

ATTITUDES OF COLLEGE STUDENTS
TOWARD VISTA



The Gallup Organization, Inc.

MARKETING AND ATTITUDE RESEARCH

PRINCETON, NEW JERSEY

ATTITUDES OF COLLEGE STUDENTS
TOWARD VISTA

A Study
Conducted For The

U. S. OFFICE OF ECONOMIC OPPORTUNITY

May, 1969

Budget Bureau No. 116-S-68007

A National Opinion Trends Report
THE GALLUP ORGANIZATION, INC.
53 Bank Street
Princeton, New Jersey

TABLE OF CONTENTS

	<u>Page</u>
Objectives of the Study	1-2
Summary of the Findings	3-5
Findings in Detail	6-18
Technical Appendix	19-23

Objective of the Study

The overall objective of this study was to measure attitudes of college students toward volunteer social service in general and the VISTA program in particular. The survey was also designed to find the prototype of the college student interested in VISTA. Many questions asked this year are repeated from earlier studies.

A total of 972 interviews with college students was conducted between April 23 and May 17.

The composition of the sample is to be found at the end of this report. It is followed by a description of the design of the sample and by tables of recommended sampling tolerances to have in mind when reading the report.

Following are the questions asked:

1. *What is the greatest single social challenge you think your generation will face between now and the year 2000?*
2. *In general, do you think your basic political views are sharply at odds with those of your parents?*
3. *Please name three public figures active in the past ten years whom you most admire?*
4. *Have you ever participated in a peace march or civil rights demonstration?*
- 5a. *The PEACE CORPS is a Federal program that sends volunteers to work in underdeveloped countries overseas. VISTA sends volunteers to work on projects serving the poor in America. Do you think you would have any interest in either of these programs?*

IF YES, ask:

- b. *Would you prefer serving in VISTA or the PEACE Corps?*

— The Gallup Organization, Inc. —

IF VISTA, ask:

- c. *In which of these areas do you think you would most like to serve? (Just read off the letters)*
- 6. *If there were a VISTA project operating in or near your college community, would you consider giving some of your time to it as an unpaid part-time volunteer?*
- 7. *Were America not at war do you think VISTA and the Peace Corps service should be considered as alternatives to military service for young men who are eligible for the draft?*
- 8. *In Israel all young men and women are required to give a period of military service to their country. Do you think all young Americans should be subject to a year of military or civilian national service?*
- 9a. *Do you have any interest in doing social work as a life-time career?*

IF YES, ask:

- b. *In what specific area of social work?*

Summary of the Findings

1. Racial problems — racial equality, civil rights, integration — are regarded by the largest single group of college students (35 per cent) as the greatest single social challenge their generation will face between now and the year 2000. This marks a significant decline since the 1968 study, when racial problems were cited by 50 per cent of the student population.

“Improving human relationships,” cited by 16 per cent, and “international relations,” 12 per cent, are mentioned next most often this year. International problems and overpopulation were cited next most often behind racial problems, each receiving 7 per cent, in the 1968 study.

2. John Kennedy is again the public figure, active in the past 10 years, that college students admire most. Robert Kennedy was named next most often this year, followed by the Rev. Martin Luther King, Eugene McCarthy, Dwight Eisenhower and Richard Nixon, in that order.

In the 1968 study, Rev. King was in second position, followed by Lyndon Johnson, Adlai Stevenson, Dwight Eisenhower, and Eugene McCarthy.

3. The large majority of students (74 per cent) feel their basic political views are in line with those of their parents, virtually the same as the results of the 1968 study. Only 23 per cent feel their political views differ sharply from their parents.
4. Most students (78 per cent) have never participated in either a peace march or a civil rights demonstration, again showing little change over the past year.

5. More than 7 in 10 students (72 per cent) interviewed express an interest in working in either VISTA or the Peace Corps. Interest is somewhat greater among women (78 per cent) than men (68 per cent) and interest also runs slightly higher in denominational schools (78 per cent) than in private (73 per cent) or public colleges (71 per cent).
6. VISTA has moved ahead of the Peace Corps in relative popularity among those who express a general interest in working in one or the other of these programs. In the 1968 study the two programs appealed to an equal number of "interested" students; today, however, VISTA outranks the Peace Corps by 56 to 44 per cent among this group.

VISTA this year is preferred over the Peace Corps among all major groups on campus, with the exception of those students who describe themselves politically as Republicans.

VISTA appeals most to coeds, students between 21-23, "independents," students whose parents' incomes are less than \$7,000 per year, and upper classmen rather than freshmen.

7. Seven in ten students (71 per cent) say they would consider working as a part-time volunteer for VISTA if there were a project operating in or near their college community. The figure is higher among women (80 per cent) than among men (65 per cent).
8. Most college students (72 per cent) think service in VISTA and the Peace Corps should be considered as alternatives to military service for draft-eligible young men.

9. College students are about evenly divided on the concept of compulsory military or civilian service — 49 per cent react favorably to the idea, while 48 per cent express opposition. A small majority of men favor the idea, while a similar majority of college women oppose.

The older the student the more inclined he is to support the compulsory service idea.

10. Three in ten students, among those with opinions, express an interest in doing social work as a lifetime career. This is comparable to the figure recorded in the 1967 study.

Among college women, 36 per cent say they would be interested in doing social work as a career. The figure for men is 24 per cent.

Students attending denominational schools are far more likely to want to pursue a career in social work (49 per cent) than are students in either private (31 per cent) or public schools (25 per cent).

11. Among those who say they would be interested in a career in social work, case work is preferred over community organization by better than 2-to-1.

Greatest Social Challenge

Question: "What is the greatest single social challenge you think your generation will face between now and the year 2000?"

— Total Sample —

	<u>1969 Study</u>	<u>1968 Study</u>
	<u>%</u>	<u>%</u>
1. Racial Problems — racial equality, civil rights, integration, etc.	35	50
2. Improving Human Relationships — trying to get along with others, stressing people rather than business or money	16	5
3. International Relations — settling the Vietnam war and future wars, getting along with other nations	12	7
4. Overpopulation — overcrowding, the birth control issue	9	7
5. Poverty — ending poverty	7	3
6. The Changing Morality — changing moral standards, sex morality, marriage morality	4	5
7. Economic Challenges — distribution of wealth, problems of automation, unemployment	4	4
8. The Urban Crisis — rebuilding slums and ghettos, relocation	3	3
9. Others	16	14
No Opinion	<u>5</u>	<u>2</u>
	111%	100%

* NOTE: You may want to combine categories 1, 5, and 8 since they all basically pertain to the poverty program.

— The Gallup Organization, Inc. —

Reproduced at the Richard Nixon Presidential Library

Most Admired Public Figure

Question: "Please name three public figures active in the past ten years whom you most admire."

— Total Sample —

	<u>Total Choices</u>	<u>Position in 1968 study</u>
1. John Kennedy	602	(1)
2. Robert Kennedy	317	*
3. Martin Luther King	263	(2)
4. Eugene McCarthy	195	(6)
5. Dwight Eisenhower	175	(5)
6. Richard Nixon	87	*
7. Lyndon Johnson	81	(3)
8. John Lindsay	52	(8)
9. Adlai Stevenson	38	(4)
10. Winston Churchill	37	(9)

* Not on list in 1968 study.

Political Views

Question: "In general, do you think your basic political views are sharply at odds with those of your parents?"

	1969 STUDY			1968 STUDY		
	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>	<u>Yes</u>	<u>No</u>	<u>Don't Know</u>
	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>	<u>%</u>
NATIONAL TOTAL	23	74	3	24	72	4
SEX						
Men	24	73	3			
Women	21	75	4			
AGE						
18 yrs. & younger	21	76	3			
19 years	23	73	4			
20 years	17	81	2			
21 - 23 years	26	71	3			
24 yrs. & older	28	68	4			
POLITICAL AFFILIATION						
Republicans	11	86	3			
Democrats	22	75	3			
Independents	29	68	3			
PARENTS' INCOME						
\$15,000 & over	23	76	1			
\$10,000 - \$14,999	21	78	1			
\$7,000 - \$9,999	23	73	4			
Under \$7,000	26	69	5			
CLASS IN SCHOOL						
Freshman	24	73	3			
Sophomore	21	76	3			
Junior	20	78	2			
Senior	24	72	4			
Graduate	29	68	3			
TYPE OF COLLEGE						
Public	23	74	3			
Private	24	71	5			
Denominational	16	83	1			

Demonstrations

Question: "Have you ever participated in a peace march or civil rights demonstration?"

	1969 STUDY		1968 STUDY	
	Yes	No	Yes	No
	%	%	%	%
NATIONAL TOTAL	22	78	21	79
SEX				
Men	24	76		
Women	19	81		
AGE				
18 yrs. & younger	21	79		
19 years	21	79		
20 years	22	78		
21 - 23 years	25	75		
24 yrs. & older	22	78		
POLITICAL AFFILIATION				
Republicans	8	92		
Democrats	28	72		
Independents	24	76		
PARENTS' INCOME				
\$15,000 & over	24	76		
\$10,000 - \$14,999	17	83		
\$7,000 - \$9,999	26	74		
Under \$7,000	27	73		
CLASS IN SCHOOL				
Freshman	22	78		
Sophomore	22	78		
Junior	19	81		
Senior	23	77		
Graduate	28	72		
TYPE OF COLLEGE				
Public	21	79		
Private	27	73		
Denominational	19	81		

Interested In VISTA Or Peace Corps?

Question: "The PEACE CORPS is a Federal program that sends volunteers to work in underdeveloped countries overseas. VISTA sends volunteers to work on projects serving the poor in America. Do you think you would have any interest in working in either of these programs?"

	1969 STUDY			1968 STUDY		
	Yes	No	Don't Know	Yes	No	Don't Know
	%	%	%	%	%	%
NATIONAL TOTAL	72	24	4	67	30	3
SEX						
Men	68	28	4			
Women	78	18	4			
AGE						
18 yrs. & younger	77	19	4			
19 years	78	16	6			
20 years	72	24	4			
21 - 23 years	66	30	4			
24 yrs. & older	62	34	4			
POLITICAL AFFILIATION						
Republicans	69	27	4			
Democrats	71	24	5			
Independents	73	23	4			
PARENTS' INCOME						
\$15,000 & over	66	28	6			
\$10,000 - \$14,999	76	21	3			
\$7,000 - \$9,999	72	24	4			
Under \$7,000	74	24	2			
CLASS IN SCHOOL						
Freshman	76	18	6			
Sophomore	74	23	3			
Junior	70	27	3			
Senior	65	29	6			
Graduate	64	34	2			
TYPE OF COLLEGE						
Public	70	25	5			
Private	73	23	4			
Denominational	78	21	1			

Prefer Service In VISTA or Peace Corps?

Question: "Would you prefer serving in VISTA or the PEACE CORPS?"

*Asked only of those who indicated an interest
in serving either VISTA or Peace Corps*

	1969 STUDY		1968 STUDY	
	VISTA	Peace Corps	VISTA	Peace Corps
	%	%	%	%
TOTAL	56	44	50	50
SEX				
Men	56	44		
Women	57	43		
AGE				
18 yrs. & younger	52	48		
19 years	55	45		
20 years	60	40		
21 - 23 years	60	40		
24 yrs. & older	54	46		
POLITICAL AFFILIATION				
Republicans	42	58		
Democrats	57	43		
Independents	63	37		
PARENTS' INCOME				
\$15,000 & over	55	45		
\$10,000 - \$14,999	53	47		
\$7,000 - \$9,999	63	37		
Under \$7,000	61	39		
CLASS IN SCHOOL				
Freshman	52	48		
Sophomore	64	36		
Junior	55	45		
Senior	56	44		
Graduate	56	44		
TYPE OF COLLEGE				
Public	57	43		
Private	54	46		
Denominational	56	44		

Consider Working With VISTA?

Question: "If there were a VISTA project operating in or near your college community, would you consider giving some of your time to it as an unpaid part-time volunteer?"

	1969 STUDY		
	Yes	No	Don't Know
	%	%	%
NATIONAL TOTAL	71	24	5
SEX			
Men	65	29	6
Women	80	16	4
AGE			
18 yrs. & younger	71	22	7
19 years	75	20	5
20 years	72	24	4
21 - 23 years	68	26	6
24 yrs. & older	66	30	4
POLITICAL AFFILIATION			
Republicans	67	27	6
Democrats	74	21	5
Independents	71	24	5
PARENTS' INCOME			
\$15,000 & over	69	25	6
\$10,000 - \$14,999	72	23	5
\$7,000 - \$9,999	67	26	7
Under \$7,000	76	22	2
CLASS IN SCHOOL			
Freshman	72	23	5
Sophomore	70	24	6
Junior	71	23	6
Senior	65	30	5
Graduate	75	23	2
TYPE OF SCHOOL			
Public	70	25	5
Private	70	23	7
Denominational	74	21	5

Areas of Service

Question: "(HAND RESPONDENT CARD C) In which of these areas do you think you would most like to serve? (Just read off the letters)."

*Asked only of those who indicated an interest
in serving VISTA*

	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>Don't know</u>
	%	%	%	%	%	%	%
NATIONAL TOTAL	51	30	28	11	34	26	1
SEX							
Men	54	31	26	10	26	27	2
Women	47	29	30	11	44	24	1
AGE							
18 yrs. & younger	47	31	36	7	30	21	
19 years	56	30	24	9	37	23	
20 years	49	24	28	6	31	24	3
21-23 years	49	31	23	15	32	30	4
24 yrs. & older	58	36	39	17	36	36	
POLITICAL AFFILIATION							
Republicans	42	25	33	5	38	33	
Democrats	54	28	24	11	32	27	2
Independents	52	31	31	11	35	23	2
PARENTS' INCOME							
\$15,000 & over	54	33	29	13	36	29	2
\$10,000 - \$14,999	58	29	24	13	29	20	3
\$7,000 - \$9,999	44	26	30	11	34	32	
Under \$7,000	43	36	31	3	38	31	
CLASS IN SCHOOL							
Freshman	52	31	34	10	32	25	
Sophomore	49	31	21	7	35	23	1
Junior	55	28	23	11	35	31	1
Senior	47	29	31	16	33	23	6
Graduate	51	27	33	15	33	30	3
TYPE OF COLLEGE							
Public	52	29	31	11	36	25	
Private	45	35	24	10	29	32	
Denominational	56	26	15	12	26	18	15

Key To Next Page

- A. In urban poverty areas
- B. In rural poverty areas
- C. On Indian reservations
- D. In migrant workers' camps
- E. Helping persons who have been in mental institutions readjust to society
- F. As a counsellor in a Job Corps camp

National Service A Substitute For Military Service?

Question: "Were America not at war do you think VISTA and Peace Corps service should be considered as alternatives to military service for young men who are eligible for the draft?"

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>
	<u>%</u>	<u>%</u>	<u>%</u>
NATIONAL TOTAL	72	25	3
SEX			
Men	74	24	2
Women	70	27	3
AGE			
18 yrs. & younger	74	22	4
19 years	71	27	2
20 years	74	24	2
21 - 23 years	70	28	2
24 yrs. & older	76	21	3
POLITICAL AFFILIATION			
Republicans	66	32	2
Democrats	74	23	3
Independents	73	25	2
PARENTS' INCOME			
\$15,000 & over	73	25	2
\$10,000 - \$14,999	72	25	3
\$7,000 - \$9,999	72	24	4
Under \$7,000	71	27	2
CLASS IN SCHOOL			
Freshman	71	27	2
Sophomore	76	21	3
Junior	69	27	4
Senior	69	29	2
Graduate	77	22	1
TYPE OF COLLEGE			
Public	72	26	2
Private	70	27	3
Denominational	78	18	4

Compulsory Service

Question: "In Israel all young men and women are required to give a period of military service to their country. Do you think all young Americans should be subject to a year of military or civilian national service?"

	<u>Yes</u>	<u>No</u>	<u>No Opinion</u>
	<u>%</u>	<u>%</u>	<u>%</u>
NATIONAL TOTAL	49	48	3
SEX			
Men	52	45	3
Women	45	53	2
AGE			
18 yrs. & younger	41	55	4
19 years	48	50	2
20 years	43	54	3
21 - 23 years	55	41	4
24 yrs. & older	57	41	2
POLITICAL AFFILIATION			
Republicans	53	44	3
Democrats	48	50	2
Independents	49	47	4
PARENTS' INCOME			
\$15,000 & over	49	49	2
\$10,000 - \$14,999	51	47	2
\$7,000 - \$9,999	43	53	4
Under \$7,000	54	42	4
CLASS IN SCHOOL			
Freshman	43	54	3
Sophomore	48	49	3
Junior	49	47	4
Senior	55	42	3
Graduate	65	34	1
TYPE OF COLLEGE			
Public	47	50	3
Private	53	43	4
Denominational	51	46	3

Interest In Social Work As A Career

Question: "Do you have any interest in doing social work as a lifetime career?"

	1969 STUDY		
	Yes	No	No Opinion
	%	%	%
NATIONAL TOTAL	28	67	5
SEX			
Men	24	71	5
Women	36	59	5
AGE			
18 yrs. & younger	29	65	6
19 years	24	70	6
20 years	29	65	6
21 - 23 years	30	67	3
24 yrs. & older	31	64	5
POLITICAL AFFILIATION			
Republicans	20	73	7
Democrats	32	64	4
Independents	28	68	4
PARENTS' INCOME			
\$15,000 & over	25	72	3
\$10,000 - \$14,999	29	64	7
\$7,000 - \$9,999	34	61	5
Under \$7,000	31	67	2
CLASS IN SCHOOL			
Freshman	28	65	7
Sophomore	26	69	5
Junior	27	68	5
Senior	32	67	1
Graduate	32	67	1
TYPE OF COLLEGE			
Public	25	71	4
Private	31	63	6
Denom. national	49	38	13

What Area Of Social Work?

Question: "In what specific area of social work?"

*Asked of those who indicated any
interest in doing social work as a lifetime career*

	Community Organization	Case Work	No Opinion
	%	%	%
TOTAL	30	68	2
SEX			
Men	36	62	2
Women	23	75	2
AGE			
18 yrs. & younger	26	70	4
19 years	29	68	3
20 years	41	56	3
21 - 23 years	25	72	3
24 yrs. & older	27	73	0
POLITICAL AFFILIATION			
Republicans	25	73	2
Democrats	30	68	2
Independents	30	67	3
PARENTS' INCOME			
\$15,000 & over	36	63	1
\$10,000 - \$14,999	24	72	4
\$7,000 - \$9,999	39	60	1
Under \$7,000	23	74	3
CLASS IN SCHOOL			
Freshman	31	65	4
Sophomore	34	66	0
Junior	30	68	2
Senior	25	71	4
Graduate	20	80	
TYPE OF COLLEGE			
Public	32	67	1
Private	22	72	6
Denominational	32	66	2

TECHNICAL APPENDICES

— *The Gallup Organization, Inc.* —

Reproduced at the Richard Nixon Presidential Library

Composition of the Sample

	<u>No. of Interviews</u>	<u>%</u>
ALL FULL-TIME STUDENTS	972	100.0
SEX OF RESPONDENT		
Men	595	61.2
Women	377	38.8
AGE OF RESPONDENT		
18 years or less	183	18.8
19 years	231	23.8
20 years	156	16.1
21 - 23 years	278	28.6
24 years and older	108	11.1
Undesignated	16	1.6
CLASS YEAR		
Freshman (or First Year of Junior College)	337	34.7
Sophomore (or Second Year of Junior College)	234	24.1
Junior	169	17.4
Senior	139	14.2
Graduate	93	9.6
PARENT'S ANNUAL FAMILY INCOME		
\$15,000 and over	307	31.6
\$10,000 - \$14,999	253	26.0
\$7,000 - \$9,999	180	18.5
Under \$7,000	128	13.2
Parents deceased	5	0.5
Undesignated	99	10.2
TYPE OF COLLEGE		
Public	687	70.7
Private	207	21.3
Denominational	78	8.0

REGION OF COLLEGE LOCATION

East:	Maine, New Hampshire, Rhode Island, Connecticut, Vermont, Massachusetts, New York, New Jersey, Pennsylvania, West Virginia, Delaware, Maryland, District of Columbia	250	25.7
Midwest:	Ohio, Indiana, Illinois, Michigan, Minnesota, Wisconsin, Iowa, North Dakota, South Dakota, Kansas, Nebraska, Missouri	290	29.8
South:	North Carolina, South Carolina, Georgia, Florida, Mississippi, Arkansas, Louisiana, Kentucky, Tennessee, Virginia, Alabama, Texas, Oklahoma	242	24.9
West:	Arizona, New Mexico, Colorado, Nevada, Montana, Idaho, Wyoming, Utah, California, Washington, Oregon, Alaska, Hawaii	190	19.6

SAMPLING TOLERANCES

In interpreting survey results, it should be borne in mind that all sample surveys are subject to sampling error, that is, the extent to which the results may differ from what would be obtained if the whole population surveyed had been interviewed. The size of such sampling errors depends largely on the number of interviews.

The following tables may be used in estimating the sampling error of any percentage in this report. The computed allowances have taken into account the effect of the sample design upon sampling error. They may be interpreted as indicating the range (plus or minus the figure shown) within which the results of repeated samplings in the same time period could be expected to vary, 95 per cent of the time, assuming the same sampling procedure, the same interviewers, and the same questionnaire.

The first table shows how much allowance should be made for the sampling error of a percentage:

Recommended Allowance for Sampling Error of a Percentage					
In Percentage Points (At 95 in 100 confidence level)*					
	-----Sample Size-----				
	<u>1100</u>	<u>700</u>	<u>400</u>	<u>300</u>	<u>200</u>
Percentages near 10	2	3	4	5	5
Percentages near 20	3	4	5	6	7
Percentages near 30	4	4	6	7	8
Percentages near 40	4	5	6	7	9
Percentages near 50	4	5	6	8	9
Percentages near 60	4	5	6	7	9
Percentages near 70	4	4	6	7	8
Percentages near 80	3	4	5	6	7
Percentages near 90	2	3	4	5	5

The table would be used in the following manner: Let us say a reported percentage is 33 for a group which includes 1100 respondents. Then we go to row "percentages near 30" in the table and go across to the column headed "1100." The number of this point is 4, which means that the 33 per cent

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

obtained in the sample is subject to a sampling error of plus or minus 4 points. Another way of saying it is that very probably (95 chances out of 100) the true figure would be somewhere between 29 and 37, with the most likely figure the 33 obtained.

In comparing survey results in two samples, such as, for example, male students and female students, the question arises as to how large a difference between them must be before one can be reasonably sure that it reflects a real difference. In the tables below, the number of points which must be allowed for in such comparisons is indicated.

Two tables are provided. One is for percentages near 20 or 80; the other for percentages near 50. For percentages in between, the error to be allowed for is between that shown in the two tables:

Recommended Allowance for Sampling Error
of the Difference

In Percentage Points
(at 95 in 100 confidence level)*

TABLE A	<u>Percentages near 20 or percentages near 80</u>				
Size of Sample	<u>1100</u>	<u>700</u>	<u>400</u>	<u>300</u>	<u>200</u>
1100	4				
700	5	6			
400	6	7	7		
300	7	7	9	8	
200	9	9	9	10	10

TABLE B	<u>Percentages near 50</u>				
Size of Sample	<u>1100</u>	<u>700</u>	<u>400</u>	<u>300</u>	<u>200</u>
1100	6				
700	6	7			
400	8	8	9		
300	8	9	10	11	
200	10	10	11	12	13

Here is an example of how the tables would be used: Let us say that 50 per cent of the male students respond a certain way and 40 per cent of the female students respond that way also, for a difference of 10 percentage points between them. Can we say with any assurance that the 10-point difference

* The chances are 95 in 100 that the sampling error is not larger than the figures shown.

reflects a real difference between male students and female students on the question? Let us consider a sample which contains approximately 700 male students and 400 female students.

Since the percentages are near 50, we consult Table B, and since the two samples are 700 male students and 400 female students, we look for the number in the column headed "700" which is also in the row designated "400." We find the number 8 here. This means that the allowance for error should be 8 points, and that in concluding that the percentage among male students is somewhere between 2 and 18 points higher than the percentage among female students we should be wrong only about 5 per cent of the time. In other words, we can conclude with considerable confidence that a difference exists in the direction observed and that it amounts to at least 2 percentage points.

If, in another case, male students' responses amount to 22 per cent, say, and female students' 24 per cent, we consult Table A because these percentages are near 20. We look in the column headed "700" and the row designated "400" and see that the number is 7. Obviously, then, the two-point difference is inconclusive.

DESIGN OF THE SAMPLE

The sample is designed to provide a national sample of all full-time college students taking courses creditable towards a bachelor's or graduate degree. The population being sampled, therefore, includes students living off campus, married students, graduate students, and those attending universities, four-year colleges and two-year junior colleges.

Using the latest available information on college enrollment, all colleges were listed by the state in which they were located and the alphabetically within each state. After stratifying by region and state, a probability sample of colleges, with probability of selection proportional to size, was drawn from the list of colleges. Twenty students were interviewed at each college.

Within colleges the selection of individual students was in conformance with sex and class year distribution, plus as approximate stratification within each college selected by whether living in organized groups such as fraternities or sororities or living independently in dormitories, or off campus.

To control the possibility of interviewing an abnormally high proportion of students in any one field of study (this is particularly a problem at large universities where a department or school such as the engineering or agricultural school may be located in one specific area) the interviewers were instructed to conduct their interviews in several different locations on each campus.

A total of 972 students from 55 colleges were interviewed.

— *The Gallup Organization, Inc.* —

PEACE CORPS

WASHINGTON

OFFICE OF
THE DIRECTOR

December 7, 1970

Dear Bud:

I hope you will be interested to see a copy of Peace Corps' 18-month report which I have transmitted to the President.

Also enclosed is a copy of a recent article which appeared in the Foreign Affairs Quarterly which I feel tells the course we have charted for the Peace Corps under this Administration.

With kindest personal regards,

Sincerely,

A handwritten signature in blue ink, appearing to be "Joe", written in a cursive style.

The Honorable
Charles Wilkinson
The White House

PEACE CORPS
WASHINGTON

OFFICE OF
THE DIRECTOR

November 30, 1970

MEMORANDUM FOR THE PRESIDENT

THROUGH: Dr. Henry Kissinger

FROM : Joseph H. Blatchford *YHB*

SUBJECT: The Peace Corps in the Nixon Administration:
An 18-month Report - May 1969 to November 1970

THE BACKGROUND

When this Administration took office the Peace Corps was nearly eight years old and losing the verve and excitement which had been its principal appeal. Of its Volunteers overseas, 78 percent were recent college graduates in the liberal arts -- at a time when most developing countries were asking for more highly skilled and mature people. Moreover its traditional recruiting ground, the campus, was in a state of unrest.

The style in which the Volunteers worked, however, was respected abroad and admired at home. Surveys showed that the American people agreed with Senator Barry Goldwater, who said "To me the Peace Corps is the best thing we have going in the field of foreign relations." Overseas, its non-political, humanitarian nature, removed from foreign policy considerations, made the Volunteers well received by host governments.

PROGRESS TO DATE IN THE PEACE CORPS

When I became Director 18 months ago, a task force was established to re-think the goals and methods of the agency. Its conclusions, plus my own, were formed into a strategy which I presented to you. Fourteen months ago this strategy was

announced as "New Directions for the 1970's." Here are the results so far:

1. Reorganization - The agency has been reorganized, made more lean and efficient, and Washington staff has been cut by 20 percent.
2. A New Team - A new management has been installed. Because it is unrestricted by Civil Service tenure requirements, an 80 percent change in top management has been possible. Articles in the Wall Street Journal, Business Week and elsewhere brought in 12,000 inquiries and enabled us to recruit a team with high management competence. (Major offices are held by former vice presidents of Irving Trust, Ogilvy and Mather, and a major steel company; yet, the average age of this team is 36, compared to 44 under the agency's first director.)
3. Better Programs - The Peace Corps has moved into high priority problem areas of developing countries. Emphasis is now placed on teacher training, high-yield agriculture, manpower training, public administration, vocational skills, natural resources development and population. With the promise of higher-skill Volunteer specialists, requests have gone up for the first time in four years. And, as a result, 73 percent of all requests today are for Volunteers with skills and specialized backgrounds compared to only 22 percent in 1968. Planning for Volunteer placement is now a four-year process.
4. A New Call to Americans - A new call has been issued for Americans of all ages and skills to join the Peace Corps. Regulations have been changed to allow an unusually skilled man to take his wife and family. Joint programs have been established with 14 universities, linking academic learning with service for development. New advertising and recruitment methods have been adopted. Since recruitment is done mostly in the summer, this

past summer was the first opportunity to test the New Directions. Here are the results so far:

- ... The number of experienced farmers recruited is up from 360 to 600.
- ... The number of skilled tradesmen, such as machinists, carpenters and vocational education teachers, has increased from 85 to 280.
- ... Until recently the Peace Corps would only send Volunteers in groups of 30 or more when the countries might have a greater need for a handful of uniquely qualified individuals. The recruitment-selection system has now been geared to find and place such specialists. This year we have sent 238 of them overseas.
- ... The number of applications now is on the increase for the first time in four years.
- ... Selection has been revised. Psychological testing and interviews with psychiatrists after acceptance into training has been eliminated. Now 60% of all candidates receive three days of screening and exposure to Peace Corps policies and the realities of Peace Corps life abroad before they are accepted. This system is already resulting in higher retention rates in training and lower attrition rates overseas, thereby reducing costs.

The Peace Corps now operates 467 programs in 61 countries. Volunteer specialists possess 312 different skills and speak 180 different languages and dialects. Specific examples of new programs include the following:

- ... a small industries program in India, with 15 Volunteers average age 33.
- ... an irrigation project for the Kenya Highlands, with 20 civil engineers.

- ... an emergency relief program for the earthquake area of Peru, initially with 56 experienced returned Volunteers -- now followed up by 24 carpenters and engineers in long-term reconstruction.
- ... 30 architects, city planners and lawyers to strengthen local government through modern management in Venezuela.
- ... a team of experienced auto mechanics for the transportation system of Guinea.
- ... a team of accountants to modernize the government accounting system of Malaysia.

5. Binationalism - Your foreign policy objectives include de-emphasizing the American presence abroad and removing the often heavy hand of American decision-making in development projects. The Peace Corps is taking a number of steps in this direction:

- ... the American staff overseas has been cut 10 per cent.
- ... 30 percent of all policy-level staff members overseas are now non-Americans. 50 percent of the total staff, including 40 percent of the physicians, are local citizens.
- ... policy decision-making is now in the hands of local ministries or private organizations. Advisory committees of private citizens are being formed to oversee the work of the Peace Corps in an entire country or in a sector such as agriculture. Special effort is being made to reach the younger leaders in each country.
- ... recruiting in the United States is now being done by foreign as well as American citizens.

6. New Programs and Projects - In order to move in new directions, several new programs have been created. These are:

A. International Programs -- Through this program the Peace Corps is promoting cooperative projects with international agencies and other volunteer-sending groups.

... Joint projects with other volunteer groups, principally in Europe, have been undertaken. In the Mekong River Development Project several European countries are involved. In Sierra Leone we work with the Nationalist Chinese, in Ivory Coast with the Dutch, in Panama with the Germans, etc.

... We now work with agencies of the United Nations such as FAO and UNICEF and expect to have volunteer specialists assigned directly to these agencies in the near future.

... Beginning with your speech to the United Nations, we have helped to form the U.N. Volunteer Corps which is likely to begin operations next summer.

B. Minority Affairs -- This agency has doubled the number of minority group members in the Peace Corps. Now we intend to increase that figure, improve employment practices, award more procurement contracts to minority enterprises and improve opportunities for women.

C. Returned Volunteers -- There are more than 42,000 returned Volunteers. We are taking steps to channel the most recently returned into socially important jobs in the United States. Two hundred now help bring "Sesame Street" to the inner city. Agreements with the Mayors of Cleveland, Atlanta, San Juan will put Volunteers into innovative fields of city government. Orientation sessions, at an experimental Transition Center in Washington, have been started to acquaint returning Volunteers with social problems in the United States and job opportunities which would employ their skill and commitment. So far 300 returned Volunteers have participated. Another Center will be opened on the West Coast soon. Although experimental, the program appears to be applicable to reorienting military men coming back from overseas. (A full report has been given to John Ehrlichman.)

- D. Environmental Programs -- Under a joint agreement with the Smithsonian Institution the Peace Corps will place overseas next year 200 graduate-level-or-above specialists in natural resource utilization and ecology.
- E. Private Enterprise -- An experimental program is being formed to join the resources of the Peace Corps and private enterprise. The first project will involve broader popular participation in business and small industry formation in five Latin American countries.

PROBLEM AREAS

The past 18 months has also seen a number of problems develop.

Declining Numbers -- Partly because of the downward trend already in progress when this Administration arrived and partly because of the elimination of weak programs, the total number of Volunteers and trainees has dropped. While we interpret this as a healthy emphasis on quality, the press and some members of Congress view it as a cutting back of the Peace Corps, a failure of commitment. We are satisfied to allow the numbers to level out this year and begin a climb upwards only as mature, skilled Volunteers are made available by the recruiting process. This should occur next year.

Attrition -- A more serious problem is attrition - Volunteers leaving their jobs early. This has always been an undetected weakness in the Peace Corps, with attrition running as high as 50 percent in some programs. Recruiting mature Volunteers, creating better programs, and employing better selection can reverse the trend.

Protest -- Protest from a handful of Volunteers has also been a major problem. While it is impossible to predict the conduct of so large a group under the best of circumstances, we believe the relative quiet of the last six months can be attributed to the establishment of clear guidelines about permissible conduct and the recruitment of Volunteers who are job-oriented.

Evaluation -- Another chronic weakness of the Peace Corps has been an inability or an unwillingness to evaluate the impact of its programs. There has been almost no systematic

work in this area. While measurement will always be elusive when dealing with 467 projects in 61 countries, there is a very real opportunity for substantial improvement.

A SUMMARY OF PEACE CORPS TODAY

For the first time the Peace Corps is being seen as an instrument of development by the leaders of 61 host countries. The New Directions have made a favorable impression; the innovations undertaken reflect favorably upon this Administration. From talks with the heads of state of Malaysia, the Philippines, Peru, Venezuela and Iran, the Vice President of India and other national leaders, I can report that the change is viewed as a solid accomplishment by those to whom our success is most important. The Presidents of Venezuela and Peru have particularly expressed their appreciation for special projects requested from you or Mrs. Nixon.

Support from Congress has also been good. The Peace Corps will be fully funded for the second straight year and the perennial Gross Amendment to drastically cut the budget in the House, which failed by only seven votes in 1968, failed by 140 in 1970. A bipartisan advisory committee of Congressmen has been formed and meets monthly.

A strong National Advisory Council, which you met, has been formed under the Chairmanship of Neil Armstrong. The Council is meeting frequently -- most recently in Los Angeles -- traveling, promoting the Peace Corps and undertaking special projects.

In summary and somewhat ironically, we believe this Administration has breathed new life into a good idea originated by its predecessor, one which was running behind the times 18 months ago. It is smaller today but more effective. The non-political nature of the Peace Corps, its people-to-people style, and the New Directions can serve this Administration and the American people well.

We believe that in its public pronouncements this Administration can and should take satisfaction in the accomplishments achieved in the Peace Corps to date.

THE PEACE CORPS:
MAKING IT IN THE SEVENTIES

By Joseph H. Blatchford

Reprinted From

FOREIGN
AFFAIRS

AN AMERICAN QUARTERLY REVIEW



OCTOBER 1970

FOREIGN AFFAIRS

AN AMERICAN QUARTERLY REVIEW



OCTOBER 1970

The Future of Cambodia	Prince Norodom Sihanouk	1
America and Europe	Zbigniew Brzezinski	11
On Violence, Peace and the Rule of Law	Ramsey Clark	31
Germany in the Era of Negotiations	Helmut Schmidt	40
The Arab-Israeli Conflict: An American Policy		
	John C. Campbell	51
Soviet Policies South and East of Suez	T. B. Millar	70
"What Is To Be Done?"—Gigantism in Washington		
	John Franklin Campbell	81
Overcoming Insularity in Jamaica	Michael Manley	100
Tribal Politics Harass Kenya	Stanley Meisler	111
The Peace Corps: Making It in the Seventies		
	Joseph H. Blatchford	122
The New Generation of Isolationists	James A. Johnson	136
Italy: The Crisis of Governing	Arrigo Levi	147
Recent Books on International Relations	John G. Stoessinger	161
Source Material	Donald Wasson	180

HAMILTON FISH ARMSTRONG
Editor

JAMES CHACE
Managing Editor

Editorial Advisory Board

MCGEORGE BUNDY
ALFRED M. GRUENTHER
CARL KAYSER

GEORGE F. KENNAN
HENRY A. KISSINGER
WILLIAM L. LANGER

JOHN J. MCCLOY
PHILIP E. MOSELY
ISIDOR I. RABI

Reprints of FOREIGN AFFAIRS articles are available at the following prices: 1 to 24 — 50¢; 25 to 99 — 45¢; 100 to 299 — 40¢; 300 to 499 — 35¢; 500 to 999 — 30¢; 1000 to 2499 — 25¢; 2500 to 4999 — 20¢; 5000 and over — 15¢. For further information write FOREIGN AFFAIRS Reprint Department, 58 East Sixty-Eighth Street, New York, N.Y. 10021.

Vol. 49, No. 1. Copyright 1970, Council on Foreign Relations, Inc. Printed in the U.S.A.

THE PEACE CORPS: MAKING IT IN THE SEVENTIES

By Joseph H. Blatchford

TEN years ago this fall John Kennedy first spoke about sending Americans overseas in voluntary service. By the following summer the idea had a name—the Peace Corps—several hundred Volunteers were in training, and even as Congress debated the program it became clear that the idea was catching on. The Silent Generation was ready to be heard from and young Americans were flooding the Corps' makeshift headquarters with thousands of applications. The public saw in it an opportunity to "show what Americans are really like" and redeem the image portrayed in Eugene Burdick's best-seller, "The Ugly American." Surveys revealed thousands of jobs to be done abroad. It seemed obvious that the most modern nation in the world could provide the needed manpower. Despite misgivings, Congress baptized the experiment by overwhelming votes.

The original plan proposed to the President by Sargent Shriver envisioned a role for Americans of all ages, skills and backgrounds and Kennedy responded by calling for all kinds of Americans to volunteer. It was, however, almost exclusively the young who answered the call. They were ready, willing and available in such numbers that it became an immense task to find enough assignments for them abroad.

But the times were propitious abroad as well as at home. In Africa the beginning of the Peace Corps coincided with the first few years of freedom from colonial rule. Many new governments, uncertain of their needs, signed up for anyone who could help. The Peace Corps was invited to send hundreds of teachers for rural schools as young governments expanded an élite colonial school system, trying to reach more of their citizens and educate its own civil service. At one time the Peace Corps provided half of all the secondary school teachers in Ethiopia and Sierra Leone.

The Peace Corps was Point Ten of the Alliance for Progress and thus part of President Kennedy's assistance package for Latin America. Living there at the time, I recall the early sixties as an era of renewed promise. The greatest number of demo-

cratically elected governments in Latin America before or since had great schemes for rapid social change, such as a sixth-grade education for every child by the end of the decade. The Peace Corps was to be part of the peaceful revolution; its Volunteers poured in by the thousands.

The agency grew in almost geometric progression. In 1961 there were 750 Volunteers and trainees; in 1963, 6,500; and by 1966, 15,500. The number of countries grew from 8 in 1961 to 44 in 1964. Volunteers were sent in large groups. For example, there were 1,133 in India in 1967, 716 in Nigeria in 1966, 720 in the Philippines in 1968, 625 in Micronesia in 1968 and 639 in Brazil in 1966.

Americans felt genuine excitement and pride when it was discovered that, contrary to our affluent image, Volunteers could live in the villages or barrios and love it. They proved to be popular with the people, and the best of them made remarkable impressions. The American people, in a public opinion poll, declared the Peace Corps to be the best investment among our foreign assistance programs. The agency opened a massive community development program in Latin American avowedly to bring "social revolution" through "agents of change." Great faith was placed in the ability of a young American to mobilize a rural village without substantial training, supervision and support. By the middle of the decade Peace Corps officials were speaking of the possibility of 100,000 volunteers. The idea also caught hold in Europe where a half-dozen countries started smaller groups of their own.

However, problems beneath the surface, ignored in the early excitement, soon began to emerge. Governments became disturbed by the presence of foreigners in schools which transmitted their history and culture. They therefore reduced the number of Volunteer teachers, restricting them to less sensitive subjects and to rural areas. In Ethiopia the Peace Corps seemed to have helped educate a revolution. Students opposed to the Selassie government and the American support of it demanded the withdrawal of Volunteers from education. Student agitation also led to withdrawal of Volunteers from universities and capital cities in several countries, most notably Turkey and the Philippines.

In Latin America the community development venture almost disappeared. It had been founded on the belief that a young

American college graduate could mobilize *campesinos* to build up their communities and to demand their full rights as citizens. The Volunteers were thought of as superpioneers, new frontiersmen for a new society. But, as it became clear, this means of setting the Volunteers out on their own (which came to be called "parachuting") failed because of a lack of extensive training, thorough supervision and substantial prearranged local support. At the same time it was found that other projects throughout the world were not sufficiently oriented to the immediate needs of the country.

In 1967 Pakistan decided not to request additional Volunteers "because it has determined that its needs were for technicians and specialists of a more sophisticated level than the Peace Corps generally provides." The Peace Corps left nine other countries in the late sixties, most of them for reasons of domestic or international politics, as in Libya and Somalia, where military governments came to power in 1969.

As the decade came to a close, pressures of this kind, plus a growing suspicion within the Peace Corps of the "numbers game" which emphasized the quantity of Volunteers overseas, steadily reduced the number of Volunteers. The press no longer found it exciting. If the public had any thoughts on the subject they could be summed up in one query: "Whatever happened to the Peace Corps?" The Senate Foreign Relations Committee provided one answer when its 1970 report noted that the Peace Corps was "increasingly becoming the target of anti-American sentiment The committee believes that the time is near when the assumptions and concepts on which the Peace Corps was founded need complete reexamination."

What would a reexamination reveal? Has an idea which seemed so timely nine years ago now become outdated? Certainly the election of Richard Nixon, who has no need to champion the Peace Corps, and the shifting outlook of Congress toward foreign aid and involvement abroad, make the Peace Corps fair game for criticism. Are we seeing the beginning of the end for the Peace Corps, or is it perhaps the end of the beginning?

II

There can be little doubt that, as originally intended by the Congress, Peace Corps Volunteers have presented another and more favorable view of the United States, particularly in small

countries where they are most visible. Nor can it be doubted that nearly 40,000 Volunteers have provided this country with a new wealth of knowledge and understanding of foreign cultures. Moreover, the Peace Corps experience has equipped Volunteers for innovative roles upon their return to the United States.

There have also been notable examples of success in "meeting the trained manpower needs of developing countries," as Congress expected. However, the Volunteers themselves have put that in perspective. A questionnaire completed by 7,000 returned Volunteers last year revealed that 92 percent thought their service "very valuable" to them and 45 percent felt it had been very valuable for the United States, but only 25 percent felt it had been very valuable for the foreign country. If those who have been through the Peace Corps are accurate judges, the Peace Corps must do more to fulfill its first goal: to help countries meet their needs for trained manpower.

What we have seen so far is that the Volunteer *is* a unique and valuable resource. The dedication and idealism associated with the Corps concept make the Volunteer willing to persevere. The fact that he serves a comparatively short time, outside of the local civil service systems, can make him constructively impatient and genuinely innovative. The fact that he will live among the people insures that he can understand how to apply his know-how or a particular technology in a way that makes sense in the local situation. The transfer of technology has to start with a desire to receive and use it, which in turn requires that someone see the problem through the eyes of the recipient. This approach, so often ignored, has been at the heart of the Peace Corps. What remains to be done is to hitch this approach consistently to problems of higher priority.

To meet the needs of this new decade the Peace Corps has been undergoing a renewal process for more than a year. In May 1969, a task force drawn from government, business, labor, Peace Corps staff and returned Volunteers undertook a study of 10 specific aspects of the Peace Corps. A survey was taken to get the suggestions of returned Volunteers; another national poll surveyed college seniors; a management consultant firm studied the organization of the Peace Corps and recommended reorganization and a 22 percent headquarters staff reduction, both of which have now been carried out. On two occasions we

met with leaders of European peace-corps type agencies and for the first time in the agency's history the 60 overseas country directors were assembled to discuss the future of the Peace Corps and make recommendations.

The Task Force felt that with only 10,000 Volunteers in a world dramatically short of trained manpower, it was still possible to make a substantial contribution. However, they suggested a number of guidelines for increasing the value of their contribution, which have been adopted by the Peace Corps in the form of five new directions for the 1970s. These plans have been approved and supported by President Nixon and generally endorsed by Congress.

The first of these new directions is to shift more Volunteer assignments to the high priority needs of developing countries. Long-range planning is the first step; Country Directors have therefore been asked to work out with local leaders a four-year plan to utilize Volunteers. We expect this planning to take the Peace Corps more heavily into vocational training, irrigation, small business development and such hitherto ignored areas as educational television, self-help housing and urban planning.

In this search we will be making a number of new assumptions.

First, we are willing to seek out and send overseas a single man or woman with a special skill, or to put together a small team of people. Large numbers are not important and can even create an unhealthy dependency. What is important is providing people with the particular and often unusual skills found in a modern society, which a developing society cannot afford to educate—for example, a soil scientist, a man trained in forest fire control or a cattle rancher. Operating on this assumption the Peace Corps will soon have overseas Volunteers in over 320 skill categories.

Second, we will work with those private agencies which have standing within the country and work on important needs. In the past the Peace Corps has dealt almost exclusively with central governments.

Third, once a need is identified we will consult with volunteer-sending agencies in other countries, most of which are in Europe, to put together multinational teams of Volunteers. If carefully selected, these teams will provide a greater capability than Volunteers from a single country and will be less susceptible to political changes.

We hope to build into all projects an indigenous capacity to perform the task for which American Volunteers are being imported; in other words, each project should work itself out of a job in a given number of years. Even in projects such as an immunization program or the building of an irrigation system, where the job needs to be performed only once, the Peace Corps must try to serve a training function.

Using these guidelines, local governments have identified dozens of new projects, 39 this summer alone. In Guinea (which dismissed the Peace Corps in 1966) Volunteer mechanics and electricians have put the bus and truck system of Conakry back on the road, trained Guineans to operate the maintenance system and are now going to expand into other parts of the country. This summer in Thailand, Volunteer engineers and agriculturalists began a project to bring irrigation water from the Nam Pong Dam, part of the Mekong Development complex, to thousands of farmers. In India last winter officials told me of the need for Volunteers to go beyond the miracle rice and wheat projects which have involved them for several years to second-stage problems of the green revolution, such as food distribution, grain storage and repair of farm machinery.

The second new direction is to recruit the Volunteers with the skills which meet these higher priority requests. To attract Volunteers from a wider spectrum of American society, the Peace Corps has to broaden its appeal. Many people still think that to serve they must have a college degree or be under 30 years of age. A new message must go out, a new call to all Americans to volunteer. These will, in turn, require new rules and recruiting methods. For example, an experienced engineer, or a machinist, carpenter or farmer is more likely to be married than the typical recent college graduate. To enable him to serve abroad, Peace Corps must relax its prohibition against Volunteers with families. This year 200 families will be serving overseas on an experimental basis to determine the feasibility of such a plan. To recruit the kinds of Volunteers requested overseas, Peace Corps must also achieve closer cooperation with unions and business so that craftsmen or mid-career professionals may join the Peace Corps without jeopardizing their seniority or advancement. In this, as in the recruitment of Volunteers, we already have the cooperation of the AFL-CIO, the U.A.W. and numerous businesses.

Naturally there is widespread skepticism about the agency's ability to attract people with the critical skills, but I would suggest this skepticism misreads the changing times. In 1970 Americans are more mobile and flexible; they are unwilling to stay on one job or even live in one place for 30 years. We are therefore operating on the assumption that Americans with the needed skills *will* respond in this decade just as did the liberal arts graduate in the last decade.

Moreover, I am confident that the young person, single, just out of college, will continue to join the Peace Corps under the right conditions. This is a terribly serious generation. Today's student wants to apply his skills to significant social problems. If the Peace Corps speaks in slogans and vague pleas, it will not appeal. But it will attract students if we say, "Here is what has to be done in X country and here is the training we will provide to equip you to do the job." To cite just one example, the Peace Corps has initiated a program with the State University of New York at Brockport under which junior year math and science majors are recruited for study and training during their senior year at college and then for volunteer service as teachers in Peru. This year the University received over 10,000 inquiries to fill just 60 positions. Intern programs like this combine study with action in a dosage which appeals to today's students.

Intern programs are also one means of recruiting members of minority groups into the Peace Corps. Until now less than one percent of Volunteers have been black, and only a handful have come from the Spanish-speaking community. Africans, for one, feel that the Peace Corps is "lily white." The Peace Corps has set up a special division to recruit members of minority groups and recently appealed for the assistance of predominantly black colleges. Intern programs have been established with Shaw, Atlanta and Texas Southern Universities to provide training for Volunteers going to Africa and will award college credit for the service abroad. The same is true of Texas A & M, which is helping to send Mexican-Americans to Peru. We have already doubled the number of minority members in the Peace Corps, but this is only the first step.

III

The third new direction of the Peace Corps concerns its rela-

tionship to the host country. For as long as we have operated them, aid programs have been presented in terms of coöperation and partnership between giver and receiver, but in fact genuine partnerships have been rare. For the most part the United States has played the benefactor who imprinted the signs of his generosity on all that he gave, like the rich uncle afraid his ragged nephews would forget his generosity. This has engendered in the recipients a hostility quite contrary to the friendship the aid was intended to inspire. Technical assistance has perhaps been better received, but too often the technicians have been clustered in the capital cities, well paid, well housed and isolated from the countryside. Of late, technical assistance has been conducted almost exclusively by contractors who serve a relatively short time overseas. Some do not speak the local language and very few speak the colloquial or tribal languages or understand the culture behind them.

In the beginning most Peace Corps projects also were clearly identifiable as being American undertakings but this slowly changed until in many instances the Volunteer is today responsible to a local ministry and sees the Peace Corps mainly as a paymaster and a source of occasional support. In the process I believe the Peace Corps has demonstrated something about how to conduct assistance programs. A modest living allowance insures that Volunteers will experience life below the level of the élite. Moreover, the Peace Corps has been increasingly concentrated in the sectors of society where change is taking place most rapidly, for example in the application of miracle wheat and rice technology, teacher training, and in the unique professional services which are crucial to development.

But if the Peace Corps has done better than some agencies, it is still behind the times. Somehow the Peace Corps must become a genuine partnership effort so that the undertaking will be "theirs" as well as "ours." It is difficult for Americans to understand the depth of local pride or how easily it can be offended. Dependency—whether in terms of markets or the need for outside manpower—is the bane of all who are conscious of this sense of national identity. In order for the Peace Corps to avoid engaging in a kind of Volunteer colonialism, it must be rooted in local desires and its projects administered by local people.

Therefore we have taken certain concrete steps to help make the Peace Corps a coöperative venture. Our goal is to fill 50

percent of the Peace Corps overseas staff positions—including the upper echelons—with local citizens. The entire process by which projects are selected, operated and evaluated will henceforth be a joint responsibility.

When I visited India in February, the Speaker of the Maharashtra State Assembly and two of his ministers urged me to place responsibility for the Peace Corps under local advisory committees—all the way from a small committee in the township where each Volunteer worked, to national groups which would concern themselves with one type of project or with the operation of the entire Peace Corps in that country.

This idea is now being pursued in most of the 60 countries where the Peace Corps operates. One role for these local committees might be to encourage the establishment of local volunteer corps. These could range from groups of high school or college students working part-time to full-time service like Iran's successful Army of Knowledge, under which 27,000 young Iranian men and women teach or work in the area of their special training for one year upon completion of academic training.

Whether within governments or in semi-public or private organizations, dozens of such service corps are now springing up around the world as leaders recognize the value in harnessing academic training and the energy of youth to national development. The Peace Corps is lending staff and volunteer support to these movements wherever possible. In many cases these local volunteers will take over projects which now engage American Volunteers.

Encouraging volunteer service by international and multinational teams is the Peace Corps' fourth new direction. My experience has been that most countries still prefer to receive volunteers on a bilateral basis. However, this is not true in all cases. Sometimes one country cannot supply all of the skills needed in a particular project; sometimes governments—particularly those most sensitive to East-West tensions—prefer to avoid too close an identity with any one other government; and many of today's potential Volunteers prefer to serve under an international flag or in concert with Volunteers from other countries. (In a recent poll of college seniors, 80 percent favored service in the Peace Corps as part of an international team.)

The Peace Corps has already begun the process of assigning

Volunteers to U.N. agencies and enthusiastically supports the idea of the U.N. Corps, which was approved by the U.N. Economic and Social Council last July and recommended to the General Assembly. If the proposal is adopted, requests will be formulated by U.N. agencies and member countries and their Volunteers supplied through existing private and governmental agencies like the Peace Corps. We expect to provide our share of Volunteers in the years ahead, and more immediately, to undertake joint projects with volunteers from other countries, principally in Europe, before the year is out. Twenty-three such projects have been identified. For example, the Peace Corpsmen in the Mekong River Project will be working with volunteers from England, Austria and Canada.

IV

If the first four new directions emphasize a greater contribution to the foreign country, the fifth is intended to relate the Peace Corps to the enormous problems in the United States. It is common for Americans to ask today, "Why go overseas when there is so much to be done at home?"

The answer to the question is also best exemplified in the nearly 40,000 Volunteers who have now served in the Peace Corps and returned home. After living among the poor abroad and struggling in the agonizing process of change, they are not satisfied with "band-aid" cures. Neither are they given to simplistic solutions such as revolution or benign neglect. It is not surprising that 40 percent of Volunteers change their career plans while in the Peace Corps or that upon returning they continue a life of service to society. Of those employed today one-third are in teaching, many of them in ghetto schools. (It was returned Volunteers who staffed the Cardoza Project in a Washington ghetto school which served as a model for the Teacher Corps.) Another third are working at all levels of government, particularly in community action and poverty programs. Twelve percent work in international and nonprofit organizations and foundations. The young man in Chicago who helped transform a Chicago street gang into a thriving economic development corporation is one of the more dramatic examples of the hundreds who have begun a life of promoting social change.

Still, the returned Volunteer is underutilized. There is too

little effort to relate his work abroad directly to needs at home; moreover, with the Corps' emphasis on classroom teaching and rural community development, Volunteers have been prepared to meet only a limited number of America's problems.

In the future we expect the Peace Corps to play a larger role abroad in population, ecology and conservation problems, curriculum reform, vocational education and urban planning. In each of these areas the foreign experience can provide training to meet a need in the United States. We will also undertake programs of "combined service," in which a Volunteer would sign up for three years instead of two and serve part of his time in the United States and part of it abroad. We expect this year to undertake joint projects with the Smithsonian Institution in the fields of ecology and the environment overseas and to double and then triple the number of Volunteers working in cities.

More directly, we are working out "internships," under which Volunteers will return to specific change-oriented jobs in big city governments. Such programs have already been worked out with the cities of Cleveland, Atlanta and San Juan and more will follow with urban-oriented private organizations.

V

These five new directions are essentially untested, and the test flight is coming at a time when the political winds are as turbulent for the agency as at any time since 1961. There is bitter disillusionment over the Vietnam war among the Peace Corps' traditional college constituency. For many of these students the Peace Corps is tainted by the war, an arm of the Establishment, merely the most tolerable part of an intolerable government. An organized and vocal minority of returned Volunteers call the Peace Corps "the smile on the devil's policy."

Moreover, as the country turns inward, voluntary service at home becomes more attractive than service overseas. In the shifting and often fickle competition among social causes the Peace Corps trails well behind ecology or domestic politics. Then, too, the election of Richard Nixon could alter the traditional allegiances. Some think the President will allow the Peace Corps to die of inattention. In the Congress the Peace Corps could fall victim to partisan politics. As for the new directions, none of them lack detractors. Some people are opposed to the partnership approach, others to working with international

agencies and volunteers from other countries. One critic has already called our recruitment of skilled workers, farmers and members of minority groups "a disaster," and more charitable commentators are still skeptical that the Peace Corps can recruit in sufficient numbers beyond the campus. To say the least, there is no reason to expect a smooth course for the Peace Corps in the years ahead.

And yet I believe there is reason for optimism. The Peace Corps is in 60 countries, trusted and respected in the main. There is genuine enthusiasm for the new directions among host countries, as reflected in the requests we receive. Two years ago 73 percent of the requests were for "A.B. Generalists," recent college graduates in the liberal arts. This summer the figure was 38 percent. Two years ago the request for experienced farmers was 5 percent of the total; this year 15 percent. The figure for skilled tradesmen and vocational instructors is two and five percent, and rising rapidly. Overall, the number of total requests are "up" for the first time in four years.

These requests *are* being filled in 1970. For the recruiting year ending August 31, we have met 94 percent of all requests. This includes over 260 separate skills. For example, Kenya has received 20 civil engineers and 20 experienced farmers and farm mechanics. Volunteers sent to India this summer include a tool and die maker, a welder, an electrical technician, a psychologist, x-ray and medical technicians, and an operational therapist. Iran got 11 experienced mechanics and craftsmen with 148 years combined experience. In total, the Peace Corps this year provided 157 engineers, 332 experienced teachers, 392 farmers, 127 with skill trades, 53 with backgrounds in forestry and conservation.

A Peace Corps so composed might not have been possible 10 years ago but today the volunteer spirit is expanding to students in the professional schools and older Americans who are no longer content to keep their place in the line for affluence and retirement. Millions of Americans still ask themselves what they can do for their country. They, too, are unwilling to undertake "band-aid" assistance overseas, so it is the responsibility of the Peace Corps to insure that the jobs we ask them to do are of high priority and match the skills they have to offer.

As for President Nixon, one would not expect him to shower the Peace Corps with attention as did President Kennedy, but neither would such a confirmed internationalist and advocate

of voluntarism overlook the Peace Corps. This President sees the Peace Corps as a source of innovation, a proving ground for new ideas and a people-to-people form of nonpolitical assistance. The separation of the Peace Corps from foreign policy considerations has been reconfirmed by this Administration and the new directions given full support.

The possibility continues that the Peace Corps could suffer from the climate of apathy and skepticism which surrounds most forms of American assistance. Yet in the Congress support spans the political spectrum from Senator Goldwater who recently called the Peace Corps "the best thing we have going in the field of foreign relations" to Senator Church, who has proposed that the Peace Corps take over more of technical assistance.

And there is much more that could be achieved through the Peace Corps. The present system is built on subsistence living and saves \$75 a month for Volunteers—taxable and without interest—in the United States. Under these conditions, there are limitations on what can be expected even if the important tasks are identified and matched to the skills of Americans with high idealism. Although we encourage as many as possible to extend for a third or fourth year, too few can afford to delay a return to some degree of savings accumulation and therefore go home at the time they become most effective and might be most willing to stay if they were given some additional incentive.

So we ask ourselves, should there be a second or perhaps a third level of Peace Corps service? Could a successful Volunteer be given additional training and sent back into the field, again living in a modest fashion but working at a higher level of sophistication with additional compensation held for him at home? Should the Volunteers be supported by a cadre of university-professional level experts serving less than two years, again living modestly and with their compensation held in the United States? Particularly in the smaller countries where the Peace Corps seems to have the greatest impact, should it be allowed to give material assistance in small quantities, or at least call upon funds from another grant and loan institution?

Finally, should the Peace Corps remain within the government in future, and if so, where? The Peterson Report has recommended that scientific and technical assistance and social development grants come from an institute having a private-public board of directors and operating like an independent

foundation. Should the Peace Corps be part of such an institute?

Mention of these possibilities will no doubt fuel the criticism of those who see the Peace Corps becoming a junior AID—traditional technical assistance in new clothing. Instead of idealistic youth, it will be alleged, the Peace Corps will be the haven of professionals come to practice their trade among the élite; and we will be right back to where we started in 1960.

But the Peace Corps will continue to be a people's agency, dealing primarily with training others and distinguishable by the living style of its Volunteers. Language, adaptation to local culture, and modest living habits will continue to be at the heart of the Peace Corps. This will continue to be so not because idealism is somehow tested and made pure by adversity (villagers consider such reasoning irrelevant or a bit mad) but because the Volunteer must live among the people to become credible and to understand how his knowledge can be applied. As a country we must continue to work directly with the poor and middle classes abroad, particularly in those endeavors where change can take place most rapidly. Certainly an upper-echelon, government-only assistance effort would inappropriately represent the desire of the American people to aid their fellow men. In the Peace Corps, and also in all our dealings with other countries, there must be forged a hitherto unknown spirit of partnership not only with local citizens—which is the most crucial element—but also with international organizations and people from other countries. The Peace Corps cannot speak for others but we can pledge this spirit for ourselves, just as we can recognize the universality of human deprivation and help the returning Volunteer apply his skills to the problems of his homeland.

The world is long on plans today, but short on implementation because somehow the grand designs break down before someone carries them to the level of the people. This is where the Peace Corps must be found in the 1970s—near enough to the impoverished and disenfranchised to understand their problems, yet in touch with the larger forces which course through every society. We promise no panacea and the times have robbed us of the euphoric thrill found in leadership of a youth movement. But in the seventies the Peace Corps can be more lean, more innovative, more capable—a contributor to substantial change in a decade which sorely needs it.

PEACE CORPS
WASHINGTON

OFFICE OF
THE DIRECTOR

November 10, 1969

Mr. Robert Keim
President
The Advertising Council
825 Third Avenue
New York, New York 10022

Dear Bob:

I've recently given a great deal of study to the advertising needs of the Peace Corps. I'm now convinced that the new Peace Corps and its New Directions can best be served by bringing in a new advertising team.

I very deeply appreciate all that Young & Rubicam has done for the Peace Corps over these past eight years. And further, they have through this year in a number of presentations made clear progress toward matching my ideas of what's needed. My associates working on advertising find, however, that in order to present the message of the new directions of the Peace Corps, new ideas and concepts must be formulated and publicized.

It is my plan, therefore, to accept the proffered help of another agency, Keye/Donna/Perlstein, who have shown an immediate understanding of our new message and demonstrated in sample ads the capability to present it as we want it presented. I sincerely hope that you and The Advertising Council will find this change acceptable and that we will continue to have the extremely valuable status of a major campaign of the Council.

I'll wait to hear from you on this before writing to Ed Bond. I want Ed and Young & Rubicam to know how truly appreciative I am for the many very great advertising campaigns they have conceived for Peace Corps through this first decade of its life.

In the near future we will present Young & Rubicam with a formal certificate of appreciation from Peace Corps and the Government of the United States. And I also intend at the first opportunity to personally inform President Nixon of the very honorable volunteer service Young & Rubicam has rendered to this vital program of the American people.

I want you to know that we all realize that much of the credit for the outstandingly effective Peace Corps advertising programs of past years belongs to the Council. Your people, and particularly Gordon Kinney, have given the needs of our campaigns that extra effort and attention required to make a good campaign a great one. I am most appreciative.

It is my hope that the Peace Corps will continue to be a major campaign of The Advertising Council during the Nixon administration as it has been over the past eight years. Together, I know, we can support the programs of the Peace Corps and further its efforts to achieve peace for mankind.

With best personal regards,

A handwritten signature in cursive script, reading "Joe Blatchford". The signature is written in dark ink and is positioned above the printed name.

Joseph H. Blatchford



PEACE CORPS
WASHINGTON

October 17, 1969

OFFICE OF
THE DIRECTOR

MEMORANDUM TO: Mr. Charles B. Wilkinson
Special Consultant to the President

FROM: Joseph H. Blatchford *JHB*

SUBJECT: The University and Students: The Mood on Campus
this Fall

Academic 1969-70 on American campuses is likely to be just as turbulent as the previous year, but perhaps less overtly violent and probably less damaging. Student unrest will catch few administrators by surprise this year. Moreover, students are likely to shift their sights from University administrators to new targets. The issues which confronted administrators--grade reform, admissions policies, relations with surrounding communities--will likely share the spotlight with those which focus attention on faculties, on local governments, and on the Federal Establishment.

Instead of agitating for more generous parietal regulations, students will increasingly concern themselves with the nature of the university curriculum: What topics are suitable History Ph.D. dissertations? How relevant are the Political Science courses offered to current political issues? Such questions will be asked not of the administration, but of the faculty, and probably in a less strident tone of voice than in the recent past.

Student attention may also shift from the governing of the university to the governing of society. As an instance, the war in Vietnam has already re-emerged as a burning issue. Meanwhile, state and local governments have plunged into the maelstrom of campus politics by passing legislation, in response to 1968's campus disorders, that is often extremely restrictive of students. As usual, the opening skirmish in this battle is taking place in California.

There is, of course, no magic formula which can soothe this unrest, nor any accurate measure for its many causes. However, certain factors frequently appear in the background of campus turmoil:

1. Inflation

Not only middle-class homeowners are being affected by inflation. The universities in particular have fallen victim to spiraling costs, and must transfer part of the burden to their students. Graduate students, including family men and women, who are trying to earn a living while finishing their theses, and undergraduates who work to finance their education, will be hardest hit, and thus particularly restive.

2. Black Students

Black students on predominantly white college campuses in the North have often found themselves in extremely awkward and ambivalent circumstances, and under great pressure in recent years. Torn by the contrast between their own comfortable academic surroundings and the spartan conditions binding most other blacks, they often live with conflicting loyalties to their own communities and to the white middle-class society of which universities are an integral part. Unsure of their own role in America, black students have tended to act out their frustrations and uncertainties through largely symbolic gestures within the universities themselves: They have demanded official recognition of their own distinctiveness--through separate dormitories and dining facilities, revised admissions procedures, and Black Studies programs. But most of the relevant symbolic gestures have been made; the pressure remains, and the next steps are far from clear.

Two other observations are worth making:

First, anti-student legislation often denies government aid to students who participate in illegal and/or disruptive activities. Many victims of such rulings are likely to be black students.

Second, racial issues have become serious problems in urban high schools. Demands similar to those on college campuses are being made, but high school administrators are far less receptive, sympathetic, or sensitive to them.

3. Vietnam and the Draft

It is no secret that the Vietnam War and, to a lesser extent, the military draft continue to be major issues with students. Student "disillusionment" is rooted in the War and its domestic consequences,

and nothing that this Administration does short of rapid, defined withdrawal from Vietnam is likely to promote anything in the way of a rapprochement between students and Government.

4. Beyond Vietnam

The War aside--figuratively or in fact--there are, of course, other issues at hand that students regard as basic to deciding this nation's future. Racism, poverty, social division and the need for educational reforms are just a few. Students, and the under-30 generation generally, look not for isolated Federal forays against any one or two of these problem areas. They look for a Federal and Administration commitment that approaches the nation's ill as an interrelated whole. Which largely explains why nothing can really be done in the eyes of the young until the War ceases to dominate people's attention and undermine the manpower and financial resources that might otherwise be available for domestic concerns.

Students are not rebelling against authority but simply against what they perceive to be authority used in an arbitrary fashion or without clear direction. There is, among the young, a sense of drift--a sense that no one with authority quite realizes that all the young really want is something they can believe in.

Solving this malaise certainly cannot be an overnight task. It will require a patient, low-key approach that is nevertheless oriented toward action on a number of major issues. Students will look for commitment and some evidence of results, or at least real movement.

5. Involvement

Students and the young--actions of their extremer elements notwithstanding--are still prepared to work within a "system" or the "Establishment" so long as they believe they will have legitimate access to the decision-making process (not necessarily implying that they make all of the decisions). It is consequently infuriating to many sober-minded young people when they are told directly that no one in power is listening to them or that they should be patient and quiet and trust that their elders will know what to do. From the Government's standpoint, it is also potentially counterproductive to appear to be putting off youth's expressions of concern and discontent, rather than channelling and utilizing youth's energies and ideas in positive ways.

What the foregoing implies is two things: one, that students and the responsible young people of this country must know that their Government is responsive to issues which they believe require the immediate application of national resources and commitment; two, that these same people desire and are prepared for the opportunity to act on these issues themselves.

The national Government, therefore, must listen and respond positively to young people; and it must provide structure, opportunity and encouragement for the young to act with affect on our key national problems.

6. Voluntarism

Voluntarism on a national scale, enlisting the many from all sectors of American society, has been suggested recently as one option in the addressing of our domestic shortcomings. I think we are becoming increasingly aware of the limitations of certain projected forms of national voluntarism. At the same time, we are beginning to point toward what may be the key to useful voluntary work in the country: the encouragement of local initiative to deal with local problems with local resources.

In our discussions of national voluntarism of any sort, we must consider the reception we can anticipate from the young. I think it is fair to predict that young people will respond to any movement that shows the student and other young persons where they can be effective and where they can help produce visible social change and affect community attitudes that often inhibit progress.

October 1, 1969

Dear Pat:

Thank you for your kind note.

I believe I understand the difficult circumstances you alluded to in your letter. I do wish to take this opportunity to extend my best wishes for a bright future.

Sincerely,

Charles B. Wilkinson
Special Consultant
to the President

Mr. Padraic M. Kennedy
Office of Economic Opportunity
Executive Office of the President
Washington, D. C. 20506

CBW/si

OFFICE OF ECONOMIC
OPPORTUNITY

EXECUTIVE OFFICE OF THE PRESIDENT
WASHINGTON, D.C. 20506

September 24, 1969

Honorable Charles B. Wilkinson
The White House
Washington, D. C.

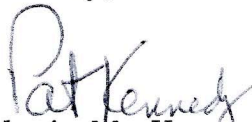
Dear Bud:

As you can imagine, submitting my resignation as Director of VISTA to Don Rumsfeld was difficult. I would really have loved working for Don and the excellent team he has assembled. But apparently it just couldn't be worked out.

I want you to know, however, that I very much appreciated the encouragement and support you always gave VISTA. It's a great program and I hope you will continue to take a personal interest in VISTA and the Volunteers.

If I can be of any assistance to you in the future in your work with youth, please do not hesitate to let me know.

Sincerely,

A handwritten signature in dark ink, appearing to read "Pat Kennedy". The signature is stylized with a large, looping "P" and a cursive "Kennedy".

Padraic M. Kennedy
Acting Director, VISTA

OFFICE OF ECONOMIC OPPORTUNITY

EXECUTIVE OFFICE OF THE PRESIDENT
WASHINGTON, D.C. 20500

In reply please refer to:
RD-620

July 16, 1969

Mr. Bert M. Avery
University of Oklahoma
Norman, Oklahoma 38468

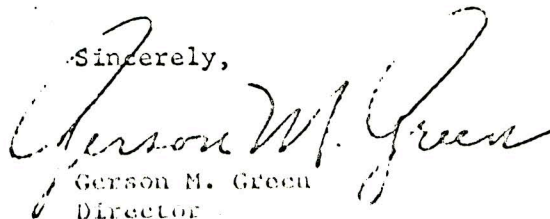
Dear Mr. Avery:

This is to acknowledge receipt of your grant application for a Research or Pilot Project under Section 232, Title II of the Economic Opportunity Act.

Your application is being referred to our staff specialists for review and you may expect to hear from us when that review is completed. Please refer to the number above in any correspondence about the application. Copies of the application are being sent to the appropriate State Technical Assistance Agency and CEO Regional Office for their information.

We appreciate your interest and ideas in new ways to help the anti-poverty effort.

Sincerely,



Gerson M. Green
Director
Research and Demonstration
Community Action Program

cc: Regional Office
Regional Desk
State TA Office
R&D Analyst - Rudy Frank/Bill Hepburn 202/382-5041
R&D File

A Proposal for
SCIENTIFIC ENRICHMENT

University of Oklahoma

A Proposal for

SCIENTIFIC ENRICHMENT

A Program designed to ameliorate conditions
that lead to disenchantment, under achievement, and
disunity.

University of Oklahoma

• Norman, Oklahoma

FOREWORD

Our purpose is to create a total social and educational package that will educate and motivate by addressing the needs of those youth in our society who have been ignored. These are youth who not only have been victims of bigotry and discrimination, but who also have been victims of a society that has too long allowed and even perpetuated programs of education that are insufficient in number, inferior in quality, and irrelevant in content.

We will place these youth in a five year summer program that will prepare them to enter and continue in college with financial and tutorial assistance. By doing the above, we shall have provided some of the options that are necessary for a full and productive life. Further, we will attack this task on an unprecedented scale to help move this state and our nation towards racial harmony by having helped to ameliorate conditions that create smoldering crises that lead to disenchantment and disunion.

SCIENCE ENRICHMENT

I. OUR PROGRAM WILL ACCOMPLISH THE FOLLOWING:

- A. Seek out students at an age (7th Grade) where their talents can be developed.
 - 1. These are capable students with the potential for college work but:
 - 2. These are poor youth with a Red, Black, Brown, or rural White experience.
 - 3. They are victims of white exploitation.
 - 4. The level of aspiration of these students must be raised.
- B. Supplement education in general with emphasis on Science and Mathematics in later stages.
 - 1. Five consecutive summers are needed for completion of the summer program.
 - 2. Subject areas are:
 - a. Mathematical and scientific abstraction as related to ideas understood by students.
 - b. English and cultural history--starting from ethnic dialects and minority contributions.
- C. Prepare and encourage graduates of the Summer Enrichment Program with an option of any field of study; Emphasis is placed on Science and Engineering.

II. THE ULTIMATE GOAL OF THE PROGRAM IS SOCIAL, ECONOMIC, AND EDUCATIONAL CHANGES FOR THE PEOPLE IN OUR SOCIETY THAT LIVE WITHOUT POWER IN A STATE OF HOPELESSNESS.

- A. To a great degree, social and economic changes will be effected by the graduates themselves.
 - 1. Engineers and professional people provide leadership.
 - 2. The lived experience of these youth would be an invaluable tool in dealing with ethnic communities.
- B. Educational changes are accomplished through in-service training of our teachers who will take new ideas and methods back to the public schools.
- C. Students at the university through experience and exposure to our students will have a better understanding of the problems of students with life experiences different than theirs.

III. THE PROGRAM HAS A POTENTIAL OF ENTERING 100 STUDENTS IN COLLEGE PER YEAR.

IV. NEED FOR THE SCIENCE ENRICHMENT PROGRAM

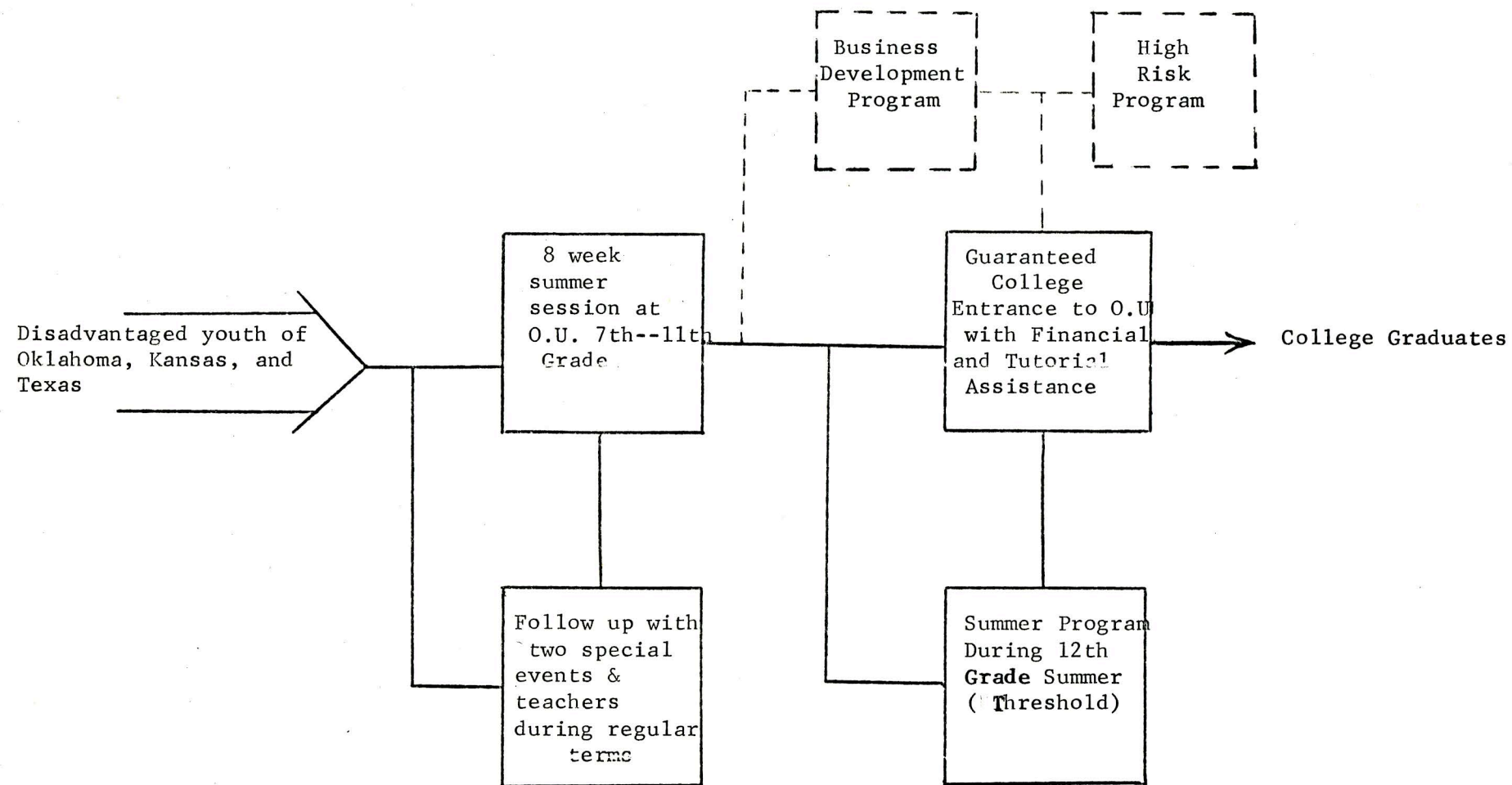
- A. The lived experience of disadvantaged youth aids in qualifying them for implementation of social and economic change in the communities that spawned them.
- B. The inadequacies of science education necessitates this program.
- C. Minority youth have too often been counseled out of science related fields.
- D. Five summer sessions allow sufficient time to help overcome educational barriers and to rechannel student's motivations. After this is done, more time is needed for concentration on subject matter.

V. WHY SCIENCE AND ENGINEERING

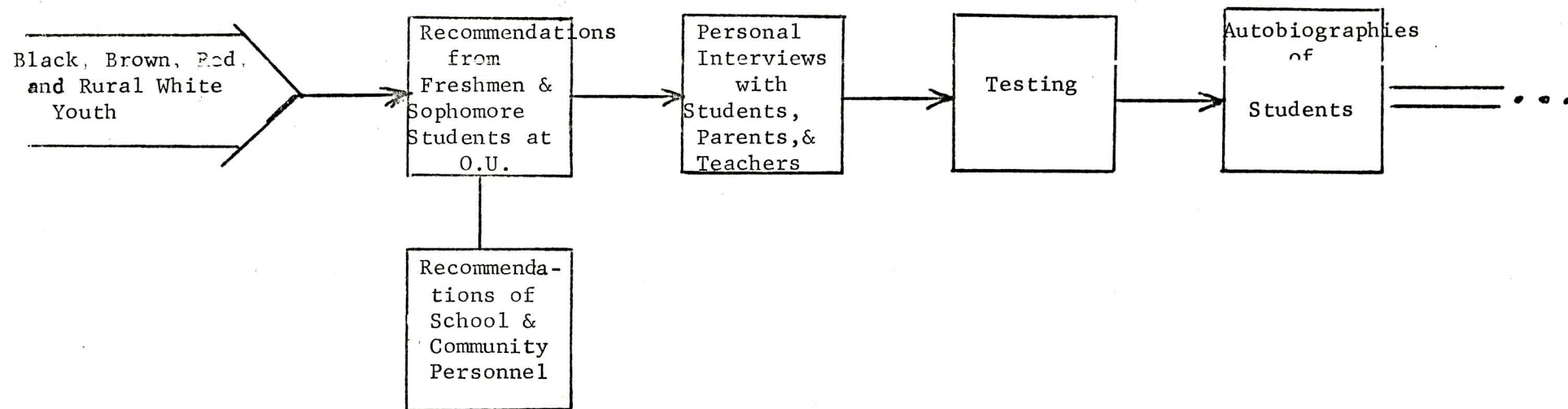
- A. Science and mathematical preparation goes a long way in preparing students for other career fields.
- B. Concentration is also given to English and Social Science.
- C. Jobs are readily available in engineering and science related fields.
- D. Less social acuity is needed.

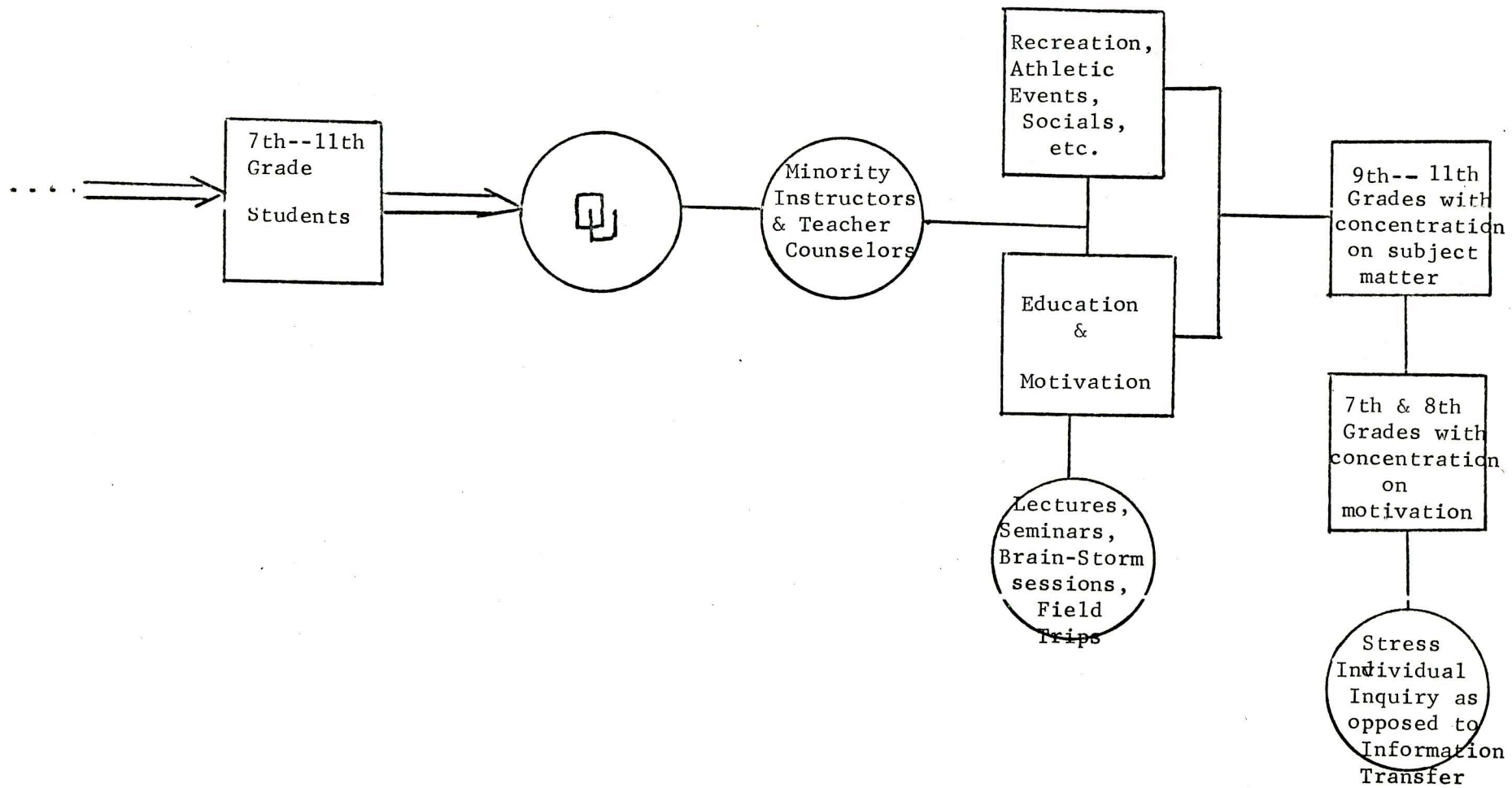
VI. THE UNIVERSITY IS THE ONLY MAJOR INSTITUTION IN OUR SOCIETY THAT IS A RELATIVELY FREE AGENT IN EFFECTING THIS TYPE OF EDUCATIONAL CHANGE.

Scientific Enrichment

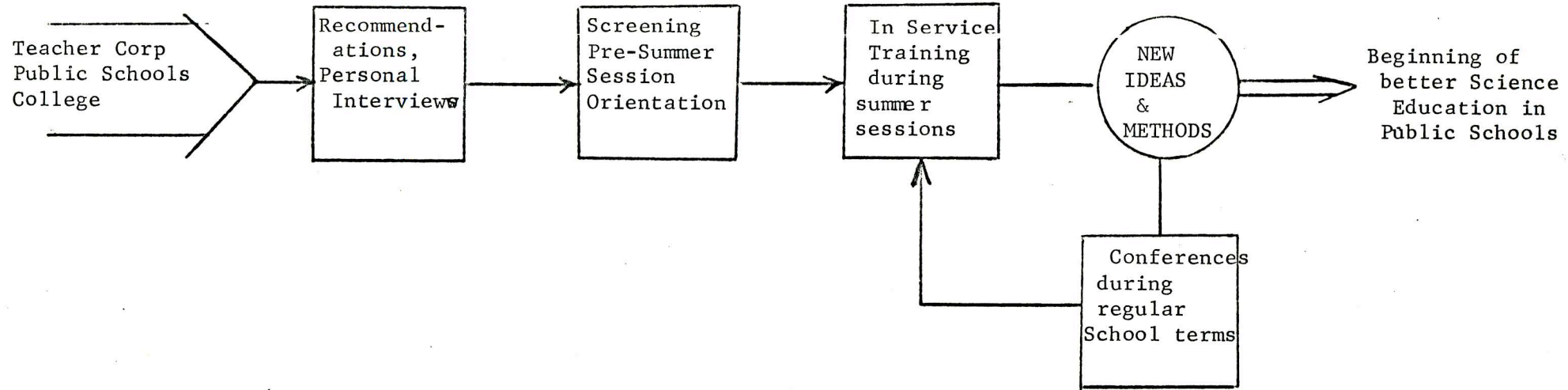


Student Selection:





Improving Science Education in Secondary Schools



COST OBJECTIVES FOR FIRST TWO YEARS*

	<u>1970</u>	<u>1971</u>	<u>2-Year Total</u>
1. Student Selection	\$ 59,000	\$ 90,000	\$149,000
2. In-service teacher training and curriculum development.	134,000	150,000	284,000
3. Training future educators and counselors.	25,000	35,000	60,000
4. Summer education and related administration costs.	288,000	359,000	647,000
5. Financial Support in college.	000,000	408,000	408,000
6. Tutorial Support in college.	<u>000,000</u>	<u>135,000</u>	<u>135,000</u>
7. Totals	506,000	1,177,000	1,683,000

*excluding indirect cost.

COST OBJECTIVES FOR SCIENTIFIC ENRICHMENT PROGRAM*

1. Student Selection	\$ 389,000
2. In-service teacher training and curriculum development.	\$ 854,820
3. Training future educators and counselors.	\$ 250,680
4. Summer education and administrative costs.	\$ 5,203,000
5. Financial support on college	\$ 7,752,000
6. Tutorial support in college	\$ 1,267,500
7. Ameliorate conditions that create smoldering crises that lead to disenchantment and disunion	\$15,717,300

*excluding indirect cost