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**WASHINGTON**

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PROSPECTS OF MANKIND

on

"The Peace Corps: What Shape Shall It Take?"

With special introduction by

President John F. Kennedy and Mrs. Eleanor Roosevelt

Presented by WTTG, Washington (March 11, 8 P.M.)  
and WNEW-TV, New York (March 12, 7:30 P.M.)

Mrs. Roosevelt's guests on panel discussion are:

R. Sargent Shriver  
Senator Hubert Humphrey  
Professor Samuel Hayes  
Senteca Kajubi

"Prospects of Mankind" is produced for National Educational Television by WGBH-TV and is offered by Metropolitan Broadcasting as a public service.

COMPLETE TRANSCRIPT OF PEACE CORPS PROGRAM WITHOUT EDITING

## INTRODUCTORY DISCUSSION BY

### MRS. ROOSEVELT AND PRESIDENT KENNEDY

- R: Mr. President, you are very kind indeed to give us a few words of introduction to the program "Prospects of Mankind" which is to be on the Peace Corps, which is one of your great interests. I would like to know how you originally thought of this. It seems to carry out your appeal for everyone to be of service in your Inaugural Address, but how did you come to think of it first?
- K: Well, of course it had been discussed by a good many Americans, this idea, particularly young Americans, using their desire for service for the benefit of mankind. Congressman Reuss in the House, Senator Humphrey, and others had been talking a good deal about it, and I felt during the fall that it should be a matter to which we should address ourselves. We have now organized it and we hope by the end of this year to have between 500 and 1,000 young men and women, though perhaps later on we can go to all ages, in service around the world, in the service of peace, so that I am very hopeful that this would do a good deal for other countries, but would also do something for our own people.
- R: Well, this of course is a great opportunity and this beginning is a pilot project I imagine and you hope that it will develop and that new things will appear as you work it out. It seemed to me that it was the beginning of a broadening of our whole idea, and perhaps I am wrong in this, but possibly that we have been thinking so much in the past on so many questions on a national scale only and this was the beginning of thinking on an international scale.
- K: Well, I agree and I think that the fact that this concept of service to our country or really in a broader way to the cause of peace -- the fact that it has gotten such an overwhelming response in schools and colleges across the country shows that there is a strong thread, a strong cord of service and a desire to be involved in a great effort which really runs through our people. With all the emphasis on the life of ease which we hear so much about in this country, I think the fact that this response has come forward is one of the most encouraging things I have seen. These young men and women will not be paid any salary. They will live among the people of the country to which they are accredited. They will work particularly on

teaching, on health, malaria eradication, and so on, and on agriculture, how they can improve the food production -- those three areas. And we will send men and women who can serve and be a credit to this country and to the cause with which they are associated.

R: Probably on sanitation, too.

K: Sanitation. That's correct.

R: And possibly on helping peoples to use to better advantage the things that they have had, as scientific discoveries make it possible. Because, I know that in certain areas of the world there are foods available that people do not use which might be of great value to the people.

K: Well, I am hopeful that this will be. As I say, I think it can do something here at home in turning our attention to public service, national service, instead of following our own pursuits.

R: It is a great opportunity also for our young people to learn about the world in which they live, but also I like the idea that it may be extended to older people also, and I understand your hope is that other countries will come in and also do much of this work as we begin it.

K: That's right. The British have been doing some on a limited scale. A group has been set up, a group of volunteers, and they have done remarkable work. I am sure that there is through the whole free world community a great desire by young men and women to be of service and I hope that that great asset can be tapped. So, this is a beginning. We want to use as much as we can -- private institutions, private universities, private organizations, which have been in this work so that we can make the most effective use of our talent.

R: Yes, and will it be possible for instance for the UN to call upon our people for service if they have projects?

K: That's right. We are going to attempt at the beginning to cooperate as closely with them as possible.

R: Well, that would be a very valuable service because it would remove costs in a great many cases, which would be a very valuable thing. And, will they be able to work under experts in countries? For instance, where you are sending an expert in a certain field, you could send young people who are really getting their training still, couldn't you?

K: Yes, though I think the people that we send abroad should have skills which could be sharpened I think by study either in this country or in the country to which they are going so that we can make the most effective use of our

talent. It is expensive to send people abroad. It requires a good deal of effort by their part. We want to make sure that those that we send can bring a return on . . .

R: Well, I was interested that for instance among the groups you mentioned, you mentioned labor. It seems to me that there is a great deal that could be offered by labor. For instance, in many countries they want the technicians, an electrician, a plumber, or some various things which perhaps we would not get out of many young people.

K: That's right. I think that after we have gotten started we should attempt to cover every age group because there is a desire to serve and a capability among all Americans and not just -- although I think that in the beginning we will probably have the biggest response from younger people. I hope that those with special skills who are older, language skills, as well as technical skills, will find it possible to devote some of their lives.

R: But, it is possible for them to have a period of orientation to learn a language, isn't it?

K: Well, I would feel that in order to do it most effectively that there should be some skill in the language before they offer their services. We are only going to be able to send really relatively a limited number of people, considering the need, and therefore, they should really have a skill, a talent, and a desire to serve.

R: Still, there are not many people who know certain languages where the need is greatest. So, I should think that there would have to be an effort made to give them at least some basic training in learning the language and then they can acquire more on the job.

K: Well, I agree -- some of the esoteric dialects would require -- but it takes many months to really learn to be effective in a language and if we really have to balance off. We have to wait and see how many volunteers we get and what their skills are, but I would think that those who would certainly go at the beginning would be those who had some particular talent which they could bring to the program.

R: And, you think of it also as being valuable to us as Americans in our gain in knowledge of the world, don't you?

K: That's right. They will all come back with the most valuable experience. As I say, one of the most encouraging facets of the entire concept of the Peace Corps has been the response. I think that we have really thousands and hundreds of thousands of people in this country who want a chance to be of service to the country and to the causes with which we are associated. This gives them one area.

- R: Could not we also use some of these people in depressed areas in this country?
- K: That's right. That's right.
- R: To do a re-vitalizing of certain things in those areas that needed to be done.
- K: One of the matters which we are now studying is how we could use Americans who desire to serve in our own country: slum areas, in education, re-training, and all the rest and we are going, we hope, to the coming months, to be able to decide how we could determine that program.
- R: It would seem to me that that would be a part of this that would develop and that might be extremely useful, because there are people who can't go out of their own country. But, I was interested in reading over -- I can't remember if it was in your statement or not -- that you would send perhaps eventually even couples.
- K: That's right, if both are trained.
- R: If they are both able to do something and I have seen couples working together for instance in Israel in a children's village, and I think that this might be something which could be used in our own depressed areas very well, if you could put a couple with certain kinds of training in to help them rebuild and start new industries or something that had to be done in the area. It might help us a great deal as well as help other countries.
- K: That's right. Exactly! As a matter of fact, we are now attempting to see how we can use this reservoir of talent and desire here in our own country as well as abroad. I just want to say that it is a pleasure to have participated in this discussion, which is going to be carried on, and also to welcome Mrs. Roosevelt back to the White House.
- R: Thank you very much, and I am very grateful to you. Thank you Mr. President.

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Announcer: Mrs. Roosevelt continues the discussion of the newly-established Peace Corps with her special guests:

Senator Hubert Humphrey, Democrat from Minnesota, is sponsoring legislation for the permanent and expanded Peace Corps. He is Chairman of the Disarmament Subcommittee of the Senate Foreign Relations Committee.

Professor Samuel Hayes is the author of the Peace Corps Task Force Report requested by the President. He is a social scientist in the Department of Economics of the University of Michigan and has served on several Government missions to the Far East.

Senteca Kajubi is here from Makerere College of the University of East Africa, which will receive the first Peace Corps group of American teachers. He is presently at the University of Chicago and is the Secretary of the Uganda Educational Association.

R. Sargent Shriver has been heading the Peace Corps effort for the White House. He is Chairman of the Chicago Board of Education and was twice leader of Experiment in International Living groups.

Now, here is Mrs. Roosevelt:

Mrs. Roosevelt: I am very happy to welcome our audience again today to what I think is a very important program, because the response to the Peace Corps has been phenomenal and I am very happy that this is so. I think my first question will be to you, Mr. Shriver. You have just been designated the Director of the Peace Corps, and I think the first thing that we, all of us, want to know is what in your mind is the primary objective.

Mr. Shriver: I think the primary objective, Mrs. Roosevelt, is to tap the skilled manpower of the United States and to put it at work in the service of foreign governments who request it. We do not want to go with Peace Corps volunteers to any country except a country that has invited us, and in that country we want to do what they want to have us do, not what we think ought to be done. Therefore, I would say that the first objective is to organize the skilled manpower that is available in this country, the dedicated people, and put them to work internationally for the benefit of all and especially, of course, for the benefit of peace.

Mrs. Roosevelt: Senator Humphrey, you introduced the first legislation in this field. Could you give an answer to what you feel are the important objectives?

Sen. Humphrey: Mrs. Roosevelt, I think that Mr. Shriver has stated it rather concisely and meaningfully. I might just add that it seems to me that the Peace Corps might very well fortify many of the existing programs of public and private groups in depth, including even the activities of the United Nations, and surely many of our great charitable and philanthropic organizations. Also, one of the aims of the Peace Corps is to really permit this great surge of good-will that is so ever present in the American community - and I am sure it is in other communities - to manifest itself in some practical work and meaningful purpose. I think that when you put together what you have said, Mr. Shriver, the reservoir of talent, plus this great desire of good-will that we are stating somewhat, that is the major objective.

Mrs. Roosevelt: Thank you. And how about you, Professor Hayes? You must have some particular thing to offer.

Prof. Hayes: Well, Mrs. Roosevelt, I am thinking primarily of the need in the other countries where this need comes from for the kind of people we are talking about. A modern society, a modern economy is based upon educated people, trained people. It takes a long time to train and educate people. What we can do is, on the one hand, help with the process of education and training and, on the other hand, temporarily send in educated and trained people to fulfill these jobs while the necessarily long process of building up a corps of people who are adequately trained, goes on. So, I see this as being temporary and helping with the process of modernization, which all of these countries are trying to achieve.

Mrs. Roosevelt: Well, Mr. Kajubi, you are here today as the one representative from the countries who may really want to draw on this good-will that we feel exists in the United States. Have you something that you would like to say about the objectives?

Mr. Kajubi: Well, Mrs. Roosevelt, this puts a great deal of responsibility on my shoulders, but I will make a few comments. There is no doubt at all that in many of these so-called undeveloped parts of the world, the most serious bottleneck is the shortage of trained manpower, and this is one field in which the United States can contribute, so in principles this idea, scheme, will be welcomed greatly by people in the undeveloped parts of the world. However, I should like to say that it should not be a one-way street, in which the United States is giving without feeling that they, too, will be getting something in return. I think it should be a mutually beneficial scheme in which the Americans would feel that they, too, are learning something about the rest of the world and that the rest of the world will have something in return to contribute to the United States.

Mrs. Roosevelt: That is a very important part of it, from my point of view. What would you like to talk about, Mr. Shriver?

Mr. Shriver: I would like to emphasize the point that you have just made, that this is very much a two-way street. I think that all of us are looking forward to the impact that this program might well have on American education, for example. I hope that if the Peace Corps goes on for a number of years that Professor Hayes and some of the students, maybe at Michigan, will begin to prepare themselves for the Peace Corps service in their sophomore year. They might start studying languages that they might not

otherwise have attempted to take on. They might study the culture of countries that they would not have gotten into, and in that way, prepare themselves to be better Peace Corps workers when they actually go abroad. There is no doubt in my mind that it will be fine for American education if it is run properly and also it will be a great thing for the people who go over. Think of the opportunity of being over there for 2 or 3 years, and learning the language and customs. It is a great educational venture for our people.

Mr. Kajubi: So I think right from the very beginning what ought to be really emphasized is the spirit, even before we begin to think of the mechanics. The spirit of the scheme is very potent and should be emphasized from the very beginning. This mutual benefit, from both sides...

Mrs. Roosevelt: Yes, because you feel that if they go in that spirit, the spirit of learning, as well as offering something, that the best can be obtained after it. I have found that if we could approach our first contacts with people in other areas of the world in the spirit that we have come to learn something, it has a tremendous effect in the ability we have to offer anything, because they respond to that -- I do not know whether to call it the spirit of humility - but what has been your experience, Senator?

Sen. Humphrey: Well, Mrs. Roosevelt, I wanted to make two observations. First, I think this will have a very healthy impact upon our political understanding of the world in which we live. We Americans are prone to read a pamphlet, or a headline, or an editorial, about so-called emerging nations or underdeveloped nations, and this streak of compassion in you says "Do something about it!", or somebody else says, "That is not my business. So we treat it superficially. But when you have a substantial number of young people that are really living with their neighbors in other parts of the world....not living above them, not living removed from them.... but a part of the family, so to speak - and right down at the basic fundamental parts of community life, you are going to have an understanding of the world in which we live. I cannot help but believe that this is one of the more important contributions that we are going to get out of it.

Prof. Hayes: I wonder if we cannot tie this into what Mr. Kajubi was saying about the mutual kind of a program which we should carry on. We are going to learn more, other governments are going to find a common purpose if we can find projects within this country such as, Mrs. Roosevelt, you were talking with the President about, projects in this country and soil conservation, in depressed areas, in teaching, as Mr. Shriver - you were talking about the need to build up training courses, who could better help us with our training than people from these countries themselves who would help train our own Peace Corps people to go abroad. So there are many ways we could have projects in this country to use people from the same countries where our people will then shortly go.

Mrs. Roosevelt: Professor Hayes, I find a number of questions. I find a great desire to serve, as the mail which all of you have received would indicate and I, also, in a much smaller way, have had a number of people write me. I find one question that comes up is the question of no pay. Now, what is the policy really as regards to that?



Prof. Hayes: Well, Mrs. Roosevelt, it was our thought that no one should be encouraged to come into the Peace Corps to get rich. We have heard a great deal about the "Ugly American" and the man who lives overseas and is living so high above the standard of living of the country where he is located, that a very bad impression has been made.

Mrs. Roosevelt: I can remember that some of our G.I.'s were accused of taking the girls away from the people who really lived in the country where they were stationed for a while.

Mr. Shriver: Our Peace Corps volunteers are going to have to use other means than money for that, I am afraid. The basic objective was to focus right off the bat on the fact that there would not be a lot of pay for this service. Now, of course, we are going to cover the living costs, the allowance for housing, some pocket money and so on for our people while they are overseas. Nobody can live without any pay, that is obvious, and the amount of pay which a person would receive as a volunteer in the Peace Corps would vary from country to country, depending on the conditions in that particular country. Now at the same time, it is our intention to build up, month by month, a severance payment, a bonus, if you will, to be given to the Peace Corps volunteer when he or she returns to this country. If, in a particular case, that person had a home responsibility that they wished to fulfill while they were overseas, that bonus could accumulate for the benefit of their family, or their mother, or sister, or something of that kind.

Mrs. Roosevelt: Could it be paid out, during a period, because that is the important thing?

Mr. Shriver: Yes, it could be. The basic idea originally and at this time, is that it would accumulate for the benefit of most of the people, so that when they return they would not return penniless to this country without any little cushion to tide them over for the first few months until they get adjusted.

Mrs. Roosevelt: I would agree on that, but I think that there are a great many young people who will want to go in this Corps who perhaps have had their education because a brother or sister, a younger brother or sister, deferred theirs for a little while, and they will feel a responsibility to help out a little bit for the younger member of the family, or perhaps as soon as they are able to earn they ought to take some small responsibility for an older member of the family, and I think there should be some kind of an allotment that could be made from your building-up process. Still some would be there building up for that "cushion" at the end, but I think there are too many people that you would cut out who have some kind of personal responsibility...if you do not make some kind of arrangements --

Mr. Shriver: Let me say that we intend to be flexible on that. There is no question about it that we ought to have it flexible enough to cover the points that you mention, and that is our intention.

Sen. Humphrey: Now, Mr. Shriver, we in this preliminary legislative discussion of this with Congressman Reuss and that late Senator Neuberger and myself and others, we talked about the allowances which you are indicating, and about the equivalent to a Private's pay in the Army, about \$80.00 a month as a sort of extra allowance that would be made available and pretty much along the lines that you have discussed, sort of holding it back or make

it available, monthly, for wherever it was designated or to be used. I think Mrs. Roosevelt makes a good point. When a number of our young people that have graduated from colleges have taken their turn, so to speak, in the family and somebody else's turn is coming up, and you are required as the older brother or the older sister, under the family agreement, to sort of help out a younger brother or younger sister. I think all of these matters need to be looked into. The point that ought to be emphasized here is that we are in an embryonic stage. This is a developing program. It isn't set, that the President's Executive Order and your description of the program, Mr. Shriver, indicate that we are feeling our way, and I hope the public will understand that, that this is - in a sense - an experiment and it is an experiment in peaceful pursuit, and may I say to my good friend from Uganda, this is not a part of the cold war at all - this is a part of the warm heart and the open mind.

Mr. Kajubi: I should like to butt in here and say that from the point of view of the recipient countries what is really important is not how much money the participant receives or does not receive. If Americans are going to go into these countries with a spirit of sacrifice on their faces, that we have sacrificed television, have sacrificed this to come here and to live with you, but come in an arrogant and rather consenting manner, this might be more harmful than beneficial. So what will matter to us when these people come is to come in a good spirit, ever ready and willing to do the job for which they are assigned. And, in fact, I should say if they come, living on mere pocket money, and are unable to travel around in the countries where they come -- they are unable to get a cup of tea because they are just living on petty pocket money...I think that this might develop a provincial idea within the countries where they happen to be. They should be able to move around and see. They should have, if possible....

Mrs. Roosevelt: Yes, it is important that they should be able to travel around, and it is important that they should be able to offer hospitality. I think that this is a very important thing, because that is the way you make your contacts with people.

Mr. Shriver: One of the points that you just made then, and I think, Sam, you mentioned before that I think is important, is that before any of these people go overseas there is going to be a training program in this country. It may be as long, in this first batch of prospective volunteers, as 3 or 4 months, and during that time we would like to have in the training program in this country, students from the country to which our Peace Corps volunteers are going to go. For example, if we were going to send to Uganda, your country, hopefully perhaps some prospective teachers --- let's say fifty -- and we had them in a training course this summer, we would hope to have a number, let's say 15 or 20 students from Uganda, going to the training program this summer with our people, giving them the point of view, for example, that you just expressed. I think it is very important that they hear from people like you exactly what they are expected to do when they arrive.

Mrs. Roosevelt: I think so; but Professor Hayes, I would like to ask you one question I believe, of course, that one thing that has to be gotten across to many of the people who are going, young or old, in this program, is a sense of discipline, a sense of doing what they are told to do whether they understand it always completely or not, and I wonder how you think that can be

done and what you think...I am thinking of health and ways of living while they are there.

Prof. Hayes: It seems to me that this ought to be part of the training program of which there should be several parts. We, of course, have language - although in some circumstances a new language is not particularly necessary in some of these countries. English is used already, as a teaching language or as a common language, for the positions these people would have. In others they would have to have the language. They need to have training in culture and economics and politics of the country they are going to. They would need to know something about the United States so that they would be good interpreters of American culture, American society, and American politics.

Mrs. Roosevelt: They would need to know something about religions.

Mr. Shriver: Yes, but they need also a training in how to live in a foreign country which is what you are talking about in terms of self-discipline, how to avoid disease, and what to eat, and all of the rest of it. And this is something I suppose we can develop a training corps for, or perhaps the military have had something of this sort.

Prof. Hayes: Actually, it has been suggested that after the people arrive in any particular country that they stay in a staging area after arrival for a week or ten days to become acclimatized, you might say, to that particular situation. It has not been decided whether or not that would be done, but there certainly is a possibility in the training area. The problems in the different countries are different - the dietary and the problems of disease often are different.

Sen. Humphrey: I think we ought to get a little more information about the recruitment program, Mrs. Roosevelt, Mr. Shriver, also, about the cooperative relationships that will exist between government organizations such as the one you head up, Mr. Shriver, the Peace Corps, and the voluntary agencies. I say this because misinformation can cause considerable difficulty. We have a large number of people who would just like to rush right on in, you know, and just help as much as they could, and we are deeply appreciative of that spirit of generosity, but as you have discussed it with me and we have had our little visits about this, and as Mrs. Roosevelt and the President have discussed it, it seems that one of the first criteria will be a very selective recruitment process, and then a rather intensive training process on top of what abilities you already have, and then I like your idea of a staging area, so to speak, to get at some kind of conditioning, to not only the climate and the food, but to the customs, on the spot. Mrs. Roosevelt had a comment here where she said, we also need to know something about their religions. Yes, the mores of the.....

Mrs. Roosevelt: That affects foods very much, you see, and the way in which you do things. I think it is important that our people who go should know something about the religions of the countries and the customs.

Prof. Hayes: Well, you have both the recruitment and the selection problem together don't you? I am a little worried about the political problem of 100,000 people wanting to go and you are sending 500 or 1,000 this year, and perhaps 5,000 in another year or two - don't you see something of - how you are going to handle this?



Mr. Shriver: We do not have any pat answers to those questions. What we do know is that we want to have a national recruiting drive which would enable every person who wants to apply, irregardless of race, color, or religion - to make an application, to volunteer. Then after those volunteer forms have been completed, the selection process will begin. Now we are going to have to select people who are equipped to fulfill the jobs which are on the ledger, so to speak, and this is only going to be determined after we have talked to the countries in question to find out what kind of people they want from us. Naturally we are going to have to select the best ones that we can. How, how do you determine who is best? I will tell you the answer to that -- nobody knows. Now you have to have some standards, that's true, but I have talked to a lot of people here in the last two weeks, a lot of research institutes, and Professor Hayes, and everybody agrees on one thing - that there is no test that you can give - one test, two tests, or three tests, which can tell who is going to be the perfect person overseas. There is going to be mistakes. You were talking about that earlier. We have to be prepared for some failure.

Prof. Hayes: So you might take on more, perhaps, than you could use and try them out for a while.

Mr. Shriver: No question about it. For example, to go back to Uganda, or any country, if we were trying to get 100 teachers, let's say, to go to a particular country this fall, we should certainly start off with twice that number in training for that country, and then on a trial-and-error basis we would "wash out" - as they used to say in the Army and Air Force - we would "wash out" some of these prospects, and by the time they actually got over there we might have only one out of every two who started. This is going to be tough work, and people are going to have to find that out.

Sen. Humphrey: We do have some background of experience. We have the International Voluntary Services, for example (a very good organization), and you have this British experiment. We have a number of our foundation groups and church groups.

Mrs. Roosevelt: You have a great deal of experience. For instance, your American Friends Service has been sending people for years.

Mr. Shriver: That's right. I talked to them and even they admit, with all of their experience and all of their tests, everyone of their cases do not turn out perfectly.

Mrs. Roosevelt: Oh, no, no.

Sen. Humphrey: This is something we need to make quite clear when you start out on it. This is not an operation in perfection. We are using people and that poses some problems, and when this happens we may have to see a time where a person is sent to a country, or is offered to a country, the country finds the person unacceptable or the individual finds the conditions something that he or she can't take, so you have to remove them quickly. I want to predict something, Mr. Shriver - you are going to get in trouble, and then somebody is going to say in Congress, "See, the whole program is a boondoggle". Let's move that out right now, because when you are dealing with people, particularly in unchartered areas



of human relations and of social contact, you are going to have some troubles, but if we are going to try to get into a program in which there are no troubles, well, I do not know just exactly what it is going to be. Outer space even has its troubles, much less inner space.

Mr. Kajubi: At this point I should like to say that in the receiving countries every possible effort should be made to seek the cooperation and the moral support of whatever organizations there are in the country. For example, in the teaching profession, teachers' organizations in these countries should be consulted - because, if you brought fifty teachers to Uganda and it was not the idea, or the Uganda Teachers' Association was not consulted, I mean, if this friction came along, it might make the implementation of the scheme very difficult. And I think in this respect, as far as teaching is concerned, we have here in this country the office of the WCOTP's - World Confederation of Organizations of the Teaching Professions -- which can provide information about the various teaching organizations all over the world, so that they are contacted and consulted before teachers are sent in. This can be done in other professions, too.

Mr. Shriver: I agree with you. I think we ought to consider bringing representatives of the teacher organizations from foreign countries to the training centers in this country to help in the training process and to explain the procedures -

Mr. Kajubi: And the teaching systems over there.

Mr. Shriver: That is correct.

Mrs. Roosevelt: There are also many other ways.

Prof. Hayes: Success is not simply a matter of selection and training, then. It is very much a matter of working out arrangements with the other country and the situation in which these people work. I have been interested, Mr. Shriver, that one way of solving some of these problems is, of course, a pilot program, an experimental program. I hear that you are planning to do something right away without waiting for the long process of Congressional legislation and appropriations which might be into the fall before something would be finalized. Is this -

Mr. Shriver: That is correct. We are trying to get under way promptly and the reason for that is simply the fact that huge numbers of people graduate from schools and colleges each spring around May. If we waited until everything was worked out and all of the questions were answered and a bill, Senator Humphrey, had passed both Houses of Congress and was signed by the President, we would miss probably all of the calendar year 1961, because the students and the teachers would have made other commitments for this year.

Sen. Humphrey: But we ought to make it clear that the Congress has expressed its intent and its interest in this matter in the Mutual Security Act of last year.

Mr. Shriver: No question about it.

Sen. Humphrey: And there is at least broad authority for the Executive Order that the President issued and for your very limited establishment at the moment, and I -

Mr. Shriver: It was mentioned actually that he was fulfilling the wishes of Congress in this particular instance.

Sen. Humphrey: And I think that's true, and I was discussing with some of you earlier that we have a precedent in this back with the Rural Electrification Administration, before REA - which is our rural electric cooperative organization in the States, as you know -- before that was institutionalized or before it was made as a permanent adjunct of Government, President Roosevelt set it up under broad authority that existed for emergency powers for the President, and then the next year -- as a matter of fact, at that same legislative session -- asked the Congress to proceed. Now that is what you are going to do, Mr. Shriver, as I understand it.

Mr. Shriver: That is correct.

Sen. Humphrey: There is a general re-organization going on now in the entire overseas program and at the right time, in the very near future, Prof. Hayes, I hope that we will be able to present in both the House and the Senate a bill that will give firm foundation to the Peace Corps and broaden its scope, and give unquestioned authority and funds to proceed. I do not think we will have too much trouble. I want to say that I think the Congress will be rather receptive, in light of the interest of the public.

Mrs. Roosevelt: Well, I am hoping very much that a good deal of this can also be coordinated with programs that now exist in the United Nations, because through their specialized agencies they already have programs that are very acceptable in many countries where perhaps they are a little nervous about taking from one country too much for fear of economic control, and therefore I think we should be very careful to explore what the specialized agencies have in prospect where we could channel some of this good-will voluntary work which certainly would make it less expensive for some of the agencies and ought to contribute both to the education of the individual going and to the United Nations program, whatever it is.

Prof. Hayes: Mrs. Roosevelt, I am sure you know that something of this sort has been already started on a pilot basis, by the Netherlands and West Germany which have been recruiting young people where they have some expert skills, but really quite young people, and assigned them with the national government paying the salary but assigning them to work for specialized agencies in particular projects overseas run under the United Nations auspices, so there is already a precedent for this, too. Of course, to have a substantial expansion you would need to put in some money along with

this for administrative and supervisory costs, but surely there could be a wide increase in the use of exactly this mechanism of simply assigning individuals paid by their national governments at the request of the specialized agencies who work at the request of recipient governments.

Mrs. Roosevelt: Well, of course -

Mr. Shriver: I think it would be well for me to just say, Mrs. Roosevelt, how this task force organization is set up to operate, because it does have a section devoted specifically to the point you are talking about. The way we conceive of it at this time, and all of this I would like to emphasize as you mentioned a few minutes ago, Sen. Humphrey, is experimental. The way we are set up now we have five ways of operating:

We can operate by making grants to private voluntary agencies in this country. They will have to live up to certain standards, Peace Corps standards if you will; they will have to recruit according to certain standards, try to coordinate certain standards, and do the kind of work that fits in with the Peace Corps objectives. They cannot have any proselytizing or propagandizing and so on. But as long as they fit within those standards, we would attempt to give money or services directly to private groups. Then we would also try to work in a separate section with university groups; similar standards would apply. There is also a section set up to work with the United Nations, and we would like to offer to the United Nations special agencies as much manpower, and womanpower, as it is possible for us to have them accept. Then we would also want to work with direct government operations that we would institute with host governments. And finally, we would like to have, and we do have a separate section, just providing manpower to some of our own governmental agencies -- for example, the United States Information Service. If they need teachers in their language schools, in a particular country, we would like to try to find teachers and provide them to our own agencies, to the existing programs of some universities -- your university has a lot of programs overseas, doesn't it, Prof. Hayes?

Prof. Hayes: We have a few.

Mr. Shriver: I thought they <sup>had</sup> 3 or 4. Doesn't Michigan have 3 or 4?

Prof. Hayes: We have 3 or 4 at the University of Michigan, and Michigan State has 8 or 10, so together we have a whole folder. We would like to put people into those programs if they could be helpful and can prove the depth - I think you used that -

Mrs. Roosevelt: Well, I think, for instance in world health, where we have done a great deal already in the eradication of malaria, this certainly is a recruiting possibility.

Mr. Shriver: We hope to be able to be of service to that program, the malaria and -

Mrs. Roosevelt: Harvard has some projects, too; I happen to have a grandson there.

Prof. Hayes: You can't mention Harvard now, you know.

Sen. Humphrey: By the way, I get to thinking we may be letting people feel that most of this is at rather high levels that we are talking of, conduct or activity -- we are going to need skilled workers who help people put up very modest housing; we are going to need people to work on very simple sanitation projects; we are going to need people that have skills as bricklayers, as plumbers, as electricians, all kinds of people. That is when we will maybe have to broaden the program a little more than to what you call the younger set, that goes into a more mature - and some of the older people.

I feel that what we are really talking about here is bringing the -- I will back up a minute -- one of the things which has worried me, Mrs. Roosevelt, about so-called United States activity overseas is that most people equate our U. S. activities overseas as the government activities when, in fact, America is not just government, thank goodness. America is people, and it represents these hosts, these thousands of voluntary organizations and the millions of people that want to do things; it represents our own enterprise, our own trade unions, our cooperatives, our schools, and Mr. Shriver - I think what you are in charge of, more or less, is - in a sense - the cooperative endeavor of bringing together so many of these private forces in America, to put them to work to do good. The Government gets identified with the cold war, regrettably -

Prof. Hayes: Yes, people are identifying this with the missile gap - and you are not just mobilizing U. S. government agencies -- you are mobilizing society, for that matter.

Mr. Kajubi: This is a very important point. I was very happy to note from the President's remarks that this scheme will not be limited to young college graduates only, but that people in all ages who have something to contribute will be utilized because some of the countries will need more trained personnel in particularly specialized fields and so on, that they should be able to be drawn upon, and this idea of the cold war struggle is a very important one because, if Americans come to us as missionaries against Communism and so on, it is going to have the opposite effect of what perhaps Americans themselves would like to see. We are not interested



in these cold war ideas ourselves; these are not our problems. Our problems are the health gap, gaps in agriculture, and not in Communism or whatever other political philosophies might happen to be.

Prof. Hayes: There is a group in Princeton, Mrs. Roosevelt, who call themselves - they are organized for "creative survival" and actually what the younger people are, in a sense, are interested in is not so much the missile gap but in proving to people around the world that they are really interested in establishing a human contact, a human relationship with people of various races and creeds in different countries, and if they go with that in mind, I think they will be successful. If they go with the other point of view, it will be a failure.

Mr. Kajubi: That is what I fear.

Mrs. Roosevelt: Well, I think it is very well understood that in a program of this kind you want to keep out, as far as possible, anything but the idea that you are serving with the hope of creating greater understanding and of actually helping -- not of forcing any ideology on people -- that would be almost an impossibility, I mean, if you tried to do that, you would be lost as far as the program went. But you will have to do some controlling of people, because a great many people have a passion for trying to make other people think the way they do, and particularly Americans, I am afraid.

Sen. Humphrey: I feel that there is one other program that might very well fit in with what you are now directing, Mr. Shriver, and that is like Project Hope - you have heard of the Project Hope. We have a program here that we call the Mercy Fleet. Some people call it the White Fleet, or the Mercy Fleet, to utilize some of our hospital ships, our supply ships, equip them with technicians and make them like floating, movable laboratories and experimental stations and universities, to go to the great port cities to work with your doctors, your teachers, your agricultural specialists, and sort of upgrade the general professional area of any country. Well now, this along with the Peace Corps -- it seems to me -- would be a very powerful force, and I notice in one of the newspapers this week that the Director of the Project Hope ship said that it was enthusiastically received, that there was not enough dockage space to even accommodate the people that wanted to come visit, and when the youngsters would come down to the wharf or the dock they would be yelling, "H-o-p-e, H-o-p-e" - and they did not say, "H-o-p-e, go home" - they said, "H-o-p-e, stay here", you know. I think that this, too, has something of the flavor of service, and I like what President Kennedy has been trying to tell us in these early stages of his Administration. He is telling us that we have a job to do and that a little sacrifice is good for the soul, and it might even be helpful around the world, and I think it is.

Prof. Hayes: Now this is national service, certainly, and one of the questions which has been raised a good deal is whether national service of this sort should not be considered the equivalent of service under the Selective Service Act. I notice there has been some difference in the recommendations made on this. Mr. Shriver, you have a recommendation in your Report to the President, I think.

Mr. Shriver: Yes, Prof. Hayes, our recommendation was that service with the Peace Corps not be considered an exemption from the Selective Service System. We would hope that it might be considered a deferment during the period that a person is serving with the Peace Corps. It might even be administratively handled so that subsequently they would not be called up under Selective Service. But certainly, at the beginning, we are not asking for an exemption and we are not even asking that the service be considered the equivalent and they not be called up. We will leave that to the Selective Service System.

Mrs. Roosevelt: Well, it has one great advantage, and that is that people can serve in the Peace Corps perhaps who might not be eligible for military service.

Mr. Shriver - Like all of those young ladies -

Mrs. Roosevelt: You see, you did say something about women, and I have always felt that women should be a part of any service. I think it is a very important thing to send women overseas. There are many areas - just to tell you, I met a little young woman from a certain area in Africa who had had great difficulty in being allowed to come over here to study welfare work for women and children, and she wanted teaching here in what we did, but she had to overcome first of all at home the feeling that a woman did not go out. Now, I think it would be enormously useful in many cases to show that a woman could be trained; if she was trained, she could be useful to more than just her little home circle, and I think there are many things that women can do in this program that perhaps the men can't do at all.

Prof. Hayes: I am sure that you are correct. As a matter of fact, we have had some suggestions already from a number of the women's colleges, and I am happy to say from the Presidents of those colleges, about things women could do, and also that there is a great deal of interest in the colleges in doing some sort of national service. One of the things that interested me on that point is this - you know, ten or twenty years ago it seems to me that the Gallup Poll had a poll and they asked the parents of boys and girls whether they would like them to go into government work or into politics, and all of the parents, let's say 75 to 80%, said, "Oh, no, do not go into politics; politics is a dirty business and all of this kind of thing" - but in the Gallup Poll just about ten days ago, on the Peace Corps -- perhaps you saw it -- 70 or 80% of the parents,

when asked if they would be glad to have their boy in the Peace Corps, said they would, and that is a complete reversal and I think it is a very significant one, and I hope it is - a significant change of opinion in the minds of American mothers and fathers.

Sen. Humphrey: Well, I found it right with my own boys, and I think that the young people respond readily to it and happily. I want to go back to the military service angle, because when we were discussing this legislatively a year ago, in the pioneering stages, the bill that I introduced -- and I believe that Congressman Reuss introduced -- included an exemption from Selective Service but not from universal conscription in case of national emergency - I mean, you do not get any release from your military responsibilities, but I am prone to think, Mr. Shriver, that your approach to it is the better. This may be reason for deferment, because this is a very vital service, just as some college students have deferment; also because of the volunteering on the part of our young men, we do not have a heavy call under Selective Service any more; it is very modest, as a matter of fact, so there is no use of "stirring up the lions", as they say, about this and getting this program into trouble in some areas of public opinion by letting people say, "Well, this is a program for draft-dodgers or something". I think it is a whole lot better to put this program on its feet and let people serve in it who want to serve; if they get a deferment under Selective Service, they will get it only because their local Selective Service Board feels that this is the proper thing to do, and they will have no special benefits. I do not think young people want --

Mr. Kajubi: That is an American problem, though, Senator.

Sen. Humphrey: Yes, that is our problem.

Mr. Kajubi: As far as we are concerned, in the recipient countries, we do not mind whether a person is eligible to serve or not, so long as he comes there - as I said at the beginning - to do a good job, and a good heart --

Sen. Humphrey: I was thinking of Congress --

Mr. Kajubi: I mean, this is an American problem, but from the point of view --

Mrs. Roosevelt: No, that does not enter into your problem, but I --

Prof. Hayes: I have talked to General Hershey -- excuse me, Mrs. Roosevelt -- I think it is approximately 80,000 people now at this age. The age of the Peace Corps volunteers who are deferred for work in what are considered essential industries like technicians, electronics, and so on. So, right there we have indication that we would have to get up to at least 80,000 in the Peace Corps before it would begin to present any problems in military service.

Sen. Humphrey: I must say to our good friend, Dr. Kajubi, that we have some very delicate political problems occasionally at home, where many a good program that is launched with the precision of an outer space satellite -- even a Sputnik -- gets off course, if we do not talk some of these things out, as we are doing here. But I agree with you -- this is essentially our own domestic problem.

Mrs. Roosevelt: Mr. Senator, I think possibly this means that we need to re-think our whole military program. I have an idea that defense means very different things today from what it meant ten years ago --

Sen. Humphrey: I should say so.

Mrs. Roosevelt: And I would think that the time had come to possibly re-think what you mean by security of the country, what you mean by the real necessity for defense today, and so I have had a feeling that this, of course, did not have any tie to the Peace Corps -- and when you in the Senate or the House come to re-consider the security of the country, you may think quite new things along new lines, and I think it would be a good thing.

Sen. Humphrey: I surely agree with you, Mrs. Roosevelt, and I only regret that we are bogged down in the morass of the past on these matters, because to have one word -- and maybe this is an unfortunate word for this very kindly program -- that in this struggle in which we are faced today, that the economic vitality of our country, the spiritual vitality of our country, the educational competence of our people, the technical skill of our manpower, is maybe, is -- well, it is the solid fabric and muscle of the nation, really, and not just the military which is really merely the reflection of the nation's strength; in a sense, it is the fine edge; the other part is the strong blade. I think we have a lot of re-thinking to do, Mrs. Roosevelt.

Mrs. Roosevelt: I am so glad you think so, because --

Mr. Shriver: In talking about the political end of it, I might just mention one fact that I think might be helpful, Sen. Humphrey, when it is discussed on the Hill, and that is that the initial budget for the Peace Corps as established by the President is approximately the cost of one Atlas missile firing.

Prof. Hayes: One --

Mr. Shriver: One --

Mr. Kajubi: May I butt in here and say just one point -- there are many thousands of people in this country who come from the underdeveloped parts of the world, and as part of this program they should be brought in to do maybe their practice here. A



man who is in engineering, at present now, owing to union regulations and so on, cannot work in this country and get practice, so that if they are brought in with this idea and they get practice and experience here, which they can take home to their homeland, they will be able in the future to take the places of the youth who will be, in the meantime, doing the jobs which are required to be done.

Prof. Hayes: Yes, indeed.

Mrs. Roosevelt: That, however, is a political subject that you have to discuss.

Prof. Hayes: I might mention another thing, too, and that is that we are establishing a committee of business men, government officials, and labor leaders and educators who will watch these Peace Corps volunteers while they are overseas, and prepare job opportunities for them when they return.

Mrs. Roosevelt: I have to stop you -- our time is coming to a close. I want to thank each one of you. I want to thank you very much, Mr. Shriver, and you, Mr. Kajubi; and you, Sen. Humphrey; and you, Prof. Hayes. You have been wonderful to come today, and I hope that we have a better idea of what the pilot project will be and that this is a developing program which is most important to remember. And now I hope you will join us again next month, at what I hope will be also a timely program. Au revoir.

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