
Departmental.....	93		181		164	244
Overseas:	2		100		182	330
Americans.....	(2)		(100)		(84)	(200)
Locals.....	(-)		(-)		(98)	(130)
Full-time Equivalent of Other Positions...	3		12		72	75
Average Number of All Employees.....	29		229		323	543
Number of Employees at End of Year.....	143		265		390	609
<u>Object Classification</u>						
<u>11 Personnel Compensation:</u>						
Permanent Positions.....		193,184		2,000,926		1,973,000
Positions Other Than Permanent.....		18,560		171,600		450,000
Other Personnel Compensation.....		18,017		104,644		149,000
Total Personnel Compensation.....		229,761		2,277,170		2,572,000
12 Personnel Benefits.....		9,851		323,399		268,000
21 Travel and Transportation of Persons.....		150,550		649,160		654,000
22 Transportation of Things.....		1,043		403,140		208,000
23 Rent, Communications, and Utilities.....		31,421		687,196		611,000
24 Printing and Reproduction.....		2,701		37,065		85,000
25 Other Services.....		15,614		126,000		68,000
Services of Other Agencies.....		-		-		40,000
State and ICA Administrative Support.....		62,883		350,763		332,000
26 Supplies and Materials.....		20,318		71,600		50,000
31 Equipment.....		112,979		276,400		384,000
Total Obligations.....		637,121		5,201,893		5,272,000

PEACE CORPS
SUMMARY OF OBLIGATIONS BY OBJECT CLASS
DEPARTMENTAL AND OVERSEAS EXPENSES
PROGRAM

Appendix B

	<u>FY 1961 Actual</u>		<u>FY 1962 Estimate</u>				<u>1963 Estimate</u>	
	Number	Amount	<u>Original Estimate</u>		<u>Current Estimate</u>		Number	Amount
			Number	Amount	Number	Amount		
<u>Personnel Summary:</u>								
Total Number of Permanent Positions	37		88		121		321	
Departmental	37		88		111		241	
Overseas:	-		-		10		80	
Americans	{ - }		{ - }		{ 10 }		{ 50 }	
Locals	{ - }		{ - }		{ - }		{ 30 }	
Full-time Equivalent of Other Positions	3		2		48		75	
Average Number of All Employees	11		65		135		311	
Number of Employees at End of Year	80		85		157		378	

Object Classification

11 Personnel Compensation:

Permanent Positions	43,910	468,416	707,000	1,704,000
Positions Other Than Permanent	14,128	36,400	326,000	486,000
Other Personnel Compensation	4,555	15,360	321,000	112,000
Total Personnel Compensation	62,593	520,176	1,354,000	2,302,000
12 Personnel Benefits	2,230	35,595	105,000	204,000
21 Travel and Transportation of Persons	26,928	103,200	566,000	964,000
22 Transportation of Things	300	3,000	101,000	139,000
23 Rent, Communications, and Utilities	7,040	62,839	166,000	424,000
24 Printing and Reproduction	37,288	197,000	205,000	277,000
25 Other Services	246,948	8,925	126,000	167,000
Services of Other Agencies	-	638,660	333,000	890,000
State and ICA Administrative Support	20,404	1,886,037	1,668,000	3,294,000
26 Supplies and Materials	4,849	75,465	165,000	348,000
31 Equipment	36,718	37,000	239,000	393,000
Total Obligations	445,298	3,567,897	5,028,000	9,402,000

PEACE CORPS
TOTAL PERSONNEL SUMMARY

Appendix C

	<u>FY 1961 Actual</u>		<u>FY 1962 Estimate</u>				<u>FY 1963 Estimate</u>	
	Number	Amount	<u>Original Estimate</u>		<u>Current Estimate</u>		Number	Amount
			Number	Amount	Number	Amount		
<u>Personnel Summary:</u>								
Total Number of Permanent Positions.....	<u>132</u>		<u>369</u>		<u>467</u>		<u>895</u>	
Departmental.....	130		269		275		485	
Overseas:	2		100		192		410	
Americans.....	(2)		(100)		(94)		(250)	
Locals.....	(-)		(-)		(98)		(160)	
Full-time Equivalent of Other Positions.....	6		14		120		150	
Average Number of All Employees.....	40		294		458		854	
Number of Employees at End of Year.....	223		350		547		987	

VII. PEACE CORPS PROJECTS

As reported in Chapter II, although a larger number of countries have expressed interest in the Peace Corps, projects now under way or firmly scheduled are limited to 32 countries. The following chapter provides a brief description of the projects in each of the following countries.

Afghanistan	Malaya
Bolivia	Nepal
Brazil	Nigeria
Ceylon	North Borneo/Sarawak
Chile	Pacific Trust Territory
Colombia	Pakistan
Dominican Republic	Peru
Ecuador	Philippines
El Salvador	Sierra Leone
Ethiopia	Somali Republic
Ghana	Tanganyika
Honduras	Thailand
India	Togo
Iran	Tunisia
Ivory Coast	Venezuela
Liberia	West Indies

AFGHANISTAN

A dearth of skilled manpower at all levels exists in Afghanistan. It is the bottleneck that has hampered the increase of productivity, retarded economic development and kept the living standard low. The first Peace Corps project is designed to furnish Volunteers who will both provide needed skills as well as teach Afghans some of the basic subjects necessary for them to acquire advanced skills.

Twelve Volunteers have been requested by the Royal Government of Afghanistan. One half of this number will teach English as a second language in

the secondary schools. The other Volunteers will work as nurses and as foreman mechanics. The Ministry of Education lacks sufficient native speakers of English for the 360 sections of English as a foreign language it sponsors. The Government has an agreement with Medico for a new health program and needs personnel to help in this program. The recently mechanized transportation system needs help in the development of repair and maintenance facilities. The first Volunteers in Afghanistan will constitute an experimental program working in these three activities.

Recruiting and selection of the people for this project will be carried out over the next several weeks and the training program is scheduled to start in April. The training program will include a heavy emphasis on the Farsi language.

During program exploration, various ministries were enthusiastic about the Peace Corps and informally requested substantial numbers of Volunteers. The Afghan Foreign Office indicated that with experience and a demonstration of success an expansion will be requested.

BOLIVIA

The first project to be initiated in Bolivia will require up to 50 nurses, health educators, and sanitary workers. The Peace Corps nurses and health educators first will work in health centers of the Inter-American Cooperative Public Health Service near La Paz and later will expand to centers elsewhere.

Other Volunteers will furnish guidance and help in designing and constructing water wells and sewer systems on a national scale. Local villagers are anxious to cooperate by providing labor and materials, if the Peace Corps will provide guidance and skilled workers. The Volunteers will work in mobile teams consisting of civil engineers, sanitary engineers, well diggers, and plumbers. These teams will move from one community to another, locating water supplies, planning, drilling wells and constructing and installing water systems.

Volunteers for this first project will begin training at the University of Oklahoma about the end of March and will begin their duties in Bolivia in August.

Another request from the Bolivian Government is for 25 Volunteers to help carry out an integrated development in the Cochabamba Valley. Eight will work as farm assistants, attached to a milk plant, the rest will work on small neighboring farms, concentrating on irrigation work. This program is under direction of the Bolivian Development Corporation.

Other projects are planned for rural development programs in various rural development centers. In one of these, in the Santa Cruz region, the Bolivian Government is settling a colony of Okinawans. Volunteers will assist them in agricultural cooperatives and in primary school teaching. Training for these projects will begin in July.

BRAZIL

The first project now being implemented for Brazil is to stimulate the expansion of the rural youth clubs (4-S Clubs) by sending teams of home economists and agricultural extension workers to work directly with Brazilian co-workers on the staffs of state departments of agricultural extension. They will work in collaboration with the Brazilian Association for Rural Credit and Assistance (ABCAR), which requested the Peace Corps Volunteers.

The 4-S Club system is an important part of the rural education campaign which has been established as a priority program by Brazilian planners to increase farm productivity through the introduction of better methods of agriculture and homemaking. The addition of Peace Corps Volunteers to the Brazilian rural youth worker staff will more than double the total personnel available in Brazil for this type of work.

The group consists of 53 Peace Corps Volunteers-- both men and women be assigned in teams consisting of a home economist and an agricultural extension

worker, together with Brazilian co-workers. They were trained at the National 4-H Club Foundation in Washington, D. C., from January 3 to February 14, 1962.

During field conditioning at the Puerto Rico Field Training Center, February 25 to March 23, they will observe and assist with 4-H work of the Puerto Rico Extension Service. Finally, they will spend nine weeks in training at the Universidad Rural, outside Rio de Janeiro, with particular emphasis on language instruction.

The work teams will be under the general supervision of state directors of agricultural extension in 8 to 10 states of Brazil. The teams will work at a township level covering a large rural area. They will recruit and train local 4-S Club leaders, visit club member projects to provide technical assistance; develop demonstration projects in agriculture and home economics; prepare audio-visual materials and other teaching aids; and assist with club organization, training, and recreation activities.

The National 4-H Club Foundation, a non-profit educational corporation closely related to the U. S. 4-H Club movement, is responsible for project administration under contract to the Peace Corps.

Later projects scheduled for Brazil will include adult education teachers in various crafts and trades to work with illiterate inhabitants of Rio's slum areas, and agricultural extension and community action workers for work in the state of Rio Grande do Norte.

CEYLON

The first project requested by the Government of Ceylon calls for 42 Volunteers to work in high schools and teacher training colleges, assisting in the teaching of science and health and physical education. They will be located in the southwestern part of Ceylon, the Central Province and in the far north.

In addition to their teacher responsibilities, the Volunteers will assist in developing local health groups and PTA's. The Ceylon school system grants three vacation periods, each of one month duration. During two of the periods the Volunteers will be assigned either to teach in the in-service training programs or to work in the National Service Scheme (a voluntary national development organization which co-ordinates, initiates, and lends assistance to community development projects.)

The Volunteers are expected to arrive in Ceylon in September 1962 and will receive 3 to 4 weeks of in-country orientation.

Two Ministries of the Government of Ceylon, in addition to the Education Ministry, have indicated a strong interest in obtaining Peace Corps Volunteers in the future.

CHILE

This was one of the first Peace Corps projects to be sent to the field and the second in Latin America. There are 45 Volunteers in the field of whom two are Volunteer Leaders. After nearly eight weeks of training at the University of Notre Dame, the Volunteers arrived in Chile October 9, 1961. They went immediately to the Institute of Rural Education Training Center in Los Vasquez, about 40 miles outside of Santiago, for five weeks of classroom training, followed by on-the-job training at various Institute centers of operation.

Peace Corps Volunteers are assisting in programs of community action and rural education as members of development teams of Chile's Institute of Rural Education. The Institute is a non-governmental, private foundation established in 1955 to increase agricultural production and to better living conditions in rural areas. Some Volunteers give practical demonstrations in general farming methods, fruit tree culture, care and vaccination of livestock. Others teach carpentry, home economics, first aid, child care, public health or personal hygiene. An important part of their job is to stimulate the growth of small cottage industries. And for better health and physical conditioning, organized sports and recreation are being introduced into communities by Peace Corps Volunteers.

In addition, Volunteers are working with teachers in rural public schools and with campesinos in villages to help make maximum use of the 15-minute educational radio programs broadcast daily over half of Chile's radio stations. Broadcasts cover crop and livestock raising, child care, and preventive medicine. Some with special training aptitudes also serve as assistants in the Institute's Training Centers, conducting classes for young campesinos, teaching them how to carry on their own community projects.

In 1960, earthquakes, tidal waves and floods brought hardship and ruin to hundreds of communities in southern Chile, disrupting village life and driving great numbers of small farmers and villagers to the already overcrowded cities. The majority of Peace Corps Volunteers in Chile have been assigned to areas where damage and suffering were greatest.

This project is administered by the Indiana Conference on Higher Education, an organization of 34 Indiana colleges and universities, both public and private, with the University of Notre Dame acting as the administering agent. Volunteers are under the joint supervision of the project director and members of the staff of the Institute of Rural Education.

A second project for which training will begin in April will be administered by the YWCA. It will require 20 Volunteers to teach various skills to families in a public housing project of San Gregorio, outside Santiago and an urban renewal area, near Valparaiso, and to work in a nearby YWCA mountain camp.

COLOMBIA

Increasing farm productivity, improving village health and education, raising rural living standards, and helping Colombia achieve economic and social stability in its rural areas are the goals of this Peace Corps project. It was the second Peace Corps project to become operational and is the first in Latin America. The Volunteers, 62 in number, arrived in Colombia on September 7, 1961, after nine weeks of training at Rutgers University. They went immediately to the Rockefeller Foundation's Tibaitata Institute, near Bogota, for five weeks intensive training,

beginning October 9, 1961. Based upon initial favorable reactions, the Government of Colombia has requested that the number of Volunteers be doubled. Accordingly, 60 additional Volunteers are now in training at Arizona State University and will begin work in Colombia in May.

The Volunteers are assigned singly or in pairs with Colombian co-workers to rural towns and villages in a dozen different provinces. As part of their community action activities, Volunteers are performing such varied tasks as well-drilling, laying water and sewer pipelines, planning vegetable gardens and playgrounds, working with local crews on building access roads and schools, organizing youth clubs, demonstrating the use of farm implements, caring for livestock, stocking ponds with freshwater food fish, showing slides that relate to health and increased farm production. Volunteers not only provide some of the advice needed to accomplish these missions but also participate directly in the work. Their main task, however, is to mobilize communities to act to resolve their own problems in these and other respects.

This project is under the supervision and guidance of CARE, Inc., a private voluntary agency, in cooperation with the Division of Community Action of the Government of Colombia.

An Advisory Board comprising representatives of business, labor, foundations, the Peace Corps, CARE and the Colombian Government, regularly reviews and evaluates the project. In addition, a contract has been entered with the Research Center for Human Relations, New York University, to perform a two-year evaluation of all aspects of the program.

DOMINICAN REPUBLIC

The Dominican Republic probably has the most acute shortage of trained manpower in Latin America. Complicating the post-Trujillo problem is the almost total absence of agricultural extension services, vocational schools, urban development projects and other institutions essential to the nation's rapid economic and social recovery. Preparations are now being made to create several such institutions.

In the interest of being able to provide trained middle-level manpower to planned programs in both rural and urban development, Volunteers will be trained as soon as possible to participate in projects involving aided self-help housing, agricultural extension, rural cooperatives, and forest conservation.

Because all the above-mentioned projects will make heavy use of community development techniques, up to 50 Volunteers will be trained at the Peace Corps Community Action Training Center in Puerto Rico starting March 20, 1962. This group of Volunteers will be joined in training by a group of 15 or more young men from the Dominican Republic who will return to their country with the Volunteer co-workers upon completion of training. AID has agreed to finance the transportation and training of the Dominicans.

ECUADOR

Sixty Volunteers for the first Ecuador projects will be trained in how to organize communities, get them to recognize and set priorities upon their problems and assist them to take cooperative action to resolve those problems at the Peace Corps' Community Action Training Center in Puerto Rico.

Upon completion of training, 32 of the Volunteers will be placed with the National Campaign for the Integration of the Campesino, an organization which coordinates the activities of various agencies dealing with the problem of integrating the Andean Indians of Ecuador into modern Ecuadorean life and culture, and getting Indian villagers to cooperate in resolving common problems. Through the National Campaign, Volunteers will work with its contracting agencies, the Andean Mission of the International Labour Organization (UN) and the Institute for Colonization.

Another group of 10 Volunteers will work with the Center for Economic Reconversion, a semi-autonomous agency, supported about three-fourths with Ecuador Government funds, working in the southern Andes to relieve the economic plight created when the Panama hat business dwindled away. These Volunteers will work to gain acceptance by Indian communities of the many agricultural and technical innovations being introduced by the Center.

Lastly, 18 Volunteers will work in the urban slums of the coastal cities of Guayaquil and Manta. They will work there in three centers which organize the slum communities to take action in their own behalf to improve their housing, make furniture, acquire vocational education and literacy, improve their health and sanitation, eat more balanced diets, prepare foods better, and conduct small businesses.

A separate project will send 11 Volunteers trained in agricultural extension, nursing, civil engineering and forestation skills to the National Campaign for Integration of the Campesino. Alongside national co-workers of corresponding skills, these Volunteers will help the Indian farmers improve their agricultural methods, assist in the operation of health clinics and health education, participate in the planning and construction of irrigation canals and roads and help conduct a reforestation program vital both for house building and for conservation of the land.

The Center for Economic Reconversion has requested another project calling for 50 Volunteers in other specialties to arrive in the fall, after the community development Volunteers are established. The largest group in this project will be 30 agricultural extension specialists and 10 Volunteers in more specialized agricultural fields to assist in upgrading agricultural production. Another 10 Volunteers will help in the Center's rural electrification and irrigation canal and road construction projects.

Another project for some 60 Volunteers in agricultural extension and 4-H work is planned for administration by Heifer Project, Inc. This project is designed to assist the Ecuadorean Department of Agriculture improve land use and augment agricultural production through direct extension work and through assisting organization and operation of 4-H type activities. Volunteers will be assigned to agricultural extension stations maintained to work with extension agents and 4-H Club organizers.

Finally, some 28 Volunteers have been requested by the Minister of Education to teach science in secondary schools.

EL SALVADOR

The Peace Corps project for El Salvador is the first in Central America. Volunteers are now in training at New Mexico State University at Las Cruces, and will arrive in El Salvador on May 3. A total of 27 Volunteers, all with specific agricultural skills, will serve Ministry of Agriculture programs in extension, agricultural education and rural resettlement.

Improved agricultural practices are priority needs in El Salvador, where a high density of population, the highest in Central America, and previous concentration on a single crop, coffee, have long kept the nation from agricultural self-sufficiency.

The programs in which Volunteers will serve are directly aimed at raising productivity through the introduction of modern, diversified agriculture.

Five of the Volunteers will be teaching assistants at the National School of Agriculture in San Andres which gives an intensive three-year course to all of Salvador's qualified rural youth who cannot afford a university education. Eighteen Volunteers will serve the Ministry of Agriculture's National Extension Service, which has a network of extension stations covering all important provincial towns. These stations are presently manned in the main by recent graduates of the National School of Agriculture's three-year course. In order to improve the professional competence of the Service, the Ministry has requested Volunteers with various specializations--agronomists, soil conservationists, animal husbandrymen, entomologists--who will circulate among the stations and launch new programs with their co-workers. The remaining Volunteers will assist the Institute of Rural Colonization's resettlement program. This program represents the most important single effort in El Salvador to correct archaic land tenure systems and build a class of small farmers by providing landless campesinos with lease holds on government lands. The success of the individual grant holders varies greatly, but all need much more in the way of advice and help on land use, farm management, consumer or marketing cooperatives and the organization of rural youth programs than the Government is presently staffed to offer.

ETHIOPIA

The Government of Ethiopia, through the Ministry of Education, has requested the Peace Corps to supply up to 300 Volunteers to teach in the secondary schools in Ethiopia. The Government's keen interest in education matters is evidenced by the fact that the Emperor reserves the Portfolio of Minister of Education for himself.

The Volunteers are scheduled to arrive in Ethiopia in early September 1962. They will go to Addis Ababa for an additional four weeks of intensive training beginning immediately after their arrival. Following this, they will be assigned to secondary schools throughout Ethiopia and where they will teach mathematics, English, geography, home economics, biology, typing, industrial arts, agriculture and physical education.

General supervision of the Volunteers will be provided by the Ministry of Education and direct supervision by the headmaster of the school to which they are assigned.

Other than teaching duties, the Volunteers will work with students and adults in such after-school activities as sports, recreation, music, sewing, reading, and painting.

GHANA

On August 30, 1961, fifty young men and women arrived in Accra, Ghana, to teach one of the following subjects in Ghana's secondary schools: physics, chemistry, math, history, geography, Latin, French or English. They introduced themselves to their students for the first time in their classrooms throughout Ghana on September 15, 1961.

President Kwame Nkrumah said in July of 1961, "We must concentrate all our efforts on education. It is only through universal education that we can give our people the full opportunity to develop their latent abilities and intelligence."

The shortage of secondary school teachers is a limiting factor not only on Ghana's education program but also on her economic and social programs and it was to this need that the Peace Corps responded. The success of the program so far is indicated by the Government of Ghana's request for 100 more secondary school teachers and 35 technical and vocational teachers to start in September 1962 and an additional 50 adult education teachers to arrive soon thereafter. The technical and vocational teachers are scheduled to teach geology, carpentry, auto mechanics and similar subjects.

The first group of Volunteers trained for eight weeks at the University of California at Berkeley. In Ghana, they trained at Legon for two weeks before going to their assigned posts. Twenty-eight schools are involved--some have as many as five Volunteers and seventeen have just one--with the Volunteers under the direction of their respective school principals as to their substantive work. They teach a full schedule of courses and participate, as needed, in after-school activities. One Volunteer is a wrestling coach, some are "junior games masters" and all take active part in school and community life.

HONDURAS

The first project in Honduras will help (1) to improve the general health and health standards of the people of Honduras, and (2) to assist in the improvement of the social services available in Honduras.

Honduras is an agricultural country of two million persons. Its per capita income is low; its unemployment ratio is high. Diseases such as tuberculosis, typhoid, typhus, yellow fever, and plague are not uncommon. The National Department of Public Health has developed a comprehensive plan of new health centers throughout the country, but because of the critical shortage of nurses many of the new centers are not properly staffed.

Social service for Honduras, in any professional sense, is a newly recognized need. The Government of Honduras' School of Social Welfare has been in operation only four years, and there are only 30 trained social workers serving the

country. Consequently, the caseload for each social worker is far in excess of what can be adequately serviced. Slum conditions prevail in the cities; there are no effective child welfare laws.

The Peace Corps project is national in scope. Twenty-seven Volunteers-- 14 registered nurses and 13 social workers--will be assigned to live and work in the health and medical centers in six of Honduras' seven Sanitary Districts. They will be under the supervision of the Directors of the Health and Medical Centers. All the Volunteers will work with Honduran counterparts. Volunteers will be reassigned in different Sanitary Districts after some months of service in order to give them a broader perspective of the variety of problems and to give the Sanitary Districts benefit of new points of view.

INDIA

After a 10-week training period at Ohio State University and an additional three weeks' training at Ludhiana Agricultural college in India, a group of 26 Volunteers began work in India in January 1962.

India is the world's second most populous country, and its population expands each year by some 10 million people. India's greatest need in the foreseeable future is more food. This Peace Corps project is designed primarily to help meet that need.

Volunteers assigned to India are located in the Punjab State in northern India. Most of them are working in an experimental Intensive Agricultural District Program or at agricultural training centers. Several Volunteers are working in the complementary fields of rural housing, craftsman training, and development of small industries.

In the Intensive District Agricultural Program, conducted in Ludhiana by the Agricultural College, Volunteers are working at the College, in the neighboring villages, and as engineers specializing in the production and operation of agricultural implements. At two Village Level Workers Training Centers, Volunteers are

demonstrating and teaching the care of poultry, dairy farming methods, farm management, and the design and operation of agricultural tools. Other Volunteers are assigned in the planning and construction of model villages. Finally, Volunteers with experience as machinists, electricians, and sheet metal workers are giving practical training to workers in these trades, as well as assisting in helping to solve problems common to small-scale village industries.

The Government of India has indicated an interest in an additional 60 Volunteers: 30 in the field of agriculture in Uttar Pradesh, and 30 in Gujerat State, Andra Pradesh, and Maharestra teaching in secondary schools and universities.

IRAN

The first Peace Corps effort in Iran will be centered on the training of teachers in vocational agriculture schools and in a new agricultural college. The 50 Volunteers will concentrate on teaching agricultural mechanics, horticulture, and agronomy. Supplementing this work will be a number of Volunteers teaching English in the same schools.

Training in the U. S. will start in June. In September, the Volunteers will have four weeks of orientation in a rural setting near Tehran. Courses planned to prepare the Volunteers for their assignments include intensive study of Farsi and training in arid area agricultural practices.

If reaction is favorable to this first project, additional requests are anticipated in the fields of health and education.

IVORY COAST

The Ivory Coast wishes to expand and improve the teaching of the following subjects, particularly in the interior: mathematics, physical sciences, physical education, home economics and English. Seventy Volunteers have been requested by the government. This project will be one of the first to be undertaken south of the Sahara in a French-speaking African country. It is planned that the Volunteers

will arrive in the Ivory Coast in early September 1962 for three weeks of orientation after having received eight weeks of intensive training in the United States.

The Volunteers will teach primarily in secondary schools in every area of the Ivory Coast. Thirty-five Volunteers will teach English. Ten will be instructors in the physical sciences or mathematics. Half of the 15 home economics teachers requested will be teaching adult women's classes: nutrition, hygiene and sanitation, home medical care, reading and writing. Several of the 10 physical education instructors, according to their experience and skill, will coach regional and national teams in boxing, swimming, soccer, track events and basketball.

LIBERIA

In response to a request from President William V. S. Tubman of Liberia, up to 70 Peace Corps Volunteers are scheduled to begin teaching in Liberian secondary schools in September.

With substantial assistance from AID, Liberia is launching an extensive school-building program for senior high schools, junior high schools, and elementary schools. Peace Corps Volunteers will help staff the new schools and provide temporary replacements for Liberian teachers who are to receive further training.

Up to 40 Volunteers are needed at the junior high school level to teach science, mathematics, language arts, vocational education, French, music, and arts and crafts. Up to 20 Volunteers are needed at the senior high school level to teach general science, English, French, and vocational guidance. In addition, up to 10 Volunteers have been requested for the teacher training schools in the fields of science, mathematics, English, communication arts, and professional education.

The selection of candidates for this project will begin about the first of April and the two months' U. S. training program will begin about the middle of June. After home leave, there will be a brief orientation period in Liberia before the Volunteers begin their teaching assignments in mid-September.

In addition, a rural development project to be administered by International Voluntary Services, slated for early implementation, will require 50 Volunteers.

MALAYA

The first Malaya project consists of three elements--education, health and rural development--all directed toward providing human resource assistance to the Government of Malaya in meeting the objectives of its five-year development plan.

This project consists of 20 secondary science teachers, five technical college instructors, two apprenticeship instructors, 30 nurses, 17 hospital laboratory technicians, two business skills teachers, two road surveyors, and one soil surveyor. These Volunteers are being trained in two groups. The first group began training at Northern Illinois University, October 14, 1961, spent a month at the University of Malaya, and began work on February 10, 1962. The second group begins U. S. training on February 28.

Malaya faces a critical situation in its educational system with a shortage of nearly 2,000 teachers in secondary schools alone. A similar teacher shortage exists in the technical and trades schools of the country. The Volunteer teachers will help alleviate this shortage while additional teachers are being trained. They will also contribute toward increasing the supply of future teachers because in a number of schools they will be teaching college entrance subjects, not currently being taught because of a lack of teachers.

Along with other aspects of development, there is an equivalent need and desire for increasing the availability of social overhead facilities, particularly medical. Other projects will assist in improving and expanding the coverage of medical services in the country, particularly in rural areas, by providing nurse and laboratory technician Volunteers. In addition to their regular duties, they will assist in on-the-job training of Malayan hospital personnel, who will eventually form the nucleus of personnel for expanded hospital and medical care.

The Government of Malaya also emphasizes rural improvement and has requested Peace Corps assistance in road surveying, soil surveying, and teaching at the Rural Industrial Development Authority Institute.

All Volunteers are assigned within the organizational framework of the government organization for whom they are working. They receive technical direction and supervision in the normal Government of Malaya manner.

Additional projects planned for Malaya will involve school construction in addition to teaching, health and rural development.

NEPAL

Nepal is a country the size of England, with a population of nearly 10 million, located between India and Tibet. As a result of being closed to the outside world for more than a century until 1951, it is economically very underdeveloped and has a literacy rate of less than 10 percent.

The Government of Nepal has requested up to 80 Volunteers for arrival in September 1962. This includes 45 vocational high school teachers, 23 college teachers, and 12 agricultural technicians and mechanics. They will be located in six areas of Nepal which are most favorable from health and logistics considerations.

Compulsory, free primary education has not yet been instituted in Nepal. However, there is great popular interest in education and new schools are being started rapidly, often by local initiative with some support by the national government. The great need at the high school level is for courses in vocational subjects which will help the Nepalese to develop practical skills related to the economic opportunities now available to them. Accordingly, the Volunteers in the high schools (through 10th grade) will teach industrial shop, primarily carpentry; vocational agriculture; and domestic science.

At the college level (11th grade on), courses are taught in English and teachers are needed in many subjects, primarily in science and other technical

fields. Volunteer teachers will be assigned to eight or nine colleges in various parts of Nepal. Most of these are still small and the Volunteers will play an important role in their further development.

Finally, the Department of Agriculture has requested Volunteers to work in several agricultural experiment stations and to assist government agricultural extension officers.

NIGERIA

There are 107 Peace Corps Volunteers in Nigeria teaching in both secondary schools and the University of Nigeria. These Americans represent the response the Peace Corps makes to Nigeria's request for teachers to help educate their 35 million people. Since gaining their independence, the Nigerians have established development programs but they are handicapped by a shortage of trained personnel, whose technical and professional growth has been retarded by the lack of teachers. Seventy-six of the Volunteers, serving as secondary school teachers, were trained in two groups--one at Harvard and one at the University of California at Los Angeles. The rest, serving as faculty assistants at the University of Nigeria, were trained at Michigan State.

In the secondary schools the subjects taught range from English to math. Besides the academic responsibilities, the Volunteers participate in the extra-curricular activities of their respective schools and in community activities.

The Volunteers at the University of Nigeria are assistant lecturers and research assistants in math, teacher training, vocational education, history and other subjects

These projects are administered by the Peace Corps in cooperation with the respective universities.

The Government of Nigeria has asked for a sizable expansion of Peace Corps projects there. This will include 350 secondary school teachers, 25 Volunteers in an industrial management project, and 25 university assistants at the new University of Ife.

NORTH BORNEO/SARAWAK

Both North Borneo and Sarawak are rapidly approaching the time in which they will evolve into some form of federated or independent non-colonial status. In the meantime, both governments are vitally concerned with accelerating development as rapidly as resources and circumstances will permit. Trained human resources are limited and so long as they are, development will be retarded.

Accordingly, this project assists the governments of North Borneo and Sarawak in their efforts to improve the quality and availability of educational, agricultural and health facilities, and to accelerate adoption by the rural population of modern farming techniques that will contribute to higher quality farm products, increased productivity, and a higher level of general well-being.

Large areas of North Borneo and Sarawak are sparsely inhabited, uncultivated, and relatively inaccessible to the more settled areas due to lack of even simple roads and lack of land surveys which would make new lands available for agricultural uses. Volunteer land surveyors and road surveyors will make a positive contribution to these efforts.

Much of the harnessing of human resource potential lies in higher education being available through a common language medium. Since practically no higher education will be available in the near future in North Borneo and English is the language of instruction through which higher education is most readily available elsewhere, the government has requested Peace Corps assistance in improving the quality and quantity of English language instruction in North Borneo high schools.

The governments recognize the need for better utilization of rather limited agriculture resources, particularly in the more remote areas where the farmers employ outmoded techniques. They feel that the best approach is through new, young farmers and that they can be best reached by other young farmers or young persons from farm backgrounds engaging in general extension work and 4-H club-type activities. Volunteers will also be instrumental in making the rural householders aware

of means of improving immediate physical surrounds, thereby making a contribution to better health.

Training for this project involving 31 secondary teachers, 22 4-H Club workers, nine agricultural extension workers, eight nurses, two hospital laboratory technicians, two malaria eradication workers, two health workers, eight land surveyors, 14 road surveyors, one hydrological surveyor, one rural development economist, one rural development nurse-midwife, and one rural development field worker, is expected to begin in June. In-country training will take place at Sabah College in Jesselton (for the North Borneo element) and Batu Lintang Teacher Training College (for the Sarawak element). The in-country training will be devoted primarily to intensive language training, in-country orientation, and skills orientation (i.e., familiarization with the systems used by the governments in English language teaching, agricultural extension, etc.).

PACIFIC TRUST TERRITORY

The upgrading of the use of the English language will be a goal of one group of Volunteers in the Pacific Trust Territory. Under a second project, three Island Development teams will concentrate on the economic and social development of three of the larger islands in the Truk, Ponape, and Palau Districts.

The UN Trusteeship Council, the High Commissioner for the Trust Territory, and the local Micronesian Legislative Councils in the seven Districts of the Territory have urged a more intensive training in the English language in the elementary schools and accelerated economic and social advancement of the islands. The Peace Corps program in the Trust Territory is intended not only to further the objectives envisaged in the Peace Corps Act, but also to fulfill the responsibilities of preparation for independence (or other status) implicit in the terms of the United States trusteeship. Initially, 30 Volunteers are required for teaching English, elementary science, and mathematics; 33 Volunteers plus three Volunteer Leaders will constitute three Island Development teams. The team members will be comprised of a range of Volunteers having such skills as civil engineering, surveying, vocational training, public health, agriculture, construction, and experience in the organization of cooperatives.

The training program will extend from May-September 1962. Training in the United States will include Micronesian area and language studies; teaching English as a foreign language; and physical conditioning.

Volunteers engaged in teaching will be assigned to seven Districts. They will teach in the established elementary schools under the supervision of the Micronesian school officials. In most instances, more than one Volunteer will be assigned to each location. The Island Development teams will work under the direction of Micronesian officials, one team each assigned to the islands of Tol, Ponape, and Babelthuap.

PAKISTAN

In December and early January, Volunteers began work in agriculture, health education and community action programs in both the East and West wings of Pakistan.

In East Pakistan, 29 Volunteers are assigned to government ministries, a village development academy, and university faculties. One group is serving as an audio-visual team, planning and producing educational films for Pakistani audiences. Others are serving as physical education instructors, a mechanic, youth workers for organizing rural youth clubs, and a librarian. At the University of Rajshahi, Volunteers are serving as instructors in a number of subjects, including American history, political science, sociology, economics, American literature, and international relations. Two nurses and one medical assistant are working at the University of Rajshahi Medical College Hospital. Finally, a team of Volunteers is helping in the construction of the "satellite town" of Mirpur, six miles north of Dacca. The team includes a junior town planner, a sociologist, skilled workmen, mechanics, and a sanitary engineer. This project is administered by the Experiment in International Living, and the Volunteers were trained at Experiment headquarters in Putney, Vermont.

The project in West Pakistan is administered by Colorado State University, where the Volunteers began their training. Twenty-eight Volunteers are stationed

in Lahore and Lyallpur, working on hospital staffs, on college faculties and staffs, and as members of agricultural extension teams. Assignments include service as an assistant librarian, junior instructors in bio-chemistry and histology, a dairy equipment mechanic, and faculty assistants and demonstrators in masonry and brick-work, internal combustion engines and electrical engineering. In addition, Volunteers are serving as staff nurses teaching village classes in midwifery, child care and first aid, as agricultural extension workers, and as farm mechanics.

Institutional requests have been made for a large number of teachers at various colleges in East Pakistan. A governmental request is anticipated for at least another hundred Volunteers to train in the summer for arrival next fall.

PERU

The present Peace Corps program for Peru consists of three projects to which Volunteers will be assigned in 1962.

One of Peru's severest problems is the rapid growth of slums around its coastal cities caused by the mass migration of peasants from the Andes. Volunteers will assist a cooperative project among two Peruvian Government agencies tackling this problem in Peru's second city of Arequipa. In addition, the Peruvian Government has just requested similar help in Lima.

The Peace Corps will provide carpenters, plumbers and electricians to play a dual role, assisting in construction and teaching apprentices their trades; nurses to assist in clinic operation and teach nutrition and sanitation both through classes and home visits, vocational education teachers; and a social anthropologist to guide the activities, assure that the work of the Volunteers is responsive to local needs, and direct the social work aspects of the project.

A second project involves seven Volunteers with co-op experience and background in accounting or economics. They will assist the understaffed Federation of Credit Cooperatives in setting up new cooperatives and trouble-shooting in administration of existing co-ops.

The third project will be concerned with integration of the Indian peasants of Peru into national life. It will build on the pioneer anthropological work of Cornell University in Peru which has had remarkable success with a pilot project in the isolated community of Vicos in the northern Peruvian Andes. Cornell over a period of 10 years has turned a starving, illiterate, feudal community into a thriving, self-governing and self-sustaining unit.

Based on Cornell's success, the Peruvian Government has created a national coordinating body for integration of the Indian population whose mission it is to multiply the Vicos results. It has created four projects patterned on the Cornell-Vicos project in cooperation with a number of Peruvian universities and the Andean Mission of the International Labor Organization. The Volunteers will work with three of these projects plus the Vicos project which is now being converted into a training center for surrounding communities. Cornell will advise and assist the Peace Corps in its operation of this project.

PHILIPPINES

The Philippine Government is urging a general, rapid and comprehensive upgrading of education, especially in rural schools where teaching of English, mathematics and science is not yet of a sufficiently high standard to prepare pupils for technical study. In the Philippines, English is the language of technology, trade, commerce and culture, but during the last five decades the influence of local languages and dialects has led to deterioration of spoken English. The Philippine Government feels that the work of Peace Corps Volunteers will help reverse this trend.

It is expected that by December 1962 up to 900 Peace Corps Volunteers will be serving as educational aides in the rural public elementary and secondary schools and 50 Volunteers will be serving as remedial English language instructors for freshman classes in selected universities. Currently, 182 Volunteers are in the Philippines and another group of 50 Volunteers who began their U. S. training in Puerto Rico in December will be arriving in the Philippines in late March. A

fourth group of 70 will begin Puerto Rico training in March and the remainder will start during the summer.

U. S. training for the first groups has been at Pennsylvania State University. Host country training at the University of the Philippines, College of Agriculture, Los Banos, includes intensive Tagalog and local dialect study, further country orientation, field trips to rural schools and study in the methodology of teaching English and general science and mathematics to Filipino students.

In the field, the Volunteers live in groups of two to four in provincial towns where convenient groupings of barrio schools make possible their serving a broad area. Their schools are generally within commuting distance of their residences. The six major areas in which Volunteers live and work are Panay-Negros, Bohol-Cebu, Bicol and Leyte-Samar; the Llanao area of Mindanao; and Ilocas Norte Province in northern Luzon.

The principal resource the Volunteers bring to the school situation in the Philippines as elementary school educational aides is their command of English as native speakers and their general background in the field of science and mathematics, augmented by a period of intensive skill training under Peace Corps auspices in the teaching of English as a second language and in the teaching of elementary mathematics and general science. To offer these resources most effectively, their role is that of educational aides to the Filipino teacher. They serve as models for spoken English, guides for pronunciation, resources for vocabulary development, aides in checking and improving English composition and other written expression in English. They work with small groups, with individual pupils, and help teachers improve their mastery of English. After school, they participate in community activities such as scouting, recreation programs, and PTA meetings.

The high school aides will assist the science and mathematics teachers in their high schools by setting up laboratory demonstrations; giving special attention to individual students' problems, and guiding more advanced students in special projects; giving and grading quizzes and examinations; and encouraging science and mathematics clubs and contests, to promote extra-curricular activity in these subjects.

The university-level remedial English instructors will work with university freshman classes and individual students to improve mastery of English grammar, pronunciation, understanding of spoken English, reading comprehension and fluency in writing.

A small community action project is also planned under direction of the Philippines Agency for Community Development.

SIERRA LEONE

Sierra Leone recognizes that education is essential to her national development and her most apparent shortage is in the field of secondary school teachers. A look at Sierra Leone's statistics on education point out this need very graphically: over 74,000 children graduated from her primary schools but over 91 percent could not continue their education because of the lack of secondary schools and teachers. To overcome this critical shortage, the Sierra Leone Government has established the highest priority for her secondary education program and has asked for Peace Corps help.

There are now 37 Volunteers, including one Volunteer Leader, working in the country. They arrived January 2, 1962, in Freetown, spent one week at Forah Bay University for orientation and then went to their respective teaching assignments in schools all over the country. Their training in the United States took place at the Teachers College, Columbia University, and at the Peace Corps Field Training Center at Arecibo, Puerto Rico.

The Volunteers have been assigned according to their specialties, which include history, geography, general science, math, chemistry, biology, French, English, home economics, music, arts and crafts, physical education, commercial subjects and domestic science. On top of a full schedule of courses, the Volunteers participate in the after-school activities of the schools to which they are assigned.

A second contingent of 70 Volunteer secondary school teachers is scheduled to start training this summer for arrival in Sierra Leone about September 1, 1962.

In addition, 35 Volunteers for a CARE rural development project and 30 Volunteers for a MEDICO health and sanitation project are planned.

SOMALI REPUBLIC

The Prime Minister of Somali, in recognition of the fact that education is the basis from which Somalia will develop socially, politically and economically, through the Minister of Education, requested the Peace Corps provide 50 Volunteer intermediate and secondary school teachers for grades 5-12.

The first group of Volunteers is scheduled to arrive in Somalia on July 2, 1962, after eight weeks of training in a U. S. university. Following a brief orientation period in Somalia, 43 of the Volunteers will be assigned to teaching duties in the intermediate and secondary schools in the Northern Region; and seven Volunteers to Mogadiscio, in the South.

The Volunteers will be supervised by the headmasters of the schools to which they are assigned. In addition to their teaching duties, the Volunteers will work with students and adults in such after-school activities as sports, recreation, handicrafts, music, reading, painting, etc.

This project will be jointly administered by the Peace Corps and a U. S. university.

In addition, 30 Volunteers, scheduled for arrival in Somalia in September, have been requested by the UN to work on a public works housing construction project.

TANGANYIKA

Tanganyika needs to build a network of small farm-to-market roads to develop a system of main territorial roads passable in all kinds of weather. This will also aid the country in the exploration of its other unexplored resources. The Peace Corps Volunteers are surveying for feeder roads and helping in their construction, helping in the maintenance, grading and surfacing of main roads, helping to

construct small bridges and culverts, and conducting basic geological mapping. These activities are essential to Tanganyika in carrying out its programs designed to expand and diversify her economy.

Four civil engineers, six geologists and 20 road surveyors have been assigned in response to the request of the Government of Tanganyika. The Volunteers arrived in Tanganyika in early September 1961 after training at Texas Western College in El Paso, Texas. Their in-country training was for seven weeks and included extensive language study plus technical training and country orientation.

Immediately after training, the Volunteers began working on Tanganyikan assignments. Road surveyors work with Tanganyikan apprentice surveyors and the engineers assist in the maintenance, grading and surveying of main territorial arteries. Geologists conduct basic geological mapping. When field work is not feasible, the engineers and surveyors teach Tanganyikan students in their fields of study and the geologists are assigned responsibilities at District Geological Offices.

In recognition of the useful role that Peace Corps Volunteers will play in the growth of the new nation, the Government of Tanganyika recently redrafted its current three-year Development Plan to incorporate Peace Corps assistance. A further project in health and sanitation, requiring 30 registered nurses, has been requested.

THAILAND

On October 9, 1961, training began at the University of Michigan for the first Peace Corps program in Thailand. The 45 Volunteers who were selected will begin work on February 21, 1962.

One group of Volunteers will serve as English language teachers in Thailand's teacher training colleges, where they will enable future Thai teachers to have daily contact with spoken English and thus to acquire the facility necessary to teach English in the country's schools. Another group of Volunteers will teach

carpentry, mathematics, industrial arts, auto mechanics, electricity, home economics in trade and technical schools; and still another will teach English and other subjects at Chulalongkorn University. A final group of eight Volunteers will serve as entomologists and laboratory technicians in the regional headquarters of Thailand's malaria eradication program.

Another 74 Volunteers are planned to be sent to Thailand later this year. They will begin training at the University of Michigan in June.

TOGO

President Olympio has requested some 50 Volunteers to help Togo in the fields of health and teaching as described below:

Togo desires 23 persons to supplement the staffs of some of the undermanned hospitals in the interior. Each hospital has 15-20 satellite clinics which would also receive services from the Volunteers. The Peace Corps team would include 2-3 doctors, a dentist, nurses, medical technicians, public health workers, and dental hygienists.

Seven Volunteers are requested by Togo to work with a UNICEF campaign to vaccinate the entire Togolese population for yaws and smallpox in the next two years. One Volunteer would be assigned to each of the seven teams under a Togolese director, moving gradually north until the entire country is covered.

Togo desires to expand and improve the teaching of English. To this end some 20 Volunteers are requested to teach conversational English in secondary schools and adult classes.

The Volunteers will be trained for two months in the United States and upon arrival in Togo, prior to taking up their assigned tasks, will have several weeks' orientation provided by the Government of Togo in conjunction with the Peace Corps.

TUNISIA

The Peace Corps program in Tunisia is a response to a need for technical and middle-level skills which the country lacks as a result of the departure of French and other Europeans over the past five years. It is expected that 86 Volunteers will arrive in Tunisia during the summer of 1962 to work as mechanics of road building and maintenance machinery; architectural draftsmen and building construction supervisors, physical education instructors, and agricultural engineers.

The 20 physical education instructors will be assigned to the Bourguiba Children's Villages to organize athletic activities and they will live at the schools where they will receive full board. The 30 mechanics will be located in the major cities of Tunisia and primarily in Tunis. The 10 architects and 20 building construction supervisors will be located in the four major cities and areas where public housing developments are in progress. The six agricultural engineers will be located in central Tunisia.

Training in the United States will consist of area and American studies; language instruction, plus technical training at specialized training institutions in the various fields. This will be followed by further training in Tunisia upon arrival.

Later projects will utilize 12 agricultural extension workers and 30 engineers and surveyors.

VENEZUELA

The first three Peace Corps projects planned for Venezuela reflect the diversity with which the country is attempting to improve its social and economic condition. The initial projects will be: (1) YMCA recreational and social program in the slums, (2) a 4-H type program which in Venezuela is called 5-V, and (3) a university teaching assistance program. Despite petroleum and other resources which have produced the highest rate of economic growth and per capita income in Latin America, the high national income is unevenly distributed and a large majority of

people are without adequate food, housing and clothing. Several million people live in slums surrounding Caracas and other urban centers. The YMCA project will permit an expansion of the existing recreational and social program directed toward improving slum conditions. It will require 25 Volunteers.

The 5-V project represents one of the many attempts to improve agricultural productivity by stimulating the rural family, dissatisfied with an impoverished rural condition, to reach a higher level of agricultural output and better standard of living. The agricultural output potential of the country is tremendous. Only five percent of her arable land is cultivated and she imports substantial amounts of farm produce. The 5-V program gets its impetus from the belief that the future of the country lies in its youth and new agriculture methods and techniques are absorbed more readily by youth than by their parents. Some 42 Volunteers will be required.

A teaching project at the University of the East will accelerate higher education for the vast eastern region of the country, which comprises over half of the total land area and where the population is booming. The University was created in 1960 and enjoys the personal support of President Betancourt. The goal is to create a viable and progressive institution of higher learning along the lines of a typical American university, in which control is solidly in the hands of competent university administrators. Emphasis is on education and not outside agitation and distractions, which frequently keep the standards of training at other Latin universities at a lower level. This project will require 33-43 Volunteer English teachers, agriculturists, fishing technicians, geologists, and librarians.

Volunteers for these projects will begin work at varying times between April and October 1962.

WEST INDIES

A. St. Lucia

The first Peace Corps project in the West Indies is located on the Island of St. Lucia.

Fifteen Volunteers are helping to increase livestock and vegetable production, establish modern irrigation systems, introduce modern soil conservation practices and improve the island's teacher training and public health systems.

The program is designed to serve as a pilot project for other islands in the West Indies which have similar economic and social conditions.

Heifer Project, Inc., a voluntary U. S. organization that distributes livestock and poultry to needy farmers, is assisting the Peace Corps on St. Lucia. Heifer donated poultry and swine to St. Lucian farmers; Peace Corps Volunteers are supervising the feeding, care and management of the animals.

Four teacher Volunteers are based near Castries, the island's capital, where they are working with St. Lucia's Office of Education, conducting workshops and home study courses.

Most of the Volunteers with agricultural assignments are in southern St. Lucia where the Peace Corps is working with the Government of St. Lucia and AID to diversify the agriculture of the island.

B. Jamaica

The second project in the West Indies will be in Jamaica.

In Jamaica, tremendous social and economic problems are present. The Jamaican Government is acutely aware of these and is making an all-out effort to improve conditions on the island. Two of the areas with which the Government is most concerned--and those in which Peace Corps assistance has been requested--are education and agriculture.

There are more than 700 primary schools in Jamaica but only about 40 high schools. Only six percent of the island's high school-age population actually attends a secondary school. This means that there are large numbers of idle teen-age youth who have left school between ages 11 and 15. To ameliorate this situation and

help meet the urgent demand for more skilled labor for the island's rapid industrial growth, six Technical High Schools and two Technical Institutes have been opened in the past two years. The Technical High Schools are four-year institutions designed to give academic training, with emphasis on science and shop work. The Technical Institutes are one-year schools which give intensive training in the trades.

A second approach is taking the idle teen-agers into camps where they can learn skills. This is now being done for 1,000 boys every year in the Jamaica Youth Corps Camps.

In the field of agriculture, the Government is determined to raise the level of efficiency of Jamaica's farmers. The present low level is largely a result of two factors: (1) outdated techniques, and (2) farms which are too small to operate efficiently. The first problem is being attacked through the Coordinated Extension Services, a group of 10 governmental and quasi-governmental organizations which give the individual farmer information as to better farming techniques. The problem of small holdings is being approached in part through the vehicle of cooperatives.

Forty Peace Corps Volunteers are requested to help Jamaica in the areas outlined above.

Training for these 40 Volunteers will be conducted at the Research Institute for the Study of Man, affiliated with Columbia University, New York. Two weeks' training will also be given at the University College of the West Indies in suburban Kingston, Jamaica, before the Volunteers begin their assignments.

Another 40 Volunteers are planned for agricultural extension work and teacher training programs elsewhere in the English-speaking West Indies.