

A RayView of Sports

By Ray McCleat

With the spring sports agenda half-completed, we can now take a thorough look at the sports situation and make some concrete predictions.

First of all, AMIA softball is once again having its usual troubles. Refereeing is again a big problem, as on more than one occasion referees have failed to show up for scheduled games, even the paid refs. In the past it has been the assigned refs from the various teams that have not shown up, costing their teams a half-game in the standings. But this season even the salaried umpires (including the head umpire) have missed games they were scheduled for.

We can offer no excuse for this incompetence, nor do we intend to. It's a simple case of student irresponsibility. Any solutions?

Here is an additional AMIA item which really won't do much good mentioning here, but we want the students to be aware of. There are certain teams in League I softball that have no right being there. They do not measure up to the calibre of play in the league. Perhaps the organizers of these teams weren't aware of this possibility when they joined the league. This we don't know. But what we do know is that it is an injustice to the other teams in the league--more games that have to be played, less competition, run-away ballgames, long, drawn-out affairs, etc.--and could have easily been avoided by greater foresight by the organizers of these teams who could have entered in the other leagues. As is there are two League I divisions where a more suitable one could have been formed with five or six teams battling each other for the championship.

The varsity teams are enjoying moderate success at best. The baseball team (2-9) has problems. The tennis team (2-2) is disappointing. The golf team (1-3, 4th in Capital City Tourney) is faring about as expected. Now you want to hear those predictions? The baseball team will continue to have its problems, the tennis team will not live up to its potential, and the golf team will continue in its mediocre manner. We have no indications to the contrary, so we'll continue to be pessimistic. Besides, it's been that kind of spring.



RETURN VOLLEY: Great Dane netmen returns volley in match.



SAFE AT FIRST: Opponent reaches first base safely on an infield single in game against New Haven.

Pizzillo Theft Streak Snapped Diamondmen Face Utica Tomorrow

by Mike Connolly

Tom Piotrowski's knuckleball and Pep Pizzillo's daring baserunning were the big factors Friday as Albany State's Diamondmen avenged an early season defeat and rolled over Siena's Indians 7-3. The Danesmen, now 2-5 since Spring vacation, lost to a powerful New Haven club on Saturday by a score of 13-1. Pizzillo's record string of forty-six consecutive stolen bases, possibly unmatched anywhere in collegiate circles, was ended by New Haven's catcher.

Netmen Lose to R.P.I.

On Saturday, April 30, the Albany State varsity tennis team journeyed to Troy to face Rensselaer Polytechnic Institute with the hope of day. The frosh, 4-0, on the year, evening the Great Dane record at were led by unbeaten numbers one and two men Ron McDermott and men's hopes by defeating Albany by a 7-2 margin.

Tom Slocum, again playing number two man, and Bill Schusler playing for the first time this year as number six man, were the lone State victors. Slocum remained undefeated as he downed Bob Shaw, 6-4, 7-5, and Schusler defeated RPI's Bill Shenfield, 6-4, 2-6, 6-3.

Albany's first man, Ken Zacharias, was beaten, by the Engineer's Dick Abrahams, 4-6, 1-6 and Dane Tom Walencik, playing in the third position, lost to Jim Brookfield, 6-6, 2-6. Fourth man Guy Nicosia was overwhelmed by Ken Zillberg, 2-6, 3-6, and State's fifth man, Bob Dobrusin was defeated by the home squad's Ron Morgan, 5-7, 0-6.

RPI swept the doubles matches, 3-0. Zacharias and Slocum were beaten by Abrahams-Shaw, 4-6, 2-6, and Walencik-Nicosia were downed by the team of Brookfield-Zillberg, 2-6, 3-6.

The duo of Dobrusin and Tony Glaser went down to their first defeat of the year at the hands of Kull-Sarapum, 6-3, 4-6, in a close match. Coach Merlin Hathaway's six now stand 1-3 on the year and will face Oneonta in an away match tomorrow at 1:30.

State scored five runs in the fifth inning, aided by the strong hitting of Marty Johnson. The fine pitching of Donna Slesca and the outstanding fielding of Linda Lintz were also important factors behind Albany's triumph.

The team's remaining games are on May 7, 14 and 17.

Golfers Place 4th

The Albany State golf team failed in its bid to retain the Capital City Tournament championship when Hudson Valley Community College dominated the six team field with a 332 four-man total. RPI was runner-up with a 338 total.

State could manage no better than a tie for fourth as Bill Kane's 82, Ray McCleat's 86, Bill Pendergast's 90, and Fred Nelson's 90 gave the Danes a 348 aggregate.

Charlie Murphy of Siena won Medalist honors with a 78 over MacGregor golf course's 37-35-72 layout.

NOTICES

The State University Gymnastics Club will give an exhibition on Thursday, May 12, at 7:30 p.m. in Page Gym.

The routine will include: balance beam, floor exercises, side horse, parallel bars, tumbling, trampoline, and the uneven parallel bars.

The club is under the direction of Dr. Edith Cobane and is in its first year of activity.

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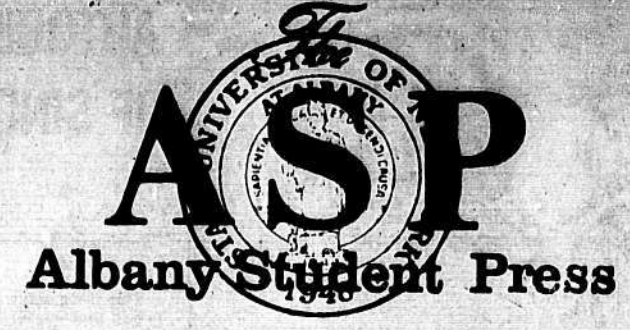
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ALBANY, NEW YORK

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State Fair Booths Feature Variety

A variety of booths will be scattered around the new campus parking lot as a part of State Fair on Saturday, May 21 from 1 to 4 in the afternoon.

Phi Delta will have a slave auction at their booth. The sisters will be dressed in guises such as Mata Hari or Daisy Mae while a barker will auction the girls.

A mouse race will be held at the Kappa Beta booth. Five mice will race against each other. Students will place \$.10 bets on the mouse which they think will win.

The freshman and sophomore classes will sponsor a pizza booth. The Class of 1967 will organize a balloon throw. Water-filled balloons will be thrown at people known around campus.

The Beta Zeta booth will be the scene of a combination slave auction and balloon throw. Students will throw darts at balloons containing the numbers corresponding to those of the girls in the sorority. The girl will become a slave to whoever has punctured the balloon containing her number.

Candied apples will be sold at the Sigma Phi Sigma booth.

WSUA will provide on-the-spot coverage of the event since they will have a microphone and equipment in the area.

The ASP will sell copies of its Kick in the ASP issue at its booth on the fair ground.

French Presentation 'La Canticatrice Chauve' To Be Staged Tonight

Eugene Ionesco's "La Canticatrice Chauve" will be presented tonight and tomorrow night at 8:30 in Draper 349. The play is known in English as "The Bald Soprano." It is, however, to be presented in French and is the first of its kind to be sponsored by the members of the French department.

Two natives of France, Miss Francoise Cabaret and Mr. Andre Michaux, are presently teaching in the French Department of the University and originated the idea of a play enacted in French inspired by their acquaintance with the Parisian Theatre.

The play is an absurd comedy which presents varied interests and gives an idea of the typical mid-twentieth century theatre.

"La Canticatrice Chauve" which follows the tradition of Moliere in its laugh evoking lines also features Ronald Brew, John Webb, Arlene Bossong, Alfred Cowels and Anne Marie Wallas. Also starring with the students is Anita Baysang, an English major and a Fulbright student.

Draft Examination To Be in Walden

The Selective Service Examination will be given in the Alden-Waterbury dining room May 14, May 21 and June 3. Unlike most testing centers the test will take place in the afternoon, rather than the morning.

Students should report to the dining room between 12:00 p.m. and 12:15 p.m., so that testing may begin promptly at 12:30 p.m. Only students with valid test permits will be admitted.

Since the permit is valid for only one of the three test dates, the student must take the test on the date indicated on his permit.



COMMITTEE MEETING: President of Central Council, William Cleveland, talks with members of one of the committees formed at Central Council meeting Thursday.

Dr. Arthur Collins Receives Grant For Year of Teaching in Congo

Dr. Arthur Collins, professor of English at the University, has received a Fulbright Grant to spend the 1966-67 academic year teaching in the Republic of the Congo, at the Universite Officielle in Elizabethville.

Because Dr. Collins is the second Fulbright appointee at Elizabethville and because there will be only two professors of English at the University, he will teach a complete range of literature.

His time will be divided between teaching English literature in the Faculty of Letters to small seminar classes in the morning; and in the afternoon he will teach spoken English to large classes.

Large Classes The large classes are part of a plan to accommodate the students, largely students on scholarship majoring in law and political science, who wish to have a working knowledge of English.

Dr. Collins plans to begin teaching classes in French (the official

language of the Congo easing the students into English as soon as they appear ready for it.

The University at Elizabethville presently has an enrollment of 450 students. However, the enrollment is expected to rise to 2,000 in the fall of 1967 and their 1970 enrollment expectations are close to ours.

Rapid Growth

This growth is largely caused by the stress that has been placed on secondary education since the Congo received its independence from Belgium in 1960.

The Universite Officielle presently has University centers in Leopoldville and Elizabethville, with smaller technical schools operating from these centers.

Dr. Collins will be accompanied by his wife and four children. The family will travel in Europe en route to and on the way home. Dr. Collins plans to leave in August as soon as the summer session at Albany is over. Dr. Collins feels it should be an invaluable experience,

largely because the experience of living in a culture cannot be paralleled by studying or reading about it.

Professor to Present Paper

Dr. Curtis Hemenway, chairman of the department of astronomy and space sciences at State University of New York at Albany, will present a paper, "Rocket and Balloon Borne Exposure Experiments of Unprotected Microorganisms in Space," at the Seventh Annual Space Science Symposium in Vienna, Austria, May 11-17.

These annual symposia are held by the Committee on Space Research of the International Council of Scientific Unions and are attended by an international corps of science writers for periodicals and other news media in the United States

and Europe. Dr. Hemenway, who became director of the Dudley Observatory in 1956, has served as consultant to the Atomic Energy Commission as a research fellow at Harvard Observatory and as a consultant to the Smithsonian Astro-physical Observatory.

He handled the first research team to recover micrometeorites with the Aerobee-HI rocket at White Sands, New Mexico, and has worked with the Meteorological Institute of Stockholm in sampling noctilucent clouds in northern Sweden.

Students, Faculty to Perform In English Evening Tonight

English Evening Committee will present its second program of the year, "As We See It: An Albany Anthology," tonight at 8:00 p.m. in Brubacher Lower Lounge.

The program will consist of student views on campus life, professors, the English department curriculum and literary creations in general. The highlight of the evening will be a parody entitled "Every Student: a Morality Play."

Also included in the program will be the presentation of "The Unravelling String by Turnip Green" by Harold Noakes.

Readings from Edgar Lee Master's "Spoon River Anthology" and satires on English department faculty will be part of the program.

This program is different from English Evenings presented in the past in that, it is an attempt to revive the original design of English Evening, and draw upon faculty and

students joint literary efforts.

In the past few years, visiting lecturers have generally presented programs for English Evening.

The program is aimed at the English student; however, all non-English majors or minors are invited to attend. A faculty-student coffee hour will follow the program.

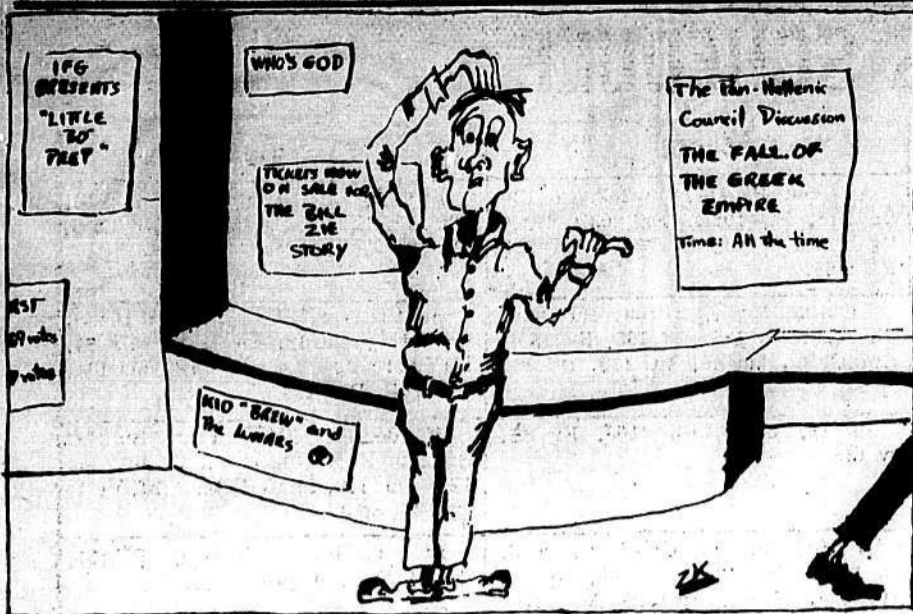
Sociologist to Discuss Grad School Admissions

Christos Apostole of the sociology department will speak on "Deviant Means of Getting Into Grad School" tomorrow at 7:30 p.m. in Bru Private Dining Room. This program is designed to show that grades may not be the most important factor in getting into grad school.

All those contemplating grad school should plan to attend. It is sponsored by the members of Logos Populaire, the Sociology and Anthropology Club.



GONE BUT NOT FORGOTTEN: Student draws his class cards Friday without waiting on any line. The line that was formed Monday is nothing but a memory of the past.



WOULD YOU BELIEVE, THERE IS AN I.F.C. AGAIN

Issues for Central Council

As the new Central Council begins work, we would like to see the Council take action on several matters.

First, we would like to see action taken towards liberalizing the hours system for women. The key system, which was proposed earlier in the year, seems to be too radical for some of the "Victorians" in the University.

A proposal less revolutionary might win the support necessary for acceptance. Central Council should attempt to find such a proposal.

Another "morality" issue is liquor on campus. President Collins indicated it is the prerogative of the individual unit to determine liquor policy. If Central Council exerts itself responsibly, the Administration might abolish the restrictions on liquor on campus.

One of the rationales of the new government structure was distributing power through the various levels of student government. Thus far, the various commissions and boards under Central Council have exercised very little influence.

We feel that the individual commissions should be given more power and be made a more useful component of the government.

When the first Central Council left office, student tax committee was undertaking an investigation of athletic tax. We hope that this investigation will be continued.

We hope that Central Council will give each of these issues serious consideration.

Chairmen Well-Qualified

One of the important parts of Central Council (or any legislative body) is the committees and the people who compose them. If these people perform their jobs well then the Council will function well.

We feel that the selection of people who were chosen Thursday for the various committees of Central Council were excellent choices.

Doug Upham, who will head Finance Committee, did an outstanding job on the last Council when he headed Student Tax committee. He showed his ability to handle every situation very well and showed initiative in attacking the prob-

lems he confronted.

Another important committee, Student Tax Committee, will be chaired by the new vice president of Central Council, Vince Abramo. Abramo, while parliamentarian on the last Council, was constantly aware of the problem of student tax as he worked closely with Dick Thompson.

Though he is new to the Council, he impresses us as very competent and we feel that he will do an excellent job in his new position.

These new committees we feel are indicative of the future promise for Central Council this year.

AUTOBIOGRAPHY MIXTURE OF SINCERITY, MONOLOGUE

by Jack Richtman

Review of *La Batarde* by Violette Leduc (New York: Farrar, Straus & Giroux): 1965

This long confession is a strange mixture of unadorned sincerity and poetic monologue. The story of the author's first forty years was not only a success de scandale early in 1965, but was acclaimed by many as a most striking book of imaginative literature. Violette Leduc's totally uninhibited description of her lesbian loves doubtlessly contributes to the book's erotic content, but, as in all her other books to date, these descriptions are neither gratuitous nor deliberately sensational.

Her mother, abandoned by Violette's father before they were married, saw to it that Violette was aware that she was a member of a condemned sex, threatened by all males. When Isabelle, one of her classmates at school, introduced her to sensual pleasure, she was shattered by the transfiguration of her body into a garden of delights. Doomed to what is called abnormal love, she became its champion. For her, eroticism is the master key to the world and in order to speak of it she has forged for herself a language devoid of sentimentality and vulgarity.

Violette would fall into frequent crises of depression following her passionate attraction to other girls or, more rarely, to males, either homosexual or those longing for an amorous and intellectual friendship rather than a physical union. One of these men was Maurice Sachs who was probably the most important male in Violette's life, and whose unidealized portrait fills the final section of the book. Sachs, who encouraged her to write, was intrigued by Violette, whose lesbian tastes he at once sensed. She readily realized that he was a homosexual. Sachs was already known in France and abroad as the author of a brilliant autobiography, "Witches' Sabbath." They were inseparable during the early years of World War II. He was eventually interned in a German prison camp and died, several weeks before VE Day, on a forced march.

Violette Leduc's closest counterpart in present-day French literature is perhaps Jean Genet who in 1945 was among the loudest to acclaim her at the occasion of her first published writing, "L'Asphyxie," which the late Albert Camus had accepted for his *Esprit* series. Simone de Beauvoir has written an extraordinary essay as the Preface to *La Batarde*. This closeness to the Existentialist group is not surprising considering the work's title (which the editors did not see fit to translate). This is a key word in French existential terminology and, the author's illegitimacy notwithstanding, must have seemed a happy choice to her close friends. The *Nastard* is one who, by reason of his illegitimacy, is rejected by society and consequently is condemned to an absolute freedom which is his constant torturer. He may now assume the unbearable burden of turning mere gestures into responsible actions and thereby become an "authentic" being. The human being who emerges by the time the autobiography is ended is the bastard who, because of her inability to relate to others, has achieved that privileged form of communication: a work of art.

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FINALS SCHEDULE

Dates	9 am	12 pm	3 pm
Thursday, June 2	Bi 22, Bu 226, Li 228J, Ma 45, Ma 220, Ph 202, Pl 3, Pl 211, Ru 110B, Sc 1B, Sc 2B, Sc 12A, Sc 12B, Sh 10.	As 250, Bi 214, Bu 262, Ch 130, Ed 218, En 106B, Fr 203B, Gy 4, Hy 237, It 1B, Li 223J, Ma 229, Ps 216J.	Bu 2A, Bu 2B, Bu 3B, Bu 110B, Ch 142, En 29, Es 150, Ge 5B, La 9, Ps 210, Sh 211J, Sp 115B.
Friday, June 3	En 121B, Hy 2B, Hy 3B.	Bi 123, Bu 4, Bu 103, Bu 340, Ch 212J, Ch 325, En 265, Hy 130B, Hy 223BJ, Ma 46, Mu 175, Ps 262, Sp 9B.	Bu 122, Bu 212J, Ed 20, Ed 114SS, Ed 261A, En 18, En 215BJ, Es 51, Es 52, Fr 204, La 250, Ma 25, Ma 131, Ph 316B, Ps 213J.
Saturday, June 4	Bi 25, Hy 171, Ma 132, Pl 106	Bu 19, CS 1, En 216J, Fr 8B, Py 138.	Bi 204, Bu 215B, Bu 235, Bu 252, Bu 270, En 240B, Es 6, Ge 9B, Ma 129, Ma 318, Ps 10B, Ps 220J, Py 1, Py 127, Sp 37.
Monday, June 6	Ar 15, Bi 119, Bu 15B, Bu 16B, Ed 114EN, Ed 213B, En 303, Fr 115, Ge 106B, Hy 4B, Hy 241J, Ma 208, Ph 16, Pl 210.	Bi 101, Bu 217, Cl 45, Ec 203J, En 230B, Fr 109, Fr 206, Hy 18, Hy 262J, Li 219, Ma 223, Ma 324B, Py 241, Sh 9.	Fr. 10, Mu 1 (Farrell), Pl 111, Ru 3B, Sh 4, Sp 110.
Tuesday, June 7	As 19, Bu 109, Bu 218, Ch 106B, Ch 108, En 2, En 3B, En 220J, Ge 103B, Li 328, Ma 202, Ph 100, So 250, Sp 120B.	Ar 1A, Bu 203, Bu 261, Mu 51, Pl 107, Ps 12B, Sp 3B.	Ar 2A, Bi 216, Bu 230, Ec 102, Ed 21, En 258J, Ge 115, Gk 203B, Hy 201B, La 3B, Li 218J, Ma 127, Pl 112, Sp 222J, Sp 240.
Wednesday, June 8	Bi 200, Bu 316, Ed 114ML, Gy 112, Hy 264J, Li 318A, Ma 18, Ma 21A, Ma21B, Ma 26, Ma 28.	Bu 250, Ch 116, Ec 3, En 39, Fr 3A, Gy 115, Gy 221.	Bu 111, Hy 116B, Hy 121, La 109, Li 103, Mu 30, Pl 2, Sh 7
Thursday, June 9	Bu 6, Bu 213, Ed 260, Ed 303B, Fr 39, Ge 2B, Gy 206J, Hy 123, Ma 130, Ph 2A, Ph 2B, Ph 3, Py 9.	Ar 3, Bi 218, Bu 101, Ch 17, Cl 204, En 302, Fr 110, Gk 1B, Hy 247B, La 2B, Li 212J, Mu 174, Ru 1B, Sh 163, Sp 220.	An 1, Bu 8A, Bu 13, Bu 227, Ch 21B, Ch 140, Ed 114MA, Ed 301A, En 3A, En 136, Li 1, Ps 152, Sh 16, Sp 1B, Sp 103B
Friday, June 10	An 151, Ar 100, Bu 15A, Bu 238, Ec 230, Ed 114SC, Ed 202, Ed 300, En 244, La 4B, Ma 36, Sh 39, So 4, So 17, Sp 204.	Ar 2B, Bi 113, Bu 3A, Bu 110A, Ge 1B, Hu 123, Hy 140, Sh 62	Bu 8B, Bu 113, Hy 243J, Ru 139B, Sp 2B, Sp 39.
Saturday, June 11	Bu 105, En 19, Fr 1B, Fr 2B, Fr 3B, It 10, La 12B, Ru 9B.	Bu 130, Ch 230, Ed 114BU, En 38, Es 5, Fr 104B, Hy 114	Bi 312, Bu 1, Bu 108, Bu 245, Ch 220, Ge 39, Ge 208, Hy 132B, It 3B, Mu 56, Mu 66, Pl 1, Sh 63, Sh 160B.
Monday, June 13	Ar 20B, Fr 120B, Ge 3B, He 22, Hy 104B, Ma 27, So 132.	Ar 20A, En 8, Hy 117, Mu 1 (Peterson).	En 16, He 1, Mu 1 (Chadabe), Mu 4, Py 11.

University Publishes Calendar, Classes Start September 21

The University has published the Calendar of Events for the 1966-67 School Year. Residence halls will open for upperclassmen and non-registered new students on Sept. 18, for freshmen on Sept. 19. Registration for day courses will take place on Sept. 18 and 19, and classes will begin on Sept. 21.

Wednesday, Sept. 28, is the last day to add a course, while Oct. 28 is the last day to drop a course without losing credit. Pre-registration begins on Nov. 7 followed by the mid term date, Nov. 9.

Thanksgiving Thanksgiving recess begins Wed., Nov. 23 with classes resuming on the 28th. The winter recess begins on Wed., Dec. 21, with classes resuming Tues., Jan. 3, 1967. Classes end on Sat., June 10, with Commencement taking place on Sunday, June 11.

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Albany Student Press

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BY THE CLASS OF 1918



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All communications must be addressed to the editors and should be signed. Communications should be limited to 300 words and are subject to editing. The Albany Student Press assumes no responsibility for opinions expressed in its columns or communications as such expressions do not necessarily reflect its views.



DEBATE ON VIETNAM: Kenneth Crawford (left) and David Keith Hardy present their arguments pro and con over United States foreign policy in Vietnam. The program was sponsored by Forum of Politics.

Production of Poetic J.B. Plummets in Its Presentation

by James Lobdell

Archibald MacLeish's "J.B." is less a play than a piece of dramatic literature — that is, it reads well but plays poorly. It is essentially a philosophical (or, if you prefer, theological) treatise which probes, in ponderously didactic fashion, the nature of the man-God relationship. Based on the Book of Job, it has been watered down considerably in adaptation and lacks both the impact and the quality of the original. It does contain some passages of rather good poetic quality — in the MacLeish manner — but the scriptural quotations interspersed throughout the play seem like cases in a poetic desert.

Yet despite its faults it remains interesting because of the fascination of its theme: what is the nature of God's attitude toward man? what should be man's attitude toward God? why are God's ways so seemingly unjust as times? why are the good so often punished and the wicked rewarded? why cannot man understand the ways of God?

Even when read at leisure this play is not easy going, and when staged it runs the risk of becoming a mere slogging through the quagmires of intellectual abstraction. It is a far from easy play to produce, and any attempt to stage it becomes thereby admirable.

As produced by University Theatre last week, it was precisely that — an admirable attempt. But it failed to come off. And it failed to come off for more reasons than just its shortcomings as a play. It lacked excitement. And the fault lay in both acting and directing.

With a string of notable successes ("Dr. Faustus," "Murder in the Cathedral," "The Maids") dangling from his theatrical trophy-belt, Director Jarka Burian has led State audiences to expect an exceptionally high caliber of production to result from all his efforts. Thus, our disappointment is all the greater when he fails to fulfill our expectations. But with the noble intention, perhaps, of making this admittedly difficult play more readily understandable, he paced it so slowly that it became, at times, almost unbearably dull. Many of the speeches were delivered with a kind of ritualistic intonation — a device which might have proved more effective if used more sparingly — the play is, after all, a reenactment of the ritual of Job's suffering. But with a few exceptions — most notably in those scenes which contrast Job's stoicism and acceptance of catastrophe with emotionality of his wife, Sarah — rather than enhancing the play's dramatic impact, it merely increased the monotony inherent in MacLeish's stilted dialogue.

Most of the intoning was done by Carl Cusato in the title role, though Ed Lange as Zuss and F. Scott Regan as Nickles ran him, respectively, a close second and third. Mr. Cusato has a rich and potentially flexible voice, but he failed to exercise it to its full capacities in this production. What was more regrettable was his inability to grasp the spiritual essence of his character, and to make the depth of J.B.'s suffering stand before the audience which witnesses his inexorable and horrifying progress with the awful majesty it should possess.

Mr. Lange and Mr. Regan had by far the choicest parts in the show, portraying two grandiloquent actors who enact the roles of God and Satan in the "play" which is really the life of Job. Both were prey to a number of unfortunate physical mannerisms which were at first interesting, but rapidly became boring with too frequent repetition. MacLeish wrote a good deal of wry, ironic humor into these roles, but it somehow failed to come across; and while both these actors display an abundance of acting potential, most of it remains as yet unrealized.

Florence Kaem, as Job's wife, Sarah, was sometimes strikingly effective. In fact, in the scene where she learns that the last of her children is dead, she provided her audience with the most emotionally effective acting in the play. This occurred near the end of the first act. Unfortunately, at the beginning of the second, she seemed to have lost all that had made her performance so attractive earlier, and from then on things got worse instead of better.

In minor roles, Gino Farnacci, Gabrielle Welford, Judith Mattox and Robert Cutty were especially effective. All in all, there was perhaps too little evidence of ensemble among the members of the cast to render the production as effective as it might have been. Each actor seemed to be struggling so valiantly to confront the difficulties of his own role that the play as an entirety was overlooked. Hence, the appearance of many good "bits" which interrupted an otherwise unrelieved monotony.

An enormous amount of effort went into this production. Trinity Church is far from an ideal theatre — but any place can become a theatre if the spirit and excitement of creation is part of the equipment. Technical aspects of the show were apparently flawless. The set was unobtrusive but interesting, and most noteworthy for its flexibility. It was a well-designed and executed setting for this play, being somehow reminiscent of both Elizabethan and Medieval stages though not structurally similar to either.

Dr. Burian made good use of the various levels, but movement was, like dialogue, too deliberate and too unvaried most of the time. The chorus of women was a decided exception to this generalization. Their movement was exactly what it should have been — stealthy, curious, awed, exhausted. Their scenes were among the better-performed in the production.

"J.B." is the kind of play that ought to be done more often, and in this respect, our thanks to Dr. Burian and his cast, Mr. Donnelly and his crew. We wish that it might have come off better somehow, but all theatrical experiences are valuable to those who participate in them, if only for the sake of experience. Next time, perhaps a hit. And if not, still some moments of excitement.

ARTS

Hill Choral Society Plans Presentation Of Mendelssohn Work

The Capitol Hill Choral Society will present a presentation of Felix Mendelssohn's "Elijah" (complete) at 8:30 p.m. on Wednesday, May 11 in Chancellor's Hall.

Soprano Soloist
Soloists include Sylvia Khatchadourian (soprano) of Loudonville who won the first Kirsten Flagstad Memorial Fund Award and has appeared as guest soloist with the Rochester Philharmonic and Civic Orchestra, the Rochester Oratorio Society and the Troy vocal society. This summer she was guest soloist with the Chautauqua Symphony and will concentrate on Wagnerian and other dramatic roles in New York during the coming season.

Broadway Musical
Rosalind Hupp (Alto) returns to the Choral Society after a varied and active 1964-65 season which included recordings with the Robert Shaw Chorale, a solo part in the N.Y.S. Theatre. This summer she sang the role of Mother Abbess in Chicago and Milwaukee and will be seen in the Broadway musical "Annie" this fall.



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SAFE AS COFFEE



Secretive Soviet Spy Tells All in Memoirs

THE PENKOVSKIY PAPERS by Oleg Penkovskiy, introduction and commentary by Frank Gibney, translated by Peter Deriabin; Illustrated 411 pages, NEW YORK: Doubleday and Co., \$5.95.

by Douglas Auster

One can see by the type of reviews written about it that the "Penkovskiy Papers" were not expected to become a number one best seller. Not that reviewers felt it was bad, but their equivocal preoccupation with its authenticity left no room for much thought of the book itself as a source of information which so many people would read and interpret.

In opposition to what "Izvestiya" and the trial transcript, contained in the book, had to say, it is clear that Penkovskiy was the best spy catch the West has ever had. He was Deputy Chief of the Foreign Department of the Directorate for Foreign Relations of the State Committee for the Coordination of Scientific Research Work of the Council of Ministers of the U.S.S.R. (the exact relationship and workings of his committee, a clearing house for all intelligence in modern industry and technology, is explained in detail as is each of the elaborately named organizations).

As a graduate of several military technical schools, including the Military Diplomatic Academy (Army Intelligence School), he was a Colonel in the GRU, the Chief Intelligence Directorate of the General Staff of the Soviet Army. It was his job to head and receive trade missions, a job that must be cleared by the Central Committee of the Communist Party, to run the intelligence work of the missions, and, just before his capture, to size up British nationals for intelligence work in Britain. That he was a trusted member of the elite is definite. It was his position which enabled him to pass to London over 5,000 photos of diversified top secret documents. In fact, after his arrest there were denials as well as disappearances of officials and over 300 Soviet intelligence networks were overhauled.

Will Not Reveal Where He Got Manuscript

The translator, who was an ex-Soviet intelligence officer himself and was worked for the CIA, will not reveal how he received the Russian manuscript, nor will he let anyone inspect it except the censors of the Central Intelligence Agency. Naturally, the validity of the "Papers" has brought comments of all kinds. During an interview, a member of the Ukrainian S.S.R. Mission to the U.N. told me that it was a "complete fabrication of the CIA."

I have no reason to doubt that he wrote for public consumption "my thought about a system in which I live, and my revolt against this system." However, as the "Economist" pointed out (parts of the text) to expert eyes, the "Papers" are full of insertions or revisions by another hand. I'm dubious about the authenticity of the "Papers" in its entirety. To be sure, if I were an "interested party" I would find this a perfect opportunity to alter or add certain parts to help any propaganda effort.

The "Papers" had no literary style. Thoughts and facts were repetitious digressions were many, contradictions appear a few times, and insignificant names are thrown in, explained or not. Some chapters, dominated by emotion or gossip, were easy bed time reading; other chapters were based on more technical points, usually of espionage, which would be laborious for many readers.

Convincing West of Danger

Penkovskiy was concerned with convincing the people of the West of the danger the extent of Soviet espionage presents. Himself an intelligence officer, he was able to tell us the organizational aspects of Soviet intelligence, including the competition between his intelligence group, the GRU, and the Committee for State Security, the KGB; how legal and illegal residents (spy networks) are set up, the technical aspects of how they act in a country like the U.S., and their subordinate relationship with the Soviet ambassadors to each foreign country; and how some members of trade delegations belong to the GRU or KGB, the others being co-opted, while working on espionage projects from picking up dead drops for a local residents, to spying on military installations, to finding out such commercial technological secrets as the manufacture of artificial fur with cloth backing.

One important element seems to be missing which might otherwise make things more believable. That is the way in which the spying itself is carried out. I am not looking for a James Bond thriller, but I can't imagine how some of their objectives are achieved. How, for example, can a person, co-opted in one day, be expected to learn the process and ingredients of solid fuel for missiles by visiting a chemical enterprise in the West? It is in this expectation that any person on a trade mission is supposed to find out something important (or not go abroad again) that makes the whole description so important.

Everybody criticizes him. In addition he says that when the West appears Russia (e.g. Hungary), Krushev will get more confidence for his irresponsibility, but when the West gets firm (e.g. Cuba), he will back down, since he knows ultimately that the East is not ready to fight an unlimited war.

On his trips abroad, Penkovskiy was always asked to bring back large lists of items. "Survivals of capitalism are in everybody's mind, especially love for good things." What's more, "among my friends, party members of today, there is none that believes in communism."

After spending much time in foreign countries, he saw how natural and unperfected the people behaved-as though no such thing as secret police existed! He was invited to places where he was treated as a friend, as an equal businessman. Is it that they are so naive, "or is it that suspicions and denunciations, so widespread in our country, simply have no place in the life of England and France?"

For the reasons outlined here, and others, Oleg Penkovskiy decided to become an ideological defector. He found a distinction, as Lenin did too, between the People, "narod," and the regime, "natchalstvo," he wanted to help the people he loved.

Decay Penetrates All Levels

He describes a Soviet society in which you can do anything with connections, in which "moral decay penetrates all levels of party and government leadership." But even with increased anti-religious propaganda, the number of people going to church has increased. Baptism of children, even of Party members, is widespread. "The food situation in the country remains extremely serious ... there have been more instances of people attacking the militia."

It might be true that part of the object of "The Penkovskiy Papers," "people of the world, be vigilant," is consistent with certain policies of the D.A.R., the John Birch Society, etc. That of itself does not mean the book is a fabrication. For if the test is how the book affected the reader, then let me say that rather than become pessimistic with fear and disgust, I am now more optimistic. I know that the leaders and the people in the Soviet Union are very much human, nor is our system white - their system is dark, all is not black, nor is our system white - by order of President Kennedy, subordinate to our ambassadors in foreign countries; I know that Penkovskiy was not alone with his discontent of the Russian system, and hopefully such feeling will move men enough to work for "narod" rather than "natchalstvo." But this is too political, and we don't know how political this book is.

Your Guide to Some Jobs That Need Doing — In Asia, Africa, Latin America

SEE PAGE 6



BUSINESS AS USUAL — Lynda Wilson, Brewster, Wash. (Univ. of Washington) returned to work as reading instructor at a leprosy sanitarium near Santo Domingo after last year's coup in the Dominican Republic. At height of fighting she worked as hospital orderly along with many other Peace Corpsmen. Volunteers were recognized and given safe passage by both sides during the fighting.

THE INDIVIDUAL

Iconoclasts: Trees Do Not A Forest Create

In an era of the non-university, the Peace Corps has the non-Volunteer. The "image" Volunteer seems to exist only in the mind of the public; Peace Corpsmen find such consensus misleading if not mythological. What a Volunteer does and what overseas experience does to him are widely varying and completely individual matters. It is impossible to say "this is what it's like." At best, a description of the Peace Corps Forest comes from a collection of viewpoints from the individual Volunteer Trees:

"I claim we joined the Peace Corps because it represented a new form of action ... a belief in the dignity and worth of individual human beings against all that would oppress them; a faith that the right decisions are those that people make for themselves; that only the people can identify the problems that are basic for them, and that the only lasting solutions are those that people work out for themselves."
—George Johnson, Princeton, 1959, Tanzania

See Page 3

WHERE THE ACTION IS: Maps pinpoint Peace Corps projects abroad. Page 7

1966 TRAINING PROGRAMS: A directory of Overseas openings in 46 nations. Page 6

TRADITION: They Laughed When We Sat Down at the World to Play Page 2

WHAT'S IT LIKE?: Volunteers describe some of the problems they face in Africa, Far East and Latin American assignments. Pages 4, 5

IMPACT: Can Peace Corps effectiveness be measured? Some scientists have tried. Page 3

EDUCATION: The Peace Corps tries to melt a Freudian ice cap. Page 2

"I live in a picturesque bamboo mat house I built myself. I buy my water from a picturesque boy

Turn to Page 5

PEACE CORPS WORLD: 1966

FIFTH BIRTHDAY

Brash Idea for Waging Peace Comes of Age

Derided in its infancy as a futile attempt at international goodwill, the Peace Corps observes its fifth birthday this spring as an established force for world change that has succeeded beyond the dreams of many of its supporters.

Testimonials to the increasing potency of its globe-circling operations come in a variety of ways, among them:

■ Once ridiculed by detractors as "Kennedy's Kiddie Corps," the brash young organization has become the most widely copied organization of its kind in the world. Thirty nations in Europe, Latin America, Asia and Africa have created international or national voluntary service agencies modeled after the Peace Corps.

■ About 10,200 Volunteers are now at work in 46 emerging nations, and the demand for them has long exceeded the supply. As a result, the requests of more than 20 nations for Volunteers have had to be turned down.

Another measure of its effective-

ness is that the Peace Corps, which struggled in its early years to prove that Americans could live abroad without supermarkets, is now talking about nation-building.

Nation-Building in Africa

This concept is seen most readily in Africa, where in six nations more than one-half of all high-school teachers with college degrees are Peace Corps Volunteers. In Nigeria one out of three students — or more than 50,000 a year — are taught by Volunteers. In Malawi the work of fewer than 200 Volunteer teachers has enabled the government to triple secondary school enrollment from 2,500 to 7,600.

In Latin America, Volunteers are bringing a significant number of people into a real relationship with their own governments for the first time. A Peace Corps educational television project in Colombia is making a deep impact on remote areas and, in the process, revolutionizing that nation's public education system.

In Chile, a credit union movement



57 VARIETIES OF LANGUAGE — A French instructor at Putney, Vt. gives Guinea-bound trainee a critique during lab session. Peace Corps is now the country's biggest consumer of foreign language materials. Some 10,000 trainees received up to 300 hours each of instruction during past year in one or more of 57 languages, some of which have not yet been formalized in text books.

spurred by Volunteer efforts is, according to one observer, "blooming like wildflowers." Moderate interest loans are now available for the first time in many areas there.

Peace Corps health programs are making life longer and more enjoyable for large numbers of people in the developing world. White nurses and public health workers have been attracted to Peace Corps service from the beginning, doctors have always been in short supply.

Doctors' Project

A breakthrough came in the summer of 1965, when 17 doctors were trained as a group in North Carolina and assigned to posts in seven nations of Asia and Africa. It was the largest group of Volunteer doctors ever trained together for service overseas. The Peace Corps, in an unprecedented move, allowed them to take along their dependents. Ultimately, Peace Corps Director Sargent Shriver says, the agency's overseas medical program should include "at least 500 doctors."

But as the Peace Corps enters its sixth year, it appears that the agency may have its most important effects on the United States itself — effects transmitted through the returned Volunteer.

6,000 Returned Volunteers

In a letter to a friend, a former Peace Corpsman once wrote: "The thing about the Peace Corps is that it doesn't end for you after two years." In expressing a desire for continued service and involvement, this Volunteer was speaking for most returned Peace Corpsmen.

As of January 1, 1966, more than 18,000 persons had received Peace Corps training and more than 6,000 had successfully completed two years of service as Volunteers. It is estimated that this number will reach 50,000 by 1970 and 200,000 by 1980.

Already the effect of returned Volunteers is being felt in the nation's War on Poverty. More than 100 of them currently are engaged in the U.S. Office of Economic Opportunity anti-poverty program.

PCV Role Misunderstood

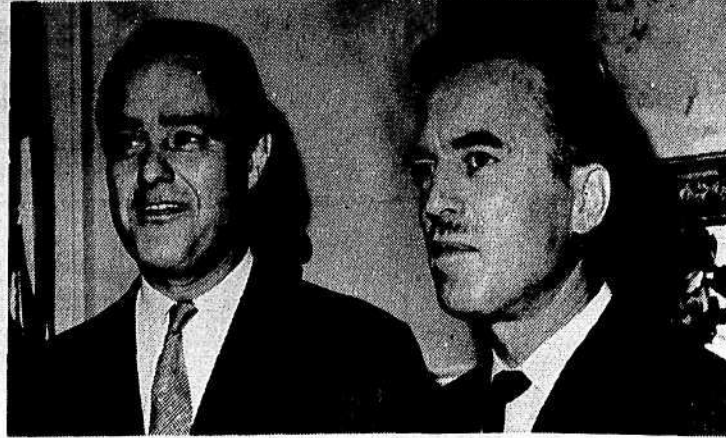
Despite the good showing, the role of the Volunteer overseas is often misunderstood. This is due in part to the fact that the role is unique, whether the Volunteer is working in community development in Latin America or teaching sixth-graders in Africa.

Overseas the Volunteer has loyalties both to his host country and to the United States. He is a spokesman for America and yet quite independent. He works on his own;

Turn to Page 4



EARLY SUPPORTER—President Johnson, seen here welcoming Volunteers at White House ceremony, was first chairman of Peace Corps National Advisory Council (post now held by Vice President Humphrey). With President above are, from left, Californians Maureen Orth, Piedmont (UC, Berkeley), and Sam Farr, Carmel (Willamette Univ.), who serve in Colombia, and Brenda Brown, Baltimore, Md. (Morgan State College). Miss Brown was a Volunteer in the Philippines and is currently serving as a Peace Corps staff executive in Tanzania. Miss Orth helped build a school in Medellin, Colombia. Citizens named the school after her and held a fiesta in her honor.



NEW DIRECTOR—Jack H. Vaughn, right, with Sargent Shriver whom he replaced as Peace Corps Director in February. Vaughn, 45, organized first Peace Corps programs in Latin America in 1961, was named Ambassador to Panama in 1964 and last year became Assistant Secretary of State for Inter-American Affairs. He has taught at Universities of Michigan, and Pennsylvania and at Johns Hopkins, joined USA in 1949 and served ten years as a foreign aid executive in Africa and South America before joining Peace Corps. His first-hand knowledge of Latin countries began during college vacation when he worked his way through Mexico as a fighter, appearing in 25 pro bouts.

TRADITION: 'They Laughed When We Sat Down at the World'

At 2 a.m. on October 14, 1960, on the steps of the University of Michigan's Student Union Building in Ann Arbor, history's lightning struck sparks that were to become visible around the world.

Today an engraved plaque on a front wall of the building calls attention to the fact that at that time and place John F. Kennedy first publicly mentioned the idea of a Peace Corps and defined its aims.

Kennedy, then nearing the end of his successful candidacy for President, had just flown into Michigan from New York. As his motorcade made its way from the airport to Ann Arbor, it became evident that a large crowd of students had waited up to see and hear him. The caravan was greeted at the university by an audience estimated at 10,000.

Speaking extemporaneously from the steps of the Student Union, Kennedy asked:

"How many of you are willing to spend 10 years in Africa or Latin America or Asia working for the U.S. and working for freedom? How many of you (who) are going to be doctors are willing to spend your days in Ghana? . . . On your willingness to do that, not merely to serve one or two years in the service, but on your willingness to contribute part of your life to this country, I think, will depend the answer whether we as a free society can compete."

Impetus for the formation of a



JFK PLAQUE AT MICHIGAN

Lightning Sparks at 2 a.m.

national, secular organization of volunteers devoted to overseas service came from several quarters.

Vice President Hubert H. Humphrey, then a senator from Minnesota, had given the idea an early boost by submitting a Peace Corps bill in the summer of 1960. But it was not until a speech in San Francisco during the waning days of the presidential campaign—November 2, 1960—that John F. Kennedy sounded the note that reverberated through the American mind.

Kennedy's campaign pledge to send "the best Americans we can get to speak for our country abroad" caused an instantaneous stir across the nation. Mail cascaded into Washington. One of the first things

the new President Kennedy did after taking office was to direct his brother-in-law Sargent Shriver to determine whether foreign governments were interested in receiving Volunteers.

Organizational work went ahead quickly after reports came back from Asia and Africa that Volunteers, in surprisingly large numbers, would be welcome. The Peace Corps was established by Executive Order on March 1, 1961.

The idea was not without its critics. As one agency executive put it, "They laughed when we sat down at the world to play . . ." And like the famed advertising slogan about the man who surprised one and all with his new-found talent at the piano, some of the Peace Corps' most vocal critics became avid boosters.

Final legislation providing for a permanent organization was signed by President Kennedy on September 22, 1961.

The legislation appropriated \$32 million to run the agency in its first full fiscal year—July 1, 1961, through June 30, 1962 (the budget is now \$115 million). At the same time Congress added to the basic Peace Corps Act these three goals:

1. To help the people of developing nations meet their needs for trained manpower.
2. To help promote a better understanding of other peoples on the part of the American people.

3. To help promote a better understanding of the American people on the part of the peoples served.

In mid-1961 Lyndon B. Johnson, then Vice President, was named the first chairman of the Peace Corps National Advisory Council, which is made up of outstanding Americans who meet twice a year to review Peace Corps programs and policies. He held the post until January 26, 1965, when he named Vice President Humphrey as his successor on the council, assuring continued Administration support of the Peace Corps.

On August 30, 1961, the first group of Volunteers to go abroad arrived in Ghana. At the end of

1961 there were 614 Volunteers in 13 countries.

In some nations, the arriving Volunteers were greeted with shouts of "Go home, Yankees." Such taunts usually have been replaced by the request, "Send us some more Peace Corps Volunteers."

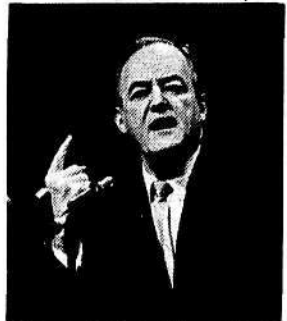
In nations long cynical about the motives of the great world powers, the Peace Corps approach was refreshing.

By June 1962, more than 1,000 Volunteers were at work in 15 countries, and nearly 3,000 were in training. Agreements for Volunteers had been reached with 37 countries.

By June 30, 1963, there were about 4,000 Volunteers overseas in more than 40 countries, with another 2,000 in training. A year later more than 6,000 were at work overseas and another 4,000 were in training. In three years the Peace Corps had evolved from a promising idea to a considerable force for assistance and incentive in 44 developing countries.

In some nations the Peace Corps has been responsible for the very changes that now require it to expand even further. In others, natural evolution has enlarged Peace Corps responsibilities. The Corps now has more than 12,000 Volunteers. To meet its growing responsibilities, it hopes to have about 15,000 by the end of the year.

The waiting list of nations requesting Volunteers now exceeds 20.



VICE PRESIDENT HUMPHREY
Submitted First PC Bill

EDUCATION: How to Melt Freud's Ice Cap

What we found with a lot of early Peace Corps training, based on reports from returned Volunteers, was that it contained "too many lectures, too much 'one-way' instruction and too little direct experience."

That statement by Harris Wofford, Peace Corps Associate Director for Planning, Evaluation and Research, marks the main thrust of a new Education Task Force.

Its purpose: to make Peace Corps training more like the overseas reality and less like a mere extension of classroom education. "Freedom and responsibility are what Volunteers generally find overseas," notes Wofford, who heads the Task Force. "But for some of the most unstructured jobs in the world we have put together some of the most structured training programs."

He says Freud's description of child-rearing has applied to much of Peace Corps training: "We train them for the tropics and send them to the polar ice cap."

The Education Task Force is designing new 1966 programs that will concentrate on starting proc-

esses of learning that will continue overseas, instead of trying to cram facts into Volunteers' heads during stateside classroom sessions. The Task Force has recommended that even more of the training take

place outside the college campus, in radically unfamiliar environments: slums or rural areas or Job Corps camps, or in other cultures such as Puerto Rico, or in the foreign countries themselves.

Many ingredients of these programs have already been successfully demonstrated:

■ at the Peace Corps' own training centers in Puerto Rico and the Virgin Islands;

■ in an experimental program at St. John's College at Annapolis where the seminar was the main form of instruction and field experience was provided through six weeks on kibbutzim in Israel;

■ in a program at the University of Wisconsin largely designed and run by former Volunteers from India.

The Peace Corps' new Advance Training program is a special area for innovation. (See story at left.)

Another idea promoted by the Task Force is that of accreditation of Peace Corps service as part of a university education.

Five-year B. A. programs, which include two years of Peace Corps service, have been instituted at the University of Western Michigan and Franconia (N. H.). College Credit towards a master's degree in education is being given by Michigan State University to Volunteers who teach in Nigeria, and the University of Missouri will give credit towards a master's degree in community development for Volunteers in Peru.

Volunteers must learn two languages to handle their work effectively, such as teachers bound for French-speaking Africa where various African languages are spoken as well as the official French.

Some ATP enrollees trained for West Africa at Dartmouth College in the summer of 1964. The next summer they trained in Quebec Province, Canada, where they lived with French-speaking families and practice-taught French-speaking students.

Juniors qualified to enter ATP next summer will train for assignments in 16 countries.

Junior Year Program Enlarged for '66

The Peace Corps is expanding its training program for college juniors. Jules Pagano, Peace Corps training operations director, has announced that 1,000 juniors will begin the Advance Training Program this summer.

The program enables future Volunteers to integrate Peace Corps training and their senior year of college, with benefits on both sides. "It gives us 15 months to prepare the Volunteer for his assignment instead of the normal three," Pagano said.

The ATP was begun in the summer of 1964, when 200 college juniors entered training for assign-

ments that began in September 1965. They trained the first summer at United States universities, continued their preparation independently during their senior year of school and completed training in special field programs the summer of 1965.

The Peace Corps has a loan fund for ATP enrollees to help cover the loss of income otherwise gained from summer employment. Trainees may borrow up to \$600 at low interest rates to pay expenses during their final year in school.

ATP was developed as a solution to the increasing difficulty of preparing Volunteers for certain assignments. Some Peace Corps Volun-

MAKING OF A PCV

Field Experience Supplements Classroom Training

Joining the Peace Corps today can be both easier and harder than ever before, but it's definitely quicker.

The key to the continuing high quality of Peace Corps Volunteers (PCVs) is the selection process where a staff headed by the psychologist who helped choose the first U. S. Astronauts weighs the background and indicated abilities of each applicant against the list of available assignments.

It's a little easier to become a Volunteer today simply because there are many more jobs available. This year the Peace Corps will attempt to fill the largest batch of requests ever—7,000 Volunteers to work in nearly 300 job categories in 46 host countries.

On the other hand it's also more difficult to join today's Peace Corps because the selection process gives greater recognition to job competence, requiring more sophistication in some categories and placing more emphasis on finding exactly the right person for a specific assignment.

Faster Acceptance

The selection system has been constantly re-examined and refined in the five years since applicant 001 filled out his Questionnaire. After sifting more than 160,000 applications, the selectors have a fair idea of what makes a potentially good PCV, and today the typical applicant can expect to know within six weeks from the time the Peace Corps receives his application whether he will be invited to serve.

If a Peace Corps applicant makes it through the preliminary selection process, he is invited to a 13-week training program at one of more than 100 American universities or colleges where his special Peace Corps curriculum will include:

- Language training—total "immersion" in an intensive program of up to 300 hours that leads to early conversational ability. Previous knowledge of the language is not a requirement.
- Technical studies—skills needed for the type of work he will perform.
- Area studies—background in the culture in which he will work.
- American studies—refresher courses in U. S. history, geography, institutions.
- World affairs—background in current events.
- Health—training in which the Volunteer learns to protect himself and also acquires educational techniques to improve health conditions in the host country.

Volunteers whose assignments overseas call for strenuous physical conditioning are given additional training for outdoor living which may include hiking, rock-climbing, swimming and map reading. Proficiency in these activities, however, is not required. While such training was recommended for future community development workers in the mountains of Chile, for example,

it would not necessarily be required for someone planning to teach English in an urban setting.

Rated By Peers
The selection process continues throughout training. Each trainee receives a thorough medical check-up, a psychiatric screening and a full background investigation. He is judged, by each of his instructors and rated by his peers.

On the basis of all available information, the overall suitability of each trainee is continually evaluated during training and at the end of the training period. About three out of four trainees are sworn in as Peace Corps Volunteers.

"In the beginning, training was preparation for Peace Corps service; now it is a part of Peace Corps service," says Jules Pagano, acting director of the Division of University Relations and Training.

"Learned Through Experience"

"We used to try to cram people with as much information as possible, plus all the language and physical training we could manage, and hope the exposure would prepare them for their service overseas. We learned through experience that this was not enough. The transition between preparation and actual doing was not adequate—sometimes not even relevant."

"As a result, we have tried to integrate all the components of the training program into real-life experiences in the field, based on the needs of specific projects and countries," Pagano explained. "The training period has been expanded to 13 weeks with at least three



FIELD WORK—Physical conditioning is only one aspect of Peace Corps training. While candidates such as these who are bound for mountain country may leave their classroom sessions with a four-day hike, others destined for urban teaching and community development assignments may train in New York or Puerto Rico slums or teaching on an Indian reservation.

of those weeks devoted to actual field assignments such as working in the slums of New York or Puerto Rico, practice teaching on Indian reservations or doing community development in the Virgin Islands.

Another change in the training program is greater concern with the total learning process, he said. "We are trying to make everything in the program relevant to the Peace Corps experience," he pointed out. "Training is now more generally educational, rather than just 'how to.' More attention is being paid to attitudes and sensitivities in preparing trainees for their cross-cultural experiences."

As the training programs become less academic, colleges and universities are cooperating enthusiastically in providing the kind of preparation the Peace Corps needs, Pagano said. "To do this we are using off-campus facilities related to expected country experience." Dartmouth training programs for French-speaking Africa, for example, now go on to Quebec for practical field experience." (See story on Junior Year Program, page 2.)

IMPACT: Can You Measure PC Effect?

Does the Peace Corps have a measurable effect on a country?

The first attempt at answering that difficult question has been made by a team of anthropologists from Cornell University who have just turned in the first scientific study of the impact of Volunteers assigned to communities in the Peruvian Andes.

The results of this scientific study fill a 329-page report which details two years of on-the-spot research in 15 communities where Volunteers were active in community development work, using as a control five other villages where no Volunteers had been assigned.

General conclusion of the study: Peace Corpsmen do make a difference. Among the findings is that Peace Corps communities progressed at a rate some 2.8 times faster than those communities without Volunteers.

Peace Corps Director Sargent Shriver views the report as being of "great practical and historical significance."

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

Self-Help Program

He said that about one third of all Volunteers and more than half of the 4,000 now in Latin America, are engaged in community development work, i.e., teaching democracy on a community level, encouraging people to work together to solve their own problems.

The subjects were 50 Peace Corpsmen, the first Volunteers in the Andes. They operated in communities located in spectacular mountain country at extreme altitudes (some as high as 13,000 feet), inhabited by the Indian descend-



YOUNG ARTISANS—At Pisac in Peruvian Andes, Volunteer Molly Heit of Southern Pines, N. C. (Purdue) teaches children to sew their ideas into tapestries which can be sold to tourists who pass through village enroute to nearby Inca ruins. Pisac is one of 15 villages in Peru studied by Cornell University anthropologists in first scientific research on the impact of the Peace Corps on developing nations.

ants of the Inca civilization, interspersed in the larger towns and cities by mestizos, Peruvians of mixed Spanish and Indian blood.

Dr. Henry F. Dobyns, one of the Cornell research team leaders, describing the report's findings, said that in the field of community development "results are normally computed over the course of decades . . . these Volunteers produced measurable results in two years. Some would consider this progress incredible."

Tales of Two Villages

The study, however, is a human

as well as a scientific document, and it reports candidly on the Peace Corps' failures as well as its successes.

The authors (Dr. Dobyns, Dr. Allan R. Holmberg, chairman of the Cornell anthropology department and Dr. Paul L. Doughty, now on the Indiana University faculty) tell the story of how Peace Corpsmen were expelled from the village of Vicos by a vote of its Indian inhabitants, and how some of the Volunteers were then specifically asked to return to the village.

Also related is the story of the

community of Chijnya where one Volunteer successfully transplanted an entire Indian community whose homes had been lost to floods.

Peace Corps Institutes Changes
Research such as the Cornell/Peru report is not an exercise in vanity as far as the Peace Corps is concerned. Frank Mankiewicz, Latin American regional director of the Corps, said the Cornell team's observations and recommendations resulted in immediate changes in the Peace Corps' operations in Latin America even before their final report was completed.

Preliminary reports led to a marked increase in language training, improved relations between the Volunteers and Peruvian institutions with which they worked, and modifications of the Peace Corps' training and overseas operations.

Community Development Pioneers

Mankiewicz, who describes the study as a "landmark" in community development research, points out that the 50 Volunteers who were the principal subjects of the study were among the first Peace Corps community development workers. "They operated almost without precedent or textbook in a difficult culture among people to whom even Spanish was an acquired language."

"That they did so well is remarkable; but, as importantly, we have been able to benefit from their mistakes."

Mankiewicz said he believes one of the most important contributions Peace Corps Volunteers such as the Peruvian group make is their role as "witnesses to the condition of the poor among whom they live, prompting the community at large to pay attention to the needs of the poor."

Among numerous other conclusions of the Cornell report:

- Volunteers form one of the most effective channels for U.S. assistance.
- Volunteers are most successful when they work effectively with both local community action organizations or other institutions such as AID, involved in technical assistance.
- Volunteers contribute significantly to basic long-term socio-economic development in the Peruvian Andes, creating and strengthening organizations so that they can continue to solve local problems even after the last Volunteer has departed.

TEACHING AND HEALING IN THE FAR EAST

'When you Learn to Laugh at the Same Things, Then You're Home'

Sabah, Malaysia

Sabah lies some 700 miles southeast of Saigon, on the other side of the South China sea. An island state in Malaysia, it occupies 29,000 square miles of northern Borneo.

Half a million indigenous peoples called Muruts, Dusuns, Bruneis, Bajaus and Kedayans live there, as do 100,000 Chinese who form the bulk of the commercial community. Western civilization, blown ashore by the winds of the British Empire a century ago, maintains a foothold on the coast. Only recently has the interior—protected by mountainous jungle, leeches, more than 400 species of snake, wild pigs, monkeys, birds and butterflies—begun to buckle under the bulldozers and books of the 20th century.

Sabah is also the home of 100 Peace

Corps Volunteers, among them Ron Kuhl, a graduate of the University of West Virginia, and Beth Halkola, who received a B.S. in nursing from Michigan State University.

Ron is a teacher; Beth is a nurse. Both work in the interior sealed off from the coast by the dense jungle of the Crocker Mountains. Their post, Tambunan, is a town of 1,000 people. Some 10,000 people farm the surrounding countryside, where the careful geometry of the wet rice paddy is dominant.

That their work is both difficult and serious have taught Ron and Beth not to take themselves seriously. "You discover what you need anywhere is to be content," Beth said. "It takes time, but you learn to communicate. When you learn to laugh at the same things as the people here . . . then you are home."



ACTING IT OUT—Boy: "Here is the blue pen." Girl: "Please." Ron: "No, it's 'thank you.' Let's try it again." And again. And again. Ron teaches 40 English classes a week.



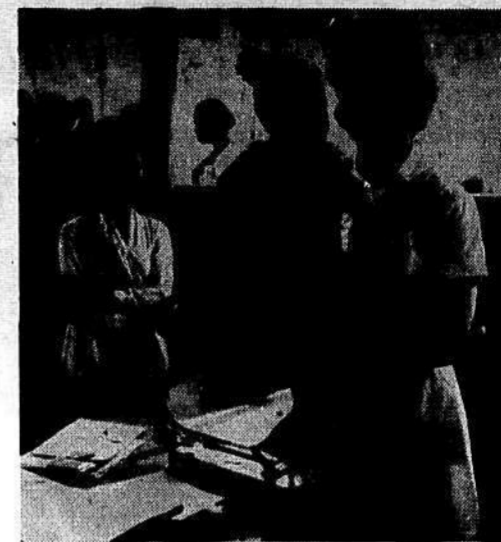
THINK TALK—"I try to get my pupils to think independently."



OFF HOURS—Ron spends much of his free time studying Malay and testing it in conversation at the local Kedai (general store) over a glass of thick coffee. He also goes fishing, does his own laundry.



AFTERNOONS—"I go on home visits. I pack my medicines into a shoulder bag and take off across the rice paddies." The predominant diseases Beth faces are malaria, tuberculosis, pneumonia and intestinal parasites.



MORNINGS—"Sometimes there are 80 mothers squatting patiently in the sun under parched parasols." Beth covers eight clinics in villages surrounding Tambunan. She travels by Land Rover where roads permit; often they don't, and she must walk.



HOME—Like Ron, Beth was assigned a clean, modern government house. Tropical sun makes naps during noonday heat imperative.

SUNDAY AFTERNOON—"We often take walks on Sundays. We compare notes . . . let off steam. Speak American."



ELUSIVE DEFINITION IN LATIN AMERICA

Community Development: Its Name May Be Mud

By William Krohley

Recife, Brazil

Sooner or later someone is certain to puzzle out a formal definition of urban community development. Out of his garret and into the sun he'll come bandying his sheet of convoluted prose only to be greeted with a recent erasure in Webster's New Collegiate. Exactly what he'll find where urban community development once stood is hard to say—perhaps something like "better burg breeding" or "coached community commotion" or any one of a thousand possible locutions which would shed an aura of respectability on an undertaking whose very nature suggests a lurking, sleight-of-hand presence.

In short, to define a phrase which expresses the workings of an idea in the hands of hundreds or perhaps thousands of people is to ignore one of its most salient features—mysterious happenings—and commit it to an orthodox fate.

Brasilia Teimosa is a barrio of Recife in the northeast of Brazil with a population of about 10,000.

William Krohley, Huntington Station, N. Y., received a B. A. in philosophy from the University of Rochester in June, 1964.

One of its perennial problems is the ruin of its roads during the four-month rainy season. During this period from May 1 August the rain becomes a way of life, often falling continuously for several days. Fishing becomes sporadic, and all but indoor workers are forced to sit and do little but watch the steady downpour turn the sand and dirt roads into rivers of mud which settle in low spots and are churned into black muck by traffic.

Jim Lail (Lexington, Ky.) and I talked with many of the local citizens about the roads and found a real desire to get something done. Several informal meetings were held to discuss the problem, and it was decided to see what a group of residents could do working in conjunction with the city government. The people were willing to perform necessary labor if the government would supply the equipment needed.

The planning took about six weeks, and what started as a small group of 10 men turned into a nebulous affair involving suddenly revived organizations dedicated to *desenvolvimento das ruas* (street development), an unlimited supply of idea men, well-wishers, and skeptics, and the prompt attention of an incumbent councilman running for re-election who arrived with trucks and work crews and began spreading sand with a flourish.

This latter measure worked well on the less-travelled streets where

the sand wasn't pushed out of the holes and off the street by traffic, but the more widely used streets and intersections remained impassable. The situation worsened daily as the families living on these streets shovelled away the few remaining high spots to build dams to keep mud out of their homes.

Somehow the mud had to be drained and the particular stretch of road leveled and then covered with a packed layer of sand. We worked with some of the families concerned and suggested that they petition the city for a small bulldozer which could work in the narrow streets. The city didn't have one.

There were, of course, a number of firms in the city which sold just the machine needed. Money was no object; there wasn't any. So maybe we could borrow a bulldozer and advertise some company's product. We thought it was a good idea. Most of the firms didn't.

After a series of conversations with incredulous salesmen which usually ended in helpful directions to the offices of nearby competitors, we finally got a machine and a driver who would come out to Brasilia on the first rainless Sunday. The men lived on the job site, so getting them together was no problem. But it always rained on Sunday. One Sunday in mid-June, however, Brasilia Teimosa reposed under clear skies; it was not raining. It was

urban community development time. First: drain the mud before the arrival of the bulldozer. There was one family which had a front yard large enough to dig a drainage pit in. The *dona da casa* (woman of the house) thought it would be all right.

The hole was dug along with a trench to the mud; the trench was opened and the mud began to flow. *Enter dona da casa*: "What is going on here?" It was obvious. His yard was being filled with black mud. He had been away, out of touch; and thus the logic of urban-community development was a complete mystery to him. The ensuing confusion ended the moment the mud ceased to flow; what can one say to a yardful of mud?

The project proceeded and was eventually completed as the dozer came to level the road, and the councilman came to dump two truckloads of sand for the workers to spread and tamp. The drained mud dried in the sun and was covered with sand and urban community development gained another adherent. Sunday came to a close. The workers congratulated themselves on a job well done, the councilman busily shook hands, and the Peace Corps Volunteers went for a beer.

The following Sunday, we would tackle the next stretch of road, rain permitting. It didn't.



Continued from Page 1

and if the Peace Corps is to succeed, then he must succeed. In effect, he is a one-man foreign policy; an American speaking for himself.

No "Ideological Guidelines"

As Peace Corps Deputy Director Warren W. Wiggins says, "We do not furnish ideological guidelines for Volunteers. The Volunteer is an American citizen whom we train, place and supply."

The Volunteer overseas may help build a bridge, teach school or organize a cooperative, important tasks in a developing nation. But such work is not the fundamental reason why a Volunteer is sent abroad.

People in the developing world are pushed down by malnutrition, poverty, illiteracy and an inability to take part in the management of their own affairs. They need hope, and that is what the Volunteer is trained to provide. He does it by imparting the knowledge, skills, attitudes and values that combine to create ability and desire to solve problems.

AFRICAN PROBLEM: THE GENERALIST

Undefined Person Meets An Undefined Project

By Louis Rapoport

Masingbe, Sierra Leone

During my childhood, the thought occurred to me that I didn't know how to do anything. But somehow, my shoelaces always got tied, my bed got made, and I survived in this practical world.

Then I went to the university, where I took subjects like Scandinavian literature, history of historians, modern Slavic literature, and philosophy of literature.

When I joined the Peace Corps, I was classified as a "generalist." As a man who could do absolutely nothing of a practical nature, I was slightly amazed when I met my fellow trainees for the Peace Corps "R.C.A." program in Sierra Leone (I honestly thought that I would be working with computers or television sets before I learned the initials meant "rural community action")—carpenters, masons, geologists, an architect—people you read about in books, unreal people, people who can (shudder) do things.

I tried to fake my way by dropping words like "hammer," "cement," and "wrench." But somehow, my clever plan failed, and I feared and trembled on Selection Eve. But I look like I'm a very sincere friend

Louis Rapoport, Beverly Hills, Calif., attended the Los Angeles and Berkeley campuses of the University of California, became a Volunteer in 1964.

of Man, and it's hard to get selected out of the Peace Corps if you're sincere.

In Sierra Leone, I was given a road project in Bombali district. I Kriolized (after Krio, the English-derived *lingua franca* of the coun-

try) my technical words—amma, c'ment, 'spana—dropped them expertly and waited for cheers and applause from my workers. Meanwhile, I read something called, "How to Build a Bridge," and I built one (I'm still laughing).

THE INDIVIDUAL: Talk From the Trees

Continued from Page 1

with a burro loaded down with water cans. I read and write under a kerosene lantern, sleep on a cot and cook on a camp stove. But there comes the day when all this suddenly becomes furiously frustrating and you want like crazy just to get out and go home.

—Tom Carter, Portland State College, Peru

"This is the hardest thing I've ever done. Absolutely nothing is familiar and I often feel totally alone—the physical difficulties actually help, as they take my mind off myself and the feeling of suddenly being cut off from the rest of the world. You cannot imagine the gulf between East and West, and it makes me laugh now to think that I expected to bridge it with a smile and a handshake."

—Patricia MacDermott, Manhattantown, Philippines

"Our original excitement and enthusiasm have been somewhat tempered by a year here. We have come to realize that change comes so slowly that progress, if it comes at all, seems imperceptible. The eagerness is replaced by colder ways of looking at the world, and the youthful vigor and idealism become hardened with a day-to-day job. We can never again become the people we were before we came to Africa. But then, we would not want to."

—Hayward Allen, University of Colorado, 1960, Ethiopia

"What we need is a philosophy—not of high adventure a la Conrad or St. Exupery—but of dullness; a philosophy which will satisfy our craving for accomplishment and a certain nobility while we are faced with tedium, fatigue and the desire to sit down and dream."

—John Hatch, Queens College, Ivory Coast

When a new Peace Corps program was proposed—chiefdom development instead of specific construction projects—I was asked to begin a pilot program for the Northern Province. The director of the CARE-Peace Corps rural develop-

ment program patted me on the back (after feeding me) and told me to go out and develop a chiefdom. It's easy to see why I was chosen for this mission: no one really knows what community development entails, and who is better qualified for an undefined project than an undefined person?

I packed my bags and moved to Masingbe, a town of about 2300 people and headquarters of Kunike Chiefdom. Immediately after my arrival, I went to the highest point in the town to survey my new home: the huts of mud, wattle, and birch; the fragrance of lilac, frangipani, and purple-tasseled flowers filling the heavy air—ah, sweet life. While I was gone my house was robbed.

In the weeks that followed I worked hard, dropping new words such as "co-operative," "social center," "adult education," "dispensary," and so on. I even pretended to know the Temne equivalents: *kaw opaneh, nseth na kawol, karan ka na baki, nseth nim atui* . . .

The number of projects I have going is ridiculous, and I would have to be a Renaissance Man to handle them all. But I have bluffed my way; and my ingenious word-dropping scheme has convinced at least some people that I am possessed of virtue, that I am a true "generalist" (that is to say, generally good in everything). And just as my shoelaces got tied, my projects, somehow, will be completed.

—David Roseborough, University of Tulsa, 1962, Malaysia

"We are the sons and daughters of America. But we are also sons and daughters of 1,000 towns and villages around the world."

—Roger Landrum, Albion College, 1959, Nigeria

Directory: '66 Overseas Training Programs

Page 6 PEACE CORPS WORLD: 1966

Following is a partial and tentative list of training programs for overseas assignments scheduled for Summer 1966.

The index at the bottom of the facing page lists, by academic major, those programs requiring specific skill or educational background.

If your major subject is not listed in the index, refer to the sections describing the areas of the world in which you wish to work.

LATIN AMERICA

Community Development

101. COLOMBIA Volunteers will work throughout the country with trained Colombian co-workers in community development teams to assist the Colombian Ministry of Government, Division of Community Action. Architects and engineers will be versed in community action, but will work in their professional capacities.

102. CHILE Volunteers will work with two agencies, the Fundacion de Viviendas y Asistencia Social and the Agrarian Reform Corporation in either the *poblaciones* (one step above a slum) or rural *aldeas* (newly formed rural colonies).

103. PERU Volunteers will work closely with governmental and private institutions claiming interest in the *barriadas* (urban slums resulting from mass migration to the cities), initiating and implementing effective community organizations.

104. PERU Working with the National Agrarian Reform and Cooperacion Popular, Volunteers will work with mestizo patrons to understand the *campesino* (rural peasant) and prepare the *campesino* for entry into social and economic life when he gets his own land. Specialists will work with Cooperacion Popular in pertinent self-help projects.

105. HONDURAS Volunteers will work with a new agency, the National Institute of Community Development. They will be assigned to rural *municipios* having anywhere from 5-30 villages and will use their special skills in developing both the municipality and the villages. Volunteers in urban areas will work largely with the National Institute of Housing in low-cost housing units.

Technical and Industrial Education

106. CHILE Volunteers will teach professional and in-service training courses for laborers, supervisors and instructors in trade schools, small factories and polytechnic institutes throughout Chile. Several Volunteers will serve as technicians in urban slums where small industrial shops are planned.

107. VENEZUELA Working with the Ministry of Education, Volunteers will teach manual and industrial arts and home economics in vocational and technical schools and secondary schools.

Education

108. CHILE Volunteers will work as assistant professors and vocational educators in their specific fields and will take part in evening classes, study groups, workshops and cultural organizations at the university to which they are assigned.

109. JAMAICA Volunteers will assist the Ministries of Education, Agriculture and Development and Welfare in communities throughout the country. Depending on backgrounds, they will be associate members of the University of West Indies in pre-primary schools, will work in greater and more effective utilization of educational television, will teach in youth camps, or will work to increase the number and effectiveness of co-ops.

110. ECUADOR Volunteers will teach their specialty in universities and normal schools in Ambato, Guayaquil, Loja and Quito. They, and their co-professors, will be responsible to the Ministry of Education.

111. BRITISH HONDURAS Volunteers will work through the Ministry of Education's Office of Social Development in secondary schools, primary teacher training and village development. Specialists will work in the Department of Public Works or with the Civil Aviation Department. Assistance is urgently needed while United Kingdom personnel leave in anticipation of independence.

112. COLOMBIA Volunteers with science backgrounds will introduce new methods and material in their specialty to secondary school teachers in training. Engineers will be assigned to one of four universities to upgrade engineering instruction in the department. All Volunteers will be responsible to the Ministry of Education.

Physical Education

113. VENEZUELA Volunteers will work in elementary, secondary and teacher training institutions throughout the country, seeking to upgrade physical education in the schools and the surrounding community or communities.

114. COSTA RICA Volunteers will work with counterparts in secondary school physical education programs, community recreation programs, and will give courses sponsored by the Ministry of Education to teachers during the summer vacations.

115. ECUADOR Working with the Sports Federations in the provinces, Volunteers will work at grass roots levels to encourage construction of facilities, formation of sports clubs, and camps for the underprivileged, and will probably teach physical education in the local secondary schools. They will also help get underway a strong new program of physical education at Central University in Quito.

116. COLOMBIA Under the technical supervision of the American Association for Health, Physical Education and Recreation and various Colombian agencies. Volunteers will assist in the expansion and improvement of youth programs, physical education programs, sports clubs, etc. throughout the country and will assist in the televising of educational programs in health, physical education and recreation.

Secretarial

117. LATIN AMERICA REGIONAL Volunteers, depending upon their professional qualifications, will serve as chief secretaries, office managers or secretaries to staff members in Peace Corps offices in Bolivia, Brazil, Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica, Panama, Peru or Venezuela.

Food, Agricultural and 4-H

118. COLOMBIA Volunteers will work in rural areas under the technical direction and supervision of United Nations FAO and Colombian National Institute of Nutrition officials. They will be concerned with home economics and agricultural extension activities.

119. EL SALVADOR Volunteers will work with local extension agents throughout the country to help expand and strengthen 4-H clubs. They will be responsible to the national 4-H supervisor.

120. ECUADOR Volunteers will work under the administration of Heifer Projects, Inc. With Ecuadorean counterparts, they will work with *campesinos* (rural peasants) in lower-level agriculture and community development programs. Veterinarians will teach at three universities; foresters will work on the national forestry development plan; and engineers will work in rural irrigation and construction projects.

Cooperatives

121. CHILE Volunteers will work with specific fishing co-ops along the Chilean coast in their area of specialty. Home economists will work with fishermen's wives in nutrition, general extension and community development work, complementing the work of the men in the program.

122. PERU Volunteers will work with existing co-ops which were hastily formed and need education and guidance if they are not to fail. They will work as trainers and counselors, teaching people to take responsibility for the management of their own affairs through cooperative efforts.

123. VENEZUELA Volunteers will assist the Socio-Economic Department of National Agrarian Reform Institute (IAN) in the administration and management of the agricultural production cooperatives within the agrarian reform settlements.

124. VENEZUELA Volunteers, assisting the Department of Cooperatives, will work throughout the country in savings and loan, consumers, transportation, production (agriculture and arts and crafts) and housing cooperatives. Area emphasis will be on Venezuela's central and western states.

Public and Municipal Administration

125. CHILE Volunteers and Chilean Specialists will work in teams under the newly formed Ministry of Urban Affairs in provincial cities throughout the country. Team

members will serve as trainers and advisors to local governmental officials in all aspects of public and municipal administration.

126. VENEZUELA Venezuela's Foundation for Community Development and Municipal Improvement has been primarily concerned with urban housing projects. Volunteers, by studying, surveying and working on municipal projects in various cities, will help them attain the diversification they desire.

Electrification

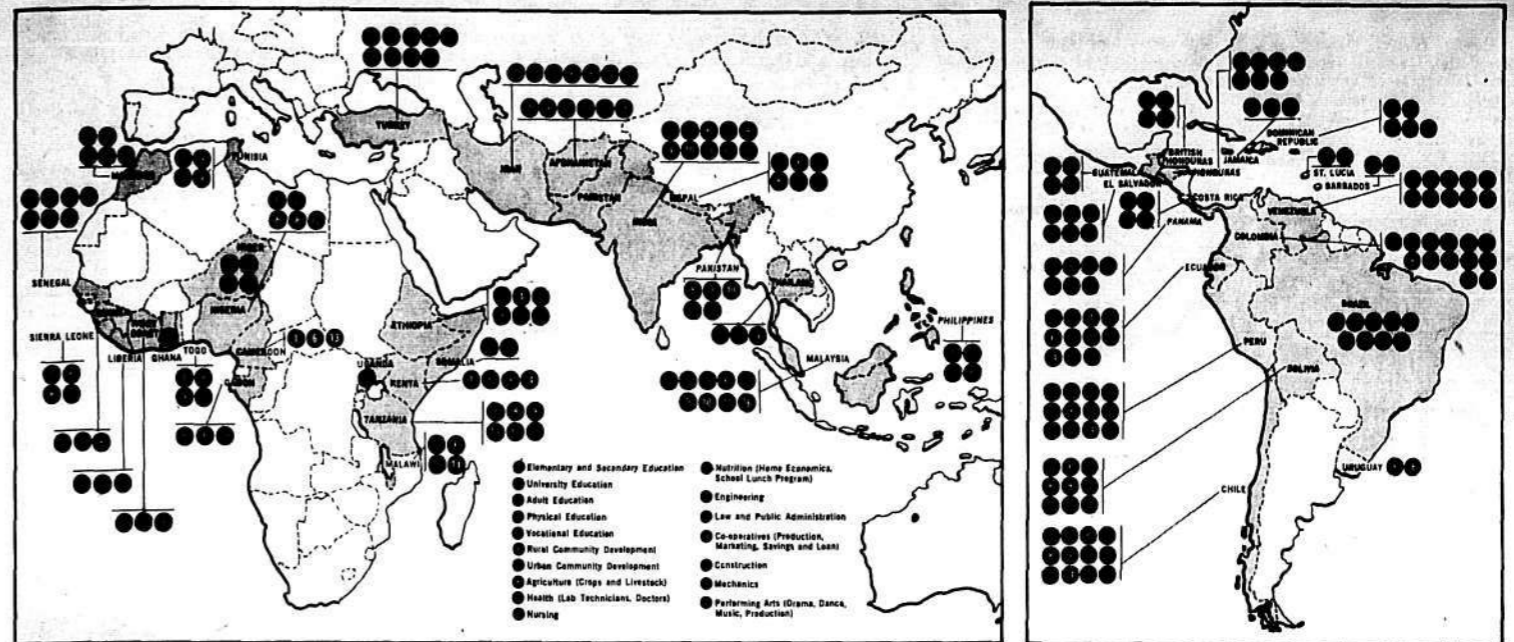
127. ECUADOR Working under the Ecuadorean Institute of Electrification, Volunteers will help promote and standardize the electrification of the country and help train nationals in construction, operation and maintenance of systems throughout the country. Engineers will design, supervise and help administrate the systems.

Educational Television/Television Literacy

128. COLOMBIA Volunteers will work with the Illiteracy Section of the Ministry of Education, developing literacy centers throughout the country, recruiting illiterates

Nearly 4,000 Volunteers are now at work in 18 Latin American countries.

- | | |
|--------------------------------------|--|
| 1 Elementary and Secondary Education | 11 Nutrition (Home Economics, School Lunch Program) |
| 2 University Education | 12 Engineering |
| 3 Adult Education | 13 Law and Public Administration |
| 4 Physical Education | 14 Co-operatives (Production, Marketing, Savings and Loan) |
| 5 Vocational Education | 15 Construction |
| 6 Rural Community Development | 16 Mechanics |
| 7 Urban Community Development | 17 Performing Arts (Drama, Dance, Music, Production) |
| 8 Agriculture (Crops and Livestock) | |
| 9 Health (Lab Technicians, Doctors) | |
| 10 Nursing | |



WHERE THE ACTION IS: 12,000 Volunteers in these skill areas are now at work in 46 African, Asian and Latin American countries

AFRICA

Education

201. TANZANIA Volunteers will teach in secondary schools throughout the country and will help expand the teaching of agriculture, science, and shop in the country's upper primary schools. Lawyers will teach law at the university in Dar es Salaam; music teachers will work with the national band and chorus being formed.

203. SIERRA LEONE Following a Government syllabus as an instruction guide. Volunteers will teach approximately 25 hours per week in one of the following areas: math, science, geography, history, home economics, agriculture, art, English, French, music, business, library science, physical education.

204. LIBERIA Volunteers will teach math, science, English, social studies and business throughout Liberia in junior and senior high schools.

205. UGANDA Under general authority of the Ministry of Education and in all sections of Uganda, Volunteers will teach biology, physics, chemistry, math, English, history and geography in secondary schools.

206. NIGERIA Volunteers will teach throughout the country in secondary schools and universities under the Ministry of Education.

207. WEST CAMEROON Volunteers will teach English, history, geography, math and science in church-operated and government schools throughout West Cameroon.

208. GUINEA AND TOGO Volunteers will expand the present program of math and science instruction in secondary schools in the two countries. Note: This is a senior year (ATP) program open to college juniors only.

209. GHANA Under the Ministry of Education, Volunteers will teach math, biology, physics and chemistry in primary and middle schools throughout the country.

210. FRENCH SPEAKING AFRICA (Ivory Coast, Gabon, Guinea and Togo) Volunteers will teach English as a foreign language, including grammar, composition, literature and conversation.

211. TANZANIA Volunteers will teach history, geography and math/science in secondary schools throughout the country.

212. NIGERIA Volunteers will teach English, mathematics, science, geography, French, and industrial arts in secondary schools throughout the country.

213. ETHIOPIA Volunteers will teach: English, social studies, and vocational subjects in Junior Secondary Schools; English, social studies, and math and science in Senior Secondary Schools; and business, law and other subjects at the University Demonstration School.

Health

214. NIGER Working with the Ministry of Health, Volunteers will help staff a new health center at Dosso, the mobile teams attached to it, and the outlying villages. Function of the health centers is to seek and treat the ill, provide a program of health education and preventive medicine, and train medical personnel.

215. SENEGAL Teams of one Volunteer, one Senegalese male nurse, and a Senegalese sanitarian will work in rural areas, to improve nutritional standards, sanitary prac-

tics, and teach hygienic methods of food growing and handling. They will be technically backstopped by UNICEF.

216. TOGO In teams of three and working out of towns with hospitals, Volunteers will visit one village a day on a recurring basis to combine preventive and curative medicine, collect data, make health inspections and teach health practices to adults and children. One nurse will teach public health at the Lome Nursing School.

217. IVORY COAST Volunteers in the maternal and child health program will work in teams with an Ivorian counterpart midwife setting up prenatal consultation, well-baby clinics and health and nutritional education programs. The doctor will assist in organization and technical guidance. Other Volunteers will work in the psychiatric hospital in occupational therapy.

218. NIGERIA Volunteers will strengthen the existing programs of the four regional ministries and the Federal Ministry of Health in the fields of public health, preventive medicine and health education at the village level.

219. MALAWI Volunteers will use tuberculosis as a prototype disease around which a system of general domiciliary care and effective health practices can be constructed. They will train African workers to carry on their work.

220. ETHIOPIA Nurses will organize and conduct training courses for "dressers" (health workers). Medical technologists will work with student technicians and college graduates who have degrees in science, teaching them techniques of laboratory work. Health educators will work in two colleges and at four teacher training schools, educating the future teachers in the use of health education material into all science curricula.

Agriculture

221. NIGERIA Volunteers will work in the four regions of Nigeria in comprehensive regional development programs with various ministries of the government. Northern—emphasis will be on livestock management, marketing cooperatives, small business development and community development. Eastern—rural development extension. Young Farmers clubs, surveying and cash crop organizing. Middle West—development of Young Farmers clubs, schools leaver's farms, forestry, poultry and instruction in construction and rural sociology. Western—ag instruction, Young Farmers clubs, agricultural extension and urban youth club programs.

222. GUINEA Volunteers will work out of regional farms to put land into production, increase crop production and do village extension work. Others will train personnel in the national agricultural schools and still others will work as palm oil industry agents.

223. NIGERIA Under the Ministry of Rural Economy, Volunteers will work for various "services" or branches of the Ministry and the Nigerian Credit and Coop Union. Some will help establish cooperatives by furnishing credit to farmers and advising them on crops. Others will teach practical agriculture or help organize a well digging and irrigation program.

Land Settlement

224. TANZANIA Volunteers will work with Village Settlement Agency of the Ministry of Land Settlement and Water Development, organizing and educating the new settlers to eventually govern themselves and effect development projects.

225. KENYA Working under the Ministry of Land and Settlement, Volunteers will work as Land Settlement Officers or assistants, helping in the program of transferring a million acres of land from European to African ownership, and the development and operation of cooperatives.

226. IVORY COAST Volunteers will teach domestic arts at vocational high schools for girls in Bouaké and Abidjan as requested by the Ministry of Education.

227. IVORY COAST Under the Ministry of Youth and Sports, Volunteers will work in Ivory Coast female adult education programs known as "Foyer Feminin" to teach Ivorian women literacy, basic health and home arts and to broaden their horizons. They will work in both urban and rural areas.

Community Development

228. ETHIOPIA Volunteers will work in the community centers of seven large Ethiopian cities. They will aid in the development of effective social welfare programs, such as health education, adult literacy, recreation and handicraft instruction.

Highways

229. ETHIOPIA The planning, administration, and implementation of the Imperial Highway Authority's program to develop a professional highway department in Ethiopia has been hampered greatly by inadequately trained personnel. Volunteers will aim to improve job skills of Ethiopians in the program.

Construction

230. TANZANIA Volunteers will serve as members of field units under Development Field Officers; their aim will be to stimulate and guide self-help development through encouraging involvement of local people and training them in simple construction and development techniques.

231. SOMALIA Under the Ministry of Education, Volunteers will work in mobile, self-contained teams to build or refurbish one to four room schools, using locally recruited labor and locally available material.

Fisheries

232. TOGO Working under the Service des Peches with Togolese counterparts, Volunteers will assist in running existing inland fisheries in Central Togo and in the renovation and construction of new dams and fish ponds.

Social Welfare

233. SENEGAL Volunteers working under the Ministry of Health and Social Affairs will open and staff Social Welfare Centers and Maternal and Child Welfare Centers. They will do group-teaching of domestic arts, reading and writing, recreation, and health education, encouraging village women to better their social conditions and general health.

234. NIGER Under the Ministry of Education, Volunteers will travel between villages to teach adult basic literacy in native lan-

guages, French and arithmetic. An artist will help develop audio-visual aids. Those under Ministry of Health will work in social centers and rural dispensaries, teaching hygiene, sanitation, infant care, sewing, cooking and literacy. Nurses will teach theoretical and practical work to students at the nursing school in Niamey.

235. IVORY COAST Volunteers will teach practical vocational skills at three technical centers in rural areas. These centers develop basic skills in carpentry, masonry, mechanics and metal work so that young men with little or no formal education can meet local requirements for skilled laborers.

236. ETHIOPIA Volunteers will work in the community centers of seven large Ethiopian cities. They will aid in the development of effective social welfare programs, such as health education, adult literacy, recreation and handicraft instruction.

Education

301. TUNISIA Volunteers will teach English as a foreign language in Ministry of Education secondary schools and adult education schools (Bourguiba Institutes) throughout the country.

302. TURKEY Volunteers will be assigned to junior high, high schools and university prep schools throughout the country under the Ministry of Education. They will also start English clubs, conduct adult education courses and generally be involved in extra-curricular activities.

303. MOROCCO Volunteers will teach English in Ministry of Education junior high and high schools throughout the country.

304. NEPAL Volunteers will teach English, math and science, home arts in middle and high schools under the Ministry of Economic Planning. Several will teach at colleges and teacher training schools.

305. AFGHANISTAN Volunteers will teach English, math and science courses, carrying full teaching loads, and will have all the normal responsibilities given to Afghan teachers. English is a required subject in all Afghan secondary schools.

306. IRAN Volunteers in secondary schools will work with Iranian counterparts to raise the level of English language instruction. Those with MA's in English will work in colleges and universities training English teachers.

307. TURKEY Volunteers will work in orphanages operated by the Ministries of Health and Education to introduce modern child care and increase community interest in the institutions. Nursery school teachers will be assigned to the Girls' Technical Institute to introduce new concepts and methods of child care and instruction.

Community Development

309. NEPAL Volunteers will be assigned to Development Districts which include several communities in a wide geographic area. They will assist development officers in training of village leaders, as demonstrations and improved communications between villages and district officials.

319. INDIA Volunteers will travel within the state of Mysore, training primary teachers in basic training schools about simple health practices and nutrition.

310. INDIA Volunteers will work with individual private producers, state poultry farms and cooperative markets to improve feed and poultry production and distribution. They will also work in teaching nutrition and food preservation.

311. TURKEY Volunteers will be members of village mobile teams, operated by the Technical Education Directorate. These teams move from village to village on a regular basis, offering courses aimed at uplifting the standard of living by imparting technical skills and inducing self-help programs.

Rural Literacy and Community Development

312. IRAN Male Volunteers will work with Iran's Literacy Corps, which is the country's most effective instrument in rural community development. Females will serve as teachers in provincial schools for rural and tribal girls. Specialists will train Literacy Corps guides or supervisors in Karaj.

NORTH AFRICA, NEAR EAST, SOUTH ASIA

Food Production/Agriculture

313. NEPAL Working under the Ministry of Economic Planning and with district Agricultural Development Officers, Volunteers will help develop agricultural cooperatives at village and district levels, aiming to provide credit facilities and improve agricultural techniques and distribution.

314. INDIA Volunteers will work with Block Development Officers, the Ag Extension Officer, village level workers and village council chairmen in the newly established "composite strategy programme" designed to alleviate the food crisis through technical assistance.

315. AFGHANISTAN Under the Ministry of Agriculture, Volunteers will work in five experimental stations where they will demonstrate the proper use of fertilizers, seeding, irrigation, cultivation and harvesting. Each will work with a counterpart and train boys from surrounding farms and through them engage in extension work.

Health

316. AFGHANISTAN Volunteers will work in pairs along with an Afghan counterpart, under the Ministry of Health. They will train counterparts to give smallpox inoculations and will implement vaccination campaigns in rural villages where they will also give women basic instruction in sanitation and health.

317. TUNISIA Health worker teams and their Tunisian counterparts will carry out health education and health action programs in rural areas. Lab technicians will be assigned to rural hospitals.

318. MOROCCO Medical technologists will work in hospital and public health labs, performing tests and supervising students in their lab work. Generalists will work in labs or TB sanatoriums, doing lab examinations, supervising Moroccan assistants, screening for tuberculosis, and performing routine surveillance of food, water and milk products or will work at the animal hospital. Veterinarians will work with the Moroccan and international staff of the PEs animal hospital. MDs will head a Rabat-based mobile lab unit doing mass screening and health studies and will assist the Director of the Institute of Hygiene.

319. INDIA Volunteers will travel within the state of Mysore, training primary teachers in basic training schools about simple health practices and nutrition.

Q & A: About Skills, Pay, Qualifications

How? Where? When? Why? Peace Corps campus recruiters answer thousands of questions about qualifications, assignments, selection, training and a thousand other facets of the programs.

Here are answers to the most frequently posed questions.

Q. Is the Peace Corps successful?
A. The best measure of success is the fact that host countries ask us back. The response of the 46 countries where Volunteers are at work has been overwhelming. Nearly every country has requested more Volunteers than are available. Requests by 20 other nations for

Volunteers have had to be turned down for lack of Volunteers to fill them.

Q. Does a Volunteer have a choice as to where he is sent?

A. Yes. He may indicate preferences on the questionnaire. However, a person's skills and background are matched with requirements, and he may not be offered an assignment in his first-choice country. And he, in turn, may decline the invitation and request another more to his liking.

Q. To what extent does a person commit himself when he fills out an

application and takes the test? Can he change his mind?

A. A person is free to change his mind at any time. Completing the application procedure indicates an interest in the Peace Corps to which the agency will respond.

Q. How much do you get paid?

A. Each Volunteer is provided with an allowance large enough to permit him to live at the same level as those with whom he will work. Each Volunteer also gets a readjustment allowance of \$75 per month (before taxes) which is given to him at the end of service.

Q. What are the qualifications and standards for Peace Corps service?

A. The basic qualifications are brief: you must be an American citizen, at least 18 years old, without dependents under 18, and available for a two-year term of service. You need not know a language. Most people, for instance, don't know Urdu, which we teach you if you're headed for West Pakistan. The standards are quite high. More than 150,000 people have applied for the Peace Corps and only about 18,000 have been sent abroad.

Q. How long after applying do you find out if you are accepted?

A. You will be notified within six weeks if you are to be invited to join a training program. You do not actually become a Peace Corps Volunteer until you have completed training.

Q. What kinds of skills are needed and what jobs are available?

A. The Peace Corps has Volunteers working at some 300 jobs, including community development, teaching, accounting, recreation, public health, heavy equipment maintenance and agriculture. Your enthusiasm and energy are as important as your skills, however.

CHANGING DIRECTIONS

Most Volunteers Alter Career Plans While Overseas

The Peace Corps has a "profound effect" on the career choice of Volunteers, says Robert Calvert, director of the organization's Career Information Service.

Studies of the first 5,000 returned Volunteers show that more than half of them changed their vocational plans while in the Peace Corps. Two out of three of the Volunteers who entered the Peace Corps with no long-range vocational goals decided on one while overseas, according to the studies.

Particularly significant, Calvert says, has been the shift toward international careers. Only 8% of the 5,000 Volunteers were interested in long-range careers overseas when they entered the Peace Corps. But

almost one-third had this aim when they completed service, he says.

Statistically, the activities of the 5,000 returned Volunteers are broken down this way:

- 39% have continued their education.
- 15% work for the Federal, state or local government.
- 15% teach either in the United States or abroad.
- 8% work with a social service agency (more than 100 returned Volunteers are now taking part in the Office of Economic Opportunity's War on Poverty; more than 10% of these are serving as VISTA Volunteers).
- 11% are in business and industry, either in this country or abroad.

The remaining 12% includes many who are traveling before starting their careers. Some older returned Volunteers have retired. A number of the women surveyed have married and forsaken career goals for the role of housewife.

A separate study of more than 2,000 returned Volunteers indicates that nearly one-third were interested in teaching at all levels. The same study shows that the number interested in careers in government had doubled — to 20% — since they entered the Peace Corps.

More than 6,000 persons have successfully completed service as Peace Corps Volunteers. It is estimated that at least 50,000 will have completed service by 1970.

PEACE CORPS AT A GLANCE

On January 1, 1966, the Peace Corps comprised more than 12,000 Volunteers. The total includes more than 10,000 working in 46 nations of Africa, Asia and Latin America and 2,000 training for service overseas.

- More than 100 colleges and universities are training Peace Corps Volunteers.
- The largest concentration of Volunteers is in Latin America — nearly 4,000.
- 41% of all Peace Corps Volunteers are women.
- There are 580 married couples serving in the Peace Corps. Since the Peace Corps began there have been 274 marriages involving Volunteers.

- 77 children, including one set of twins, have been born to Peace Corps couples abroad.
- 97 Peace Corps Volunteers are between 50 and 60 years old, 100 are older than 60.
- 85% of all Volunteers have college degrees, and 62% have graduate degrees.
- Of nearly 5,000 Volunteers to complete two years of service and return to the U. S., 39% are continuing their education.
- More than 60 colleges and universities have established some 300 special scholarships and fellowships for returning Volunteers.
- About 55% of all Volunteers abroad are working in education — primary, secondary, university, physical, adult and vocational.



COACHES COMMITTEE: Football coach members of 22-man Fifth Anniversary Coaches committee huddle with Director Sargent Shriver to plan recruiting of varsity athletes and PE majors for Volunteer programs. They are, from left, Robert L. Blackman, Dartmouth; Earl Banks, Morgan State; Pete Elliott, Illinois; Darrell Royal, Texas; Shriver, and John Ralston, Stanford. At right is Charles Pevey, Louisiana State, representing committee member Charles McClendon of LSU.

DRAFT: DEFERMENT BUT NO EXEMPTIONS

Peace Corps service does not fulfill military obligations, although Volunteers are deferred during their term of service.

While service in the Peace Corps has been determined by the Selective Service System to be in the national interest, a Volunteer must obtain a deferment from his local draft board just as a student does. Immediately after accepting an invitation to join the Peace Corps, the prospective Volunteer will receive forms to send to his draft board.

A Peace Corps deferment does not exempt a Volunteer from future draft requirements. Nor does it mean that he cannot qualify for further deferments after completion of service.

Members of armed forces reserve units must have completed their active duty before applying to the Peace Corps. Any remaining weekly drill or summer camp obligations after active duty are postponed while a member of the reserve is overseas.

DIRECTORY

Continued from Page 7

Family Planning

320. INDIA Volunteers will work with District Family Planning Bureaus in the state of Bihar, in mass education and organizational aspects of family planning, development of visual aids, and in-service training for family planning workers.

Head Start/Youth Work

321. IRAN Volunteers will work in selected sites to make model kindergartens out of what are, for the most part, baby sitting institutions and will train selected high school graduates from the town to carry on the work or start new kindergartens.

322. TUNISIA Male Volunteers will serve as counselors and physical education teachers at Bourguiba Villages, which are boarding school/camps for orphaned and abandoned boys. Females will serve as kindergarten teachers or will train young Tunisian girls who work in youth centers as social workers and teachers.

Public Works

323. IRAN Volunteers will work with the Ministry of Development and Housing in the provinces, involved with the construction of access roads, village water systems, rural electrification programs, schools and housing.

324. NEPAL Volunteers will work as surveyors under the Department of Roads, in planning and layout of non-vehicular district roads. They will work with village panchayats (councils) in the planning, financing, securing of labor, etc.

Architecture/City Planning

325. TUNISIA Volunteers will work with the Ministry of Public Works, designing low-cost housing, public buildings and facilities.

Small Industries

326. INDIA Volunteers will work with District Industries Officers or Directors of Industrial Estates built by the state governments to facilitate and promote the growth of small industrial enterprises. They will work with 1-3 firms for 2-3 months, then move on to others.

Warehousing

327. AFGHANISTAN Volunteers will work as warehousemen in government warehouses, where they will train Afghan counterparts to establish and maintain systems of procurement, reorder supplies, and take and maintain inventories of supplies and equipment.

Mechanics

328. AFGHANISTAN Working with the Ministry of Health and Agriculture, Volunteers will train Afghan counterparts in the maintenance of farm machinery, automobile and truck engine work.

FAR EAST

Education

401. THAILAND Volunteers will teach English as a foreign language in up-country secondary schools and teacher training colleges.

402. MALAYSIA Math and science teachers will work in high schools, junior colleges and teachers colleges on Peninsular Malaysia. Other Volunteers will work with the Sarawak Department of Education in conveying medium of instruction in primary schools to English. They will visit schools on a rotating basis to train teachers.

403. PHILIPPINES Volunteers will be assigned as co-teachers to expand the on-going education improvement plan. They will work throughout the country in elementary, high schools, normal schools, universities, and vocational schools with emphasis on English, math and science.

404. KOREA The first group of Volunteers for Korea has been requested to teach English, science and physical education in secondary schools throughout the country. Korea has gone through a long and difficult recovery period since the Korean conflict and Volunteers will help contribute toward the educational and technological advance necessary for self-sufficiency.

Education Radio and Television

405. THAILAND Volunteers, working through the Ministry of Education, will assist in getting English education programs on radio and television and training Thai to assume educational programming responsibilities. They will work closely with Volunteers teaching English as a foreign language.

Physical Education

406. THAILAND Volunteers will be assigned to regional General Education Development Centers. While they will have some teaching responsibilities at secondary schools and teacher training colleges, most time will be spent working with the physical education supervisor at the center, organizing and conducting in-service training programs for elementary and secondary teachers.

Health

407. THAILAND Volunteers will work as Assistant Zone Chiefs with the Malaria Eradication Program in one of 30 zones in the country, where they will concentrate in on-the-job assistance to lower level workers and make sure that close home checks, blood sampling and spraying are carried out.

408. MALAYSIA Volunteers will work on the First Malaysian Plan on tuberculosis control. Assigned to one of four district hospitals, they will develop procedures, organize mass case finding drives, plan and execute vaccination drives and follow-up cases. Technologists will teach, train and practice medical technology as related to tuberculosis.

PEACE CORPS, Office of Public Affairs, Washington, D. C. 20525
Please send me a Peace Corps application.

Mr./Mrs./Miss _____ Date _____

Address: _____

College or University _____

Level at present time (circle one): 1 2 3 4 Grad. Degree _____

Major _____

Major field or experience outside of school (Jobs, farm background, hobbies, etc.): _____

Date I could enter training: _____

I am interested in the following programs (list by directory number): _____



ALBANY, NEW YORK

MAY 13, 1966

VOL. LII, NO. 23

Social Welfare School Given \$28,000 Grant

The School of Social Welfare at the University has been awarded a \$28,432 grant by the Children's Bureau of the United States Department of Health, Education and Welfare.

The purpose of the grant is to assist new schools. The funds will be distributed between a staff member, designed as a field instructor, and four traineeships.

A training unit will be established in two county public welfare offices, in each of which two students will be placed under the supervision of the instructor employed under this grant.

The School of Public Welfare was established February, 1965 and admitted its first class last September. It serves the Capital District Area and the upper Hudson Valley region, which extends approximately 75 miles south from Albany.

The current 25 first year students are receiving field instruction in 16 agencies in the area.



TO SING IN CONCERT: The Christy Minstrels will perform in Page Hall next Friday. Their concert will highlight State Fair Weekend.

New Christy Minstrels Performance To Highlight State Fair Weekend

Two concerts by the New Christy Minstrels, the well-known folk group, will highlight Campus Carnival weekend, scheduled for May 20-22.

The seven men and two women who are the New Christy Minstrels have brought their trained voices, skilled musicianship, sense of fun, comedy, and bouncy expansive beat to all points of the globe.

They played at the White House in 1964 at the invitation of President Johnson. They "brought down the house" at the San Remo Festival and won the first and second prizes there.

The New Christy Minstrels became the first folk group to ever headline at the famed Copacabana in New York in April 1965. They

brought "Hootenanny" in its pure form to television.

Regularly Scheduled Programs
The New Christy Minstrels were the first group to ever have their own regularly-scheduled television show when they appeared on prime time on a weekly basis during the summer of 1964.

During their first overseas concert tour of Europe in early 1965, the New Christy Minstrels exposed their audiences to the unfamiliar sounds and rhythms of folk music.

And even now, "Green, Green" is heard in the Paris Flea Market, "Saturday Night" spins while fish 'n chips are served. Beer mugs clink to "Liza Lee."

The New Christy Minstrels' music has also been introduced to Russia, which has permitted the

State Radio to play their albums. Plans are being made for the Minstrels to make a State Department sponsored tour of the USSR in the near future.

Albums Best Sellers
The Minstrels' record albums are best sellers throughout the United States and the groups' multilingual renditions are in demand in Europe, Asia and 121 other countries.

Traffic jams, cheering fans, crowds of people, bundles of letters and smiling faces greet the New Christy Minstrels wherever they go.

But their 1965 appearance at the San Remo Festival capped all that has happened to them since their formation in 1961.

continued to page 2

Honors Program Rules Set By Committee

Proposals setting guidelines for honors program at the University were passed Monday by the Undergraduate Committee on Honors and Independent Study. Any department establishing an honors program next September must conform to these rules.

Among the proposals now in effect is one requiring no specific minimum grades as an admission requirement in the junior year.

4) Departments offering honors programs may establish honors seminars on a departmental or interdisciplinary basis.

Committee Members

Dr. Morris Berger was chairman of the committee with Dr. Jack Deeringer, Dr. Robert Donovan, Dr. Alfred Finklestein, Dr. Arnold Foster, Dr. Alice Hastings, Dr. Curtis Hemenway, Dr. Frank Kolman, Dr. Audrey Kouvel, Dr. David Martin, Dr. Robert Morris, Dr. Hans Pohl-sander, Dr. Paul Schaefer and Dr. Clifton Thorne as the other members.

However, an applicant's grades will be taken into account, along with such other evidence as the letter of application or interview. To continue in the program after the junior year, a student must meet standards 1 and 2 below; to graduate with an honors diploma, he must meet all the rest.

Requirements

- 1) An all-over grade average not lower than 3.0 during the junior and senior year.
- 2) A grade average within the major field well above 3.0 during the junior and senior year.
- 3) Satisfactory performance in a comprehensive examination at the end of the senior year.
- 4) A senior thesis or comparable project approved by the departmental committee.
- 5) Recommendation for the degree with honors submitted by a departmental committee of at least three members.

Initiating Honors

Departments wishing to initiate an honors program were given the following principles to guide them:

- 1) Departments have the power to waive all special requirements, such as pre-requisites for honor students;
- 2) Departments have the power to determine the number of credit hours to be given for independent work.
- 3) Departments have the power to waive all courses required of an honors student in the major and second field during the junior and senior year.

'Eye' Presents Polish War Film

A Polish film entitled "Kanal" in Polish and translated as "Sewers," will be presented at the Golden Eye tonight. The film, directed by Andrzej Wajda, is described as a "grisly film portrayal of the war is hell theme."

Although the film was produced in 1956 and won the Grand Prix at Cannes in that year, it was not shown much in America because its commercial value was judged too low to be worth showing to American audiences.

There will be Polish dialogues but English subtitles are provided. There will be a 25¢ admission charge.



GOVERNOR ON TOUR: Governor Rockefeller toured the new campus Tuesday to pose for the American Broadcasting Company cameras who were filming the

University campus for a special they are doing on the State University of New York. Later Rockefeller answered questions posed to him by several students.