

'FOOD PROTEST' RAGES IN RESIDENCE HALLS

By SCOTT C. HARRISON

Hot on the heels of the Gatorville controversy, the housing office has been hit with yet another problem.

Residence hall students went to breakfast Wednesday morning to find a "food protest" in red paint on the windows of the dining hall.

"WE WANT DECENT FOOD" was the message left by the late-night protesters.

While housing authorities are taking the matter rather lightly, many residents feel that the food is barely edible and that the "protest goes deeper than the red paint would suggest."

One resident noted that "lately, complaints about the food rate higher than about the draft, the war, or Mary Ward lockout hours."

George Changaris, Housing Coordinator, said that "the halls have an avenue for complaints and suggestions." The inter-hall Food Committee has met and heard the familiar complaints every semester.

A meeting was called for Wednesday evening.

Although there was no announcement of the meeting, over forty residents managed to find out about it, making it the best-attended hall meeting in two and a half years.

Changaris, along with Housing Manager John Newell and Dining Hall Manager John Perrill, listened for over an hour as residents aired their complaints.

One highlight of the meeting was when Newell

was asked to clarify a rumor to the effect that the dining hall in order to accommodate 2,200 new students.

He quoted a financial breakdown of the percentages as included in a financial statement prepared by his office in December.

Apparently ten percent of the residents' board money is being laid aside to build an addition to the dining hall in order to accommodate 2,200 new students when a new residence hall is built.

This ten percent figure comes to almost \$4,900 per month.

Residents voiced their disapproval of having to "pay for dining hall facilities that we won't even be around to use."

The most frequent responses to complaints about the food were: "that has come up before" and "we'll look into it."

It was announced, however, that residents will be able to get change for dollar bills to operate dorm vending machines in the dining hall office beginning next week.

Many residents feel that there is a "protest" because of the ineffectiveness of the Food Committee and of hall government in general.

Ira Schoenwald, an unsuccessful candidate for Merced Hall President last semester, ran on the platform that the housing administration has total control of hall government and that an independent hall government is badly needed.

According to Changaris, however, "there has been an increasing amount of efficiency on the part of hall government over the years."

In related action, fifth floor residents learned Wednesday night that the housing office had taken \$20 from the floor fund to cover the cost of water damage caused by horseplay last semester.

This did not go through any of the governmental channels; it was also noted that over half of the residents on that floor moved out at the end of the semester.

"The housing office has complete authority, but they do try to work with us," said current Merced Hall President Mike Green.

AS President Terry McGann, a former hall resident said that "hall government is a social government; this isn't bad, except that that is all it is. An independent hall government is needed."

"The painting of the building demonstrates a deep discontent on the part of the residents," McGann stated.

No action will be taken as yet, according to Newell, because "you don't take action as a result of a couple of students."

"It is the same thing as married student housing," he said. "You only protest after you have exhausted all the legal means. There has been no one in my office about this."

'Arab relations'

A former U. S. ambassador to Lebanon, Harld Minor, will discuss "The Arab-American Relationship in a Changing World," in the Arab-American Association's meeting today. The meeting will be in HLL 130 at 2:15 p.m.

Golden Gater

SAN FRANCISCO STATE COLLEGE

Volume 92, Number 20

Friday, March 4, 1966

Anti-war meet

Volunteers to help organize the March 26 protest march against the Vietnam war are invited to a meeting tomorrow at the Buchanan St. YMCA (in the Longshore Housing Project at Geary and Webster) at 1 p.m.

Attorney General ok's contract talks

Much of the controversy over SF State College Foundation employees' rights to bargain collectively appears to have been resolved in an opinion delivered by state Attorney General Thomas Lynch's office.

The Foundation has long maintained it could not enter into a contract with Local 411 of the Union of State Employees, representing workers in the Commons and other non-academic employees, because of a legal technicality.

This is not the case, according to Jan Stevens, deputy attorney general.

The Foundation asserted that the Rodda Act, a section of the California Education Code, guaranteeing "salaries, working conditions and benefits . . . comparable to those provided State employees performing similar services" for its full time employees, classifies these workers with State employees.

State employees are prohibited from collective bargaining.

Stevens replied, "Neither statute nor existing state policy prohibit state college auxiliary organizations from bargaining collectively."

Foundations "are not dependent on expressed statutory authority to contract," Stevens' opinion said.

The Foundation has also maintained it is a "quasi-public" organization and as such may not enter into union agreements.

This is not so, according to Stevens.

Even assuming "that auxiliary organizations are 'quasi-public corporations'" the decision remains the same, he said.

Stevens added the contract must be "sufficiently broad" enough not to interfere with statutory standards of wages, working conditions and benefits.

Union officials indicated they would press for a contract in the light of the attorney general's decision.

Foundation Director Fred Avilez still has doubts about the implications of the decision, however.

"The decision hasn't been given to our Board of Governors yet, and there are some questions we're seeking clarification on," he said.

A farmworkers' play here today



This is "El Teatro Campesino" — Farmworkers' Theater. And, as part of SF State's "Huelga Week," it will be staged in the Gallery Lounge today.

The play, featuring ex-San Francisco Mime Troupe Luiz Valdez, is sponsored by Friends of SNCC.

Further information on the "teatro" and related SNCC activities are in another story in today's Gater.

Folklore and song at music festival

Country music, American ballads, and Negro spirituals will be featured as a part of the "traditional" in next month's annual Folk Music Festival at SF State.

The three-day festival, beginning April 15, will also present contemporary folk lore concerts and a jubilee finale.

The Festival will be marked by the appearance of some of

folk's "standard" names. Scheduled artists include Doc Watson, Fred Price, Clint Howard, Mark Spolestra, Malvina Reynolds, Guy Carawan, Don Hicks, Dick and Mimi Farina, The Moving Star Hall Singers and the Blues Project Band.

The folk-inclined will have the opportunity to participate in workshops and cabarets scheduled for Friday and Saturday, April 15 and 16th.

Folk-wailing concerts run during the three-day Festival. All the folk artists scheduled to appear will begin the Festival with an outdoor concert, the weather permitting, for the Associated Students at the Speaker's Platform Friday, noon. At 8:00 p.m. the same night, a contemporary folk music concert will be heard.

Saturday night, at 8:00, Guy Carawan, the Moving Star Hall Singers, Don Hicks and Doc Watson will present a program of traditional folk music.

Concluding the Festival

Sunday, all participating artists will perform at a jubilee, 2:30 p.m. in the Main Auditorium.

With the exception of the free, Frida ynoon concert at the Speaker's Platform, all concerts will be held in the Main Auditorium with admission by tickets priced at \$1 for SF State students and \$2 for the general public.

The Workshops and Cabarets will be free to all those interested and will begin at 10:30 a.m. Friday and Saturday. Workshop events are scheduled for the Gallery Lounge and Gym 217. They are scheduled as follows:

- Friday, April 15: 2:30 p.m., Workshop, Gallery Lounge; 10:30 p.m., Cabaret, Gallery Lounge.

- Saturday, April 16: 10:30 a.m., Contemporary Song Workshop, Gym 217; Georgi Sea Islands Workshop, Gallery Lounge; 1:30 p.m., Country Music Workshop, Gym 217; Folk Rock and Today's Music Workshop, Gallery

Official Notice

SECONDARY EDUCATION URGES ADVANCED APPLICATION FOR FALL ENROLLMENT TWO-SEMESTER CREDENTIAL PROGRAM

The Department of Secondary Education is now accepting applications for fall enrollment in its two-semester ("fifth year") credential program. Advanced applications are necessary, but filing an application does not constitute a commitment on the part of the student nor acceptance by the Department.

Application forms and additional information can be secured from the Secondary Education Office, Ed 31, and should be returned to that office before March 31.

Eligibility for entrance into the program includes: 1) an AB degree, 2) be able to complete a teaching major and minor within the next two semesters, 3) a grade point average of 2.5 in each of the major and minor subject areas.

The two-semester sequence, sometimes referred to as the "new" program, is offered in addition to the long-standing three-semester program.

Lounge; 10:30 p.m., Cabaret, Gallery Lounge.

Tickets for the concerts will be available through the Associated Students of SF State College at Hut T-1 after March 28.

Camp- heart of 'Herring'

This year, the college's traditional spring opera will be Benjamin Britten's "Albert Herring," a comic opera adapted from a short story by Guy de Maupassant.

It will be presented Friday, March 11 at 8:30 p.m. and again on March 12, 18 and 19 in the Creative Arts Auditorium.

Dewey Camps, Associate Professor of Music, will conduct the four performances. Geoffrey L. Lardner, Assistant Professor of Drama will be the stage director.

The title role is played by David Frankenberger, a junior music major. Lady Billows will be played alternately by Sarah Jane Champlin and Janet Thayer.

Advising to be looked at

An investigation into academic advising procedures is about to be undertaken by the AS Legislature.

Conducting the investigation will be the Committee on Student Affairs, COSA, a subsidiary of the Academic Senate. According to committeeman Greg de Giere, COSA has a vacancy to be filled by a student willing to handle investigative work.

de Giere said the investigation would be conducted with an eye to reforming the advising process.

"The committee feels the way in which students are advised by their counselors leaves much to be desired," de Giere said.

Applicants for the COSA vacancy may sign up with May Gentilly in the AS office.

Latinos to ballot

The Iberoamerican Club will hold elections Friday at noon in Ed 214.

The club, now in its second semester, has 53 members from Latin America, Brazil, The Caribbean Islands, and Spain.

SF State students interested in Latin-American culture are invited to attend, according to club president Roberto Martinez.

Today at State

MEETINGS

- Lutheran Students Association—Ed 203 at 1.

- Student California Teachers' Association — Executive Board—Ed 24 at 2.

- Boy Scout Troop 353 — Freddy Burk all-purpose room at 7.

- Delta Sigma Pi—Professional Meeting — Serra Bowl at 7.

SATURDAY

- College Board Admission Tests—Various room in HLL at 8 a.m.

- Delta Phi Upsilon—Epsilon Chapter — Box Luncheon at San Francisco Association

at 12.

- Varsity Gymnastics at Chico at 2.

- Big Foot Brown—Gallery Lounge at 8:30.

SUNDAY

- Delta Sigma Pi—Basketball game with DSP of USF—Main Gym at 11.

- De Bellis Music Scholarship concert—Duo di Rome, piano and cello—Main Auditorium at 3.

- Movie—"Forbidden Planet"—(Walter Pidgeon)—Merced Dining Hall at 7:30.

- Composers' Forum Concert — Main Auditorium at 8:30.

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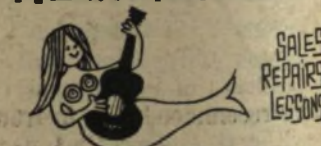
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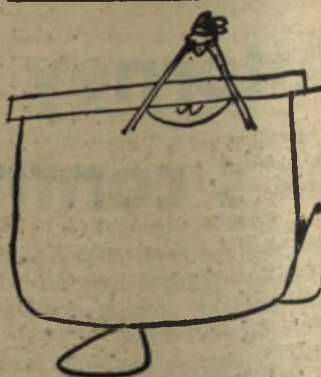
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Copland conducts while bass fiddles



Spell-bound faces, watching the 'maestro' rehearse, filled the main auditorium Tuesday.

Aaron Copland, America's celebrated Pulitzer-prize winning composer and conductor, awed an audience of students, visitors and small children while he conducted an hour-long rehearsal of the San Francisco Symphony Orchestra.

Copland's relaxed manner as he walked out on stage soon gave way to majestic arm waving.

Copland transmitted his sincere feeling for music to the audience as he spoke to his musicians through comments such as, "Make it sound like music from heaven — way up here," glancing up to the ceiling.

One of the bass fiddle players turned around, smiled and said very seriously, "Anybody who wants to march in the 'Sexual Freedom' demonstration may be excused from rehearsal."

Stateside loses \$975 to Gater

The Board of Publications (BOP) accepted the AS Legislature's recommendation to transfer \$975 from "Stateside" into the "Gater" budget. The measure was adopted by the BOP during a meeting Tuesday.

The transfer of funds was part of a bill given \$2000 from the unallocated reserve to the BOP for the expansion of the "Gater."

The recommendation was made because "Stateside," originally budgeted for three issues, came out late in the fall semester and will appear just one more time this year.

"Stateside's" editor Bob Trager, in an effort to preserve the magazine's budget explained "Stateside's" position.

"Because he put the magazine so late, it disrupted our schedule so much we couldn't publish two magazines in the second semester as we planned to.

"So what we want to do is publish one issue of 64 pages with color so that we can give the campus the coverage it deserves," the magazine's editor said.

According to Trager, "Stateside" would not be able to do this if the BOP transfers part of the magazine money to the Gater.

"We wouldn't be able to have much color and it will be done in 48 pages again and the quality of the paper will be limited."

Donna Mickelson, a voting member of the BOP, favored the Legislature's recommendation saying that the "Gater" provides daily service to all students which is not true of "Stateside."

With a three to two vote, the Board accepted the Legislature's recommendation.

The Board also accepted the resignation of "Transfer" editor Edward Devlin. Charles Janigian was named temporary editor.

Anyone interested in being editor of SF State's literary magazine may submit an application to AS Secretary May Gentilly by March 21.

Literary magazine needs prose, poetry--offers cash

Transfer, SF State's semi-annual literary magazine, is now accepting submissions for Transfer 21, which will appear at the end of this semester. The deadline is March 11.

Awards of \$25 will be given to both the best poem and the best prose entered.

Students may submit short stories, poetry, plays, photographs, and any artwork that can be duplicated or reproduced.

All manuscripts should be typewritten and accompanied by a stamped, return-addressed envelope. All entries can be dropped in the submissions box outside HLL 216 or in the Transfer mailbox in Hut T-1.

Students who want to work on the staff of Transfer may drop a note with their name and telephone number, in either the submissions box or the Transfer mailbox.

Transfer 20, which will be an anthology of the best work from all past issues, will be on sale at the end of March.

Price will be 50 cents for the 72-page issue.

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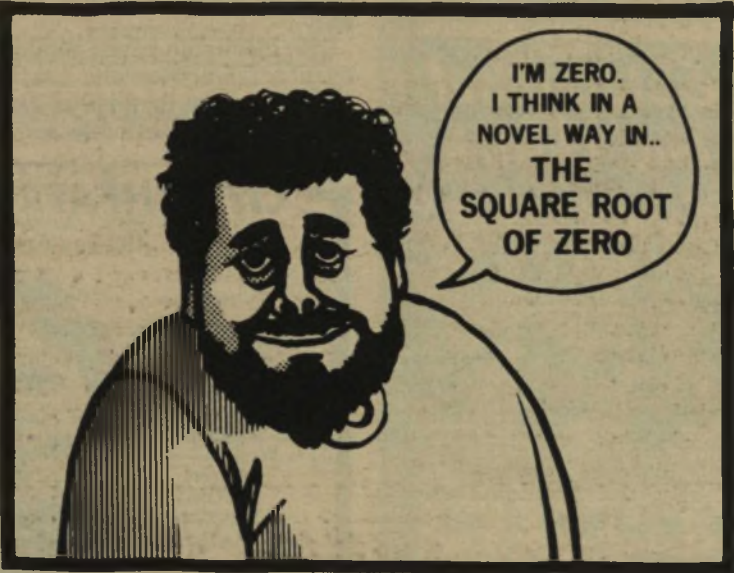
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Shame of the Graduate Schools

by William Arrowsmith

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Review

Spanish Civil War film

By DAVE BRICE

When Francisco Franco revolted against the Spanish government in 1936, the then-American ambassador to Spain said, "The war will last a long time. It pits an army against a people."

The Spanish Civil War did last a long time. In three years over a million Spaniards were killed and the proud nation was almost totally decimated. Frederic Rossif has now documented the entire story, combining film shot during the war and his own footage. The result, "To Die in Madrid," now at the Larkin, is a stunning, brutal and accurate work.

Rossif begins his story by outlining the Spanish condition in 1931, the year of the inception of the Republican Government. Largely illiterate and agrarian, the Spanish population was incapable of supporting a Republic. The government operated with a minimum of efficiency.

The inevitable revolt pitted the army under Franco, the aristocratic establishment and the Church against the bulk of the people. The fascist countries, Germany and Italy intervened

on the side of the rebels. The Republican cause was hopeless from the beginning.

The Spanish Civil War is sometimes called the last romantic war, but Rossif's film shows the conflict honestly and without romanticism. The struggle was so brutal and bloody, the hate on both sides was so pronounced that more tender emotions could not possibly have prevailed.

Most of the documentary is made up of footage hap-hazardly shot during combat, almost always under the worst conditions. Rossif's integration of the old fragments is only slightly less than phenomenal.

The films quality is maintained with excellent narration by Sir John Gielgud, William Hutt and Irene Worth. "Madrid's" only major flaw is a poorly co-ordinated musical score by Maurice Jarre.

Unfortunately, the enjoyment of "Madrid" was somewhat marred by the behavior of part of the audience.

"To Die in Madrid" deserves a more legitimate response than that.

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Mozart set for concert here today

"Music for Mourning," by Paul Hindemith, will be among the instrumentals played in a Program of Concerts to be presented today by the SF State Symphony at 1 p.m., in the Main Auditorium.

Mozart's "Concerto in D Minor" for piano, and "Andante" for flute and orchestra will be performed by Robert Millar and Virginia Wilken. "Sinfonia concertante Opus 84," by Joseph Haydn, and "Cantata 'Su le sponde del Tebro'" by Alessandro Scarlatti, will also be presented.

Laszlo Varga, musical director, and his associate Walter L. Haderer, will conduct the five-piece program.

'Teatro' depicts Delano strike

A group of six or eight Delano strikers will stage an improvisational play today at noon in the Gallery Lounge.

Led by Luis Valdez, who left the San Francisco Mime Troupe to aid the strikers in Delano, the performers have appeared at other colleges, including Stanford.

Their presentation "El Teatro Campesino," or "Farmworkers' Theater," will be a satirical dramatization of their life in Delano.

Friends of SNCC, sponsoring the play, also presented a film on migrant farmer workers Wednesday and will stage a Delano food drive Saturday.

The film was from the "CBS Reports" series of 1960, with the late Edward R. Murrow and other newsmen interviewing Florida fruit pickers. Living conditions and wages of workers were discussed in the film.

The audience of 40 placed their donations to the Delano workers in a coffee can as they filed out the door, and some volunteered to donate food which will be picked up Saturday by the Friends of SNCC.

Summer workshops

Drama courses set

SF State's drama department has announced its "Offerings in Theatre," for this summer.

Undergraduate and graduate courses leading to B.A. and M.A. degrees will be featured.

A six-week session from June 27-August 5 will offer:

- Drama 105. Contemporary Theatre Backgrounds;
- Drama 138. Contemporary Theatre Workshop;
- Drama 153. Practicum in Acting-Directing for Teacher;
- Drama 290. Principles of Theatre Art.

Additional courses to be offered include: Drama 126, Practicum in Oral Interpretation; Drama 155, Reading Aloud For The Classroom Teacher; Drama 188, Theatre Production Laboratory, and Drama 180, Children's Literature And Creative Dramatics.

The three-week session, will feature two courses: Drama 183, Puppetry, and Drama 181, Storytelling.

Tuition fees will be \$18.50 per unit for the six week session, and \$3 per unit for the three-week session.

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Christian Science film today

The Ecumenical Council Christian Science Organization and the Lutheran Students Association will host the Christian Science Organization for a meeting today in Ed 203, 1 p.m.

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The N. Y. Post says, "Outspoken, Abrasive!" The Motion Picture Daily says, "Fine, Skillful, Flawless, Explicit; the most adult yet!" The Boston Pilot says, "Strong, Brutal!" The N. Y. Herald Tribune says, "Swift, Stabbing, Startling... 'Life at the Top' is Tops!" The Saturday Review says, "One of the year's 10 Best!" And the N. Y. Times says, "Excellent!... Sharply etched in the tradition of 'Room At The Top'!"



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Clash on students' role

By HAROLD KENT

Students helping to run their own college — not merely giving advice but actually having a voice in setting policy — is a revolutionary concept in education.

California seems to have taken the lead once again, for no where else in the country do students enjoy as much participation in college affairs, and SF State seems to be at the center of this growing responsibility.

Yet it is still an area of great controversy, with opposition coming from faculty groups that question the increasing student influence and think students are not qualified to act on these matters.

A recent proposal that would greatly augment student power in setting policy would seat one student member from each state college on the statewide Academic Senate.

The Academic Senate — the faculty body that helps to determine curriculum, administrative, faculty and education policy — would thus be increased by 18 student members, who would have full voting privileges.

John L. Clark, before his resignation from the Senate, was a member of the Committee on Student Affairs which originally made the proposal.

Senate members have become increasingly aware of

the statewide Senate would probably not accept the proposal in its present form — in spite of the fact that the committee's recommendation was unanimous — Clark said he believed it would probably grant at least some active participation to students.

The proposal will come up before the next meeting of the statewide Senate, to be held March 24 and 25 at SF State's Downtown Center.

To the charge that seating 18 students on the 41-member Senate would give the students "too much power," Clark replied: "That assumes the students will always vote together. I'm not willing to make that assumption."

He went on to explain that faculty and students from the same campus would have the same interests, and would more likely work together than against each other.

Clark said it was unlikely that students would be asked to sit on committees that consider faculty tenure or promotion, but as for their debating these subjects before the whole Senate, he said, "What's the harm?"

"While there are disadvantages to the plan," Clark concluded, "in my opinion they are far outweighed by the advantages."

Other faculty members, while signifying general approval of student involvement in setting policy, were quick to point out the practical difficulties.

James R. Sweeney questioned whether students would have the necessary experience and information to be able to make real contributions to Senate meetings.

Education without application to contemporary events is meaningless. In this light we present Insights, opinions and analyses of SF State professors.

This week: John L. Clark, chairman of the drama department and former delegate to the statewide Academic Senate; James R. Sweeney, professor of biology and member of the SF State Academic Senate; and Peter F. Linde, associate professor of chemistry and member of the SF State Academic Senate.

"It takes years to become familiar with the problems," he said. "I question whether students with a full load of studies would have time to properly consider the proposals before the Senate."

"We need to ask the function, the purpose of this proposal," Sweeney continued.

"If a student, or anybody else, can make a real contribution, then he should be there. If not, then it becomes a token thing that has no meaning."

Sweeney said he did not object to a student voice somewhere in the Senate, for instance on committees.

But to send 18 students to the Senate, in his view, raises mechanical difficulties.

He quoted Parkinson's Law to the effect that "every time you add bodies, you reduce efficiency by 100 percent."

Sweeney said he preferred proportional representation, perhaps by area. He objected

to the idea of one student from each campus, since all are not of the same size.

Sweeney wondered where this idea would ultimately lead us.

"Every time you include somebody, you leave somebody else out," he said. "Then it becomes merely a matter of personal judgment as to who will be in and who out."

He noted that Senate meetings are open and that students can present their ideas any time they wish.

"There are adequate safeguards now for student welfare," he said.

"But we live in a do-gooder era," Sweeney said. "Everybody benefits but the victim. It's the trend now, and seating students on the Senate is part of it."

"It's a nice gesture," he said, "but it doesn't mean anything."

Still other faculty members seem totally opposed to the idea, on the grounds that stu-



JOHN L. CLARK
"... What's the harm?"

dents have neither the right nor the duty to become involved in faculty affairs.

Peter F. Linde expressed the belief that limits need to be placed somewhere.

"Students do not have the same status as the faculty," he said. "There must be the governed and the governing."

"The child does not have an equal voice with his parents in his upbringing," Linde said.

"As much as we need and admire students — they are our whole lives — they do not have the experience nor the time nor the same motivations as the faculty," he said.

"It's possible they would vote against the best interests of the faculty," he asserted.

Linde contended that full-time faculty have more of a vested interest in the college than any other group.

Students, he said, have split loyalties. They are not fully involved, not committed, since they are here for only a few years.

"Social change usually comes about because of real needs," he continued.

If students actually needed representation and were demanding it, then they would get it, he said.

"But why a proposal to sit 18 students there merely for its own sake?" he said.

Because students are not members of the teaching profession, they are essentially laymen when it comes to faculty affairs, Linde said.

Thus their opinions are worth no more or no less than those of any other laymen, he said.

However, Linde said he was not opposed to having students attend Senate meetings as observers to give their viewpoints, particularly on questions involving them.

They could even be requested to appear to answer questions, he said.

"But," he said, "I find it hard to see what a student would have to contribute to faculty matters."

Arguments over the pros and the cons will probably go on for a long time. The only thing that seems certain is that students will have an increasingly greater voice in the running of their colleges.



JAMES R. SWEENEY
"It takes years ..."

Infant Academic Senate tackles big policy problems

The Academic Senate is an infant among educational bodies, having celebrated only its third birthday this year.

Its immediate predecessor was the Faculty Council, which functioned mainly as an advisory group. All members of the faculty sat on the Council, however, and as the college grew, its size became unwieldy.

After much debate, the faculty decided on a representative form of government, and in the spring of 1963 voted to disband the Faculty Council.

Thus, the first meeting of the Interim Academic Senate was held on February 21, 1963. The following fall by-laws were adopted and a permanent Senate went into operation.

SF State's Constitution states that is the duty of the faculty to "formulate and adopt all academic, personnel and professional policies, including fiscal policies, for which the College itself has responsibility."

The faculty's responsibility is exercised through its representatives in the Senate, which now has 37 members.

The makeup of the Senate includes representatives from each school or division

of the college, according to the size of the faculty of that school; ten members elected at large; three who have been elected to the statewide Senate by the faculty; five members of the administration, including the president of the college; one member from the library staff; and one student.

The Senate ordinarily meets for two hours once a week to discuss policy matters in accordance with its position as the college's "sole policy recommending body."

The statewide Academic Senate, likewise a newcomer, held its first meeting September 26-28, 1963. In previous years, when the colleges were autonomous units, no such body was necessary, but with the creation of the state college system, its need became evident.

Each college with enrollment up to 10,000 students sends two delegates to the statewide Senate, and colleges with larger enrollment send three. The current Senate has 41 members.

Senators serve three-year terms, with one third of the membership rotated every year. They meet approximately six times a year in two-day sessions.



PETER F. LINDE
"... No real need"

the "new student spirit" on the American campus, Clark said in discussing the background of the proposal.

"We decided that since we have an Academic Senate, not a faculty senate, we were leaving out the largest part of the academic body — the students," he said.

"In making this proposal," Clark continued, "I feel we have taken a 'great leap forward.' We are recognizing the validity of much of what the students have been saying."

"This is a revolutionary proposal," Clark said. "No where else in the country is this happening. And SF State is far ahead of other colleges in the system in this respect."

Although he admitted that

Haight-Ashbury 'ghetto' rapped by freeway study

By JIM LOVELAND

The housing section of the controversial \$150,000 city-state freeway study was sharply criticized recently by two SF State sociologists who charge the Panhandle freeway will:

"Bulldoze the people out of the Haight-Ashbury district and destroy one of the best integrated neighborhoods in the city."

The criticism by Sherri Cavan and Fred Thalheimer, both assistant professors of sociology, was directed to the Dunleavy housing report in the freeway study.

They consider the report "just another example of the prevailing city policy that the poorer segments of the population, who have little economic or political weight, can simply be manipulated."

In their 13 page rebuttal-study of the housing situation with regards to the proposed freeway, made at the request of the Haight-Ashbury council, Cavan and Thalheimer challenged three of Dunleavy's major points:

- The Haight-Ashbury area is becoming ghettoized.
- The Panhandle freeway will not affect the neighborhood.
- The normal turnover in housing along the freeway route runs as high as 40 percent a year.

They claim the area is not becoming ghettoized, but, to the contrary, it is one of the best socially integrated neighborhoods in the city. They cite as examples the integration found in grocery stores, laundromats, and playgrounds.

They said that Dunleavy based his state-

ment on a study of only a four square block area, which they consider to be an invalid criteria. "A neighborhood is something more than just the population of a district; Dunleavy needs to present more data to support his contention," Cavan said.

Concerning the freeway's affect on the neighborhood, the Dunleavy report concluded that there "are successful and rewarding solutions to the problems of freeway dislocation and disruption." Such solutions, the report added, require route design and construction "related to enhancing rather than detracting from the communities and neighborhoods under impact."

Because of the special construction of a three-block "bored" tunnel between Steiner and Webster Streets the freeway will save approximately 466 dwelling units and will destroy 634 units.

The freeway study calls for new housing units to be built stacked along the walls of the freeway forming a tiered block encompassing open portions of the freeway. The report said that noise and fumes would not bother any of the residents.

Most homes in the Haight-Ashbury area rent for \$85 to \$100 a month. This new housing would rent for over \$175 a month.

Cavan believes that the freeway will have a profound affect on the neighborhood. "Relocation will be the shaft of the poorer Negro families living in the area. The city promises them low cost housing, but you never see it. Section A-1 in the Redevelopment Area was conceived nine years ago and there still isn't any low rent homes," she said.

Viet Workshop runs out of gas

The steam generated by the first VDC workshop two weeks ago evaporated during the second workshop which was held last Wednesday.

While 25 people attended the first workshop, only eight showed up Wednesday to hear VDC sympathizer Larry Lockshin's lecture on the history of US cold war policy called, "From Containment to Liberation."

Lockshin defined "containment" as US policy to grant financial aid to countries in an effort to keep them from adopting communism, and "liberation" as the process by which the US sends troops into a country in an attempt to gain control of the government.

Lockshin says the US is practicing liberation in Vietnam today.

Lockshin drew a comparison between British policy toward Greece after World War II and US Vietnam policy today.

He said the United States' excuse for such aggressive action during and after the war, but the British "just brutally crushed their party movement" with aid from the United States.

He also said that the Communist Party was "the strongest party in France and Italy after the war."

Truman, he said, was so frightened by the "red peril" that he created the "Truman loyalty oath" which had to be taken by all government employees. "It was a very fascist-type thing," Lockshin said.

Now, according to Lockshin, the United States is adopting the same policy toward Vietnam as Britain did toward Greece, trying to gain control of the country.

He said the United State's excuse for such aggressive action is that "Communists are behind the revolution in Vietnam and it is our duty to put down Communism and revolutions."

"But," Lockshin said, "the United States can't get away with it like it used to. We used to have allies, but now we don't. While we were once regarded as 'a force of democracy,' now we are looked down to as aggressors." — Georgia Themelis

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Golfers gouge Gael sixsome at Round Hill

The weather was cold and so was SF State's golf team, but the latter prevailed over the former to post a 23-4 victory Tuesday over St. Mary's at Round Hill Country Club near Walnut Creek.

Gator Bob Davis was the medalist ("He shot 18 holes," said coach Guido DeGhetaldi in reference to score) in the first match of the season.

Today SF State faces a strong Stanford squad at Stanford.

Against St. Mary's, Davis played the number one spot and downed Mike Molloy, 2½-½. All the other Gators either won or tied their matches as John Smith defeated Larry Walt, 3-0, Vic Kulik downed Tom Shaw, 2½-½, Jim Roman beat Tim Mirande, 2½-½, Gary Hofstede tied Carlos Samper, 1½-1½, and Dave Mathews shut out Phil Doran, 3-0.

Davis and Smith took a 3-0 team victory over Molloy and Walt, Kulik and Roman won, 2½-½, and Hofstede and Mathews prevailed, 2½-½.

"I was encouraged by the results," DeGhetaldi said, "because they know they can play a lot better than they did."

GYMNASTICS

SF State's gymnastics meet with Sacramento is tonight at 7:30, not Thursday as previously reported.

Fester a 'hard worker'

By RICK GAMBLE

"That hardest worker on the team" will take the floor tonight against Sacramento State in a crucial Far Western Conference gymnastics meet.

He is Tom Fester, one of coach Jerry Wright's best performers on a good team.

Wright continues his praise, saying:

"The thing that impresses me is his improvement has been accomplished by his own effort."

Fester became interested in gymnastics as a sophomore at Capuchino High School in San Bruno. Up until that time Tom's chief interest had been basketball.

He was interested in rope climbing, but his coach, Art Aldritt, who is now the gymnastic coach at UC Santa Barbara, developed Tom into a semi all-around man. Tom participated on Cap's junior varsity team as a sophomore and competed on the parallel bars, side horse, and still rings.

As a junior Tom made the varsity team and won a fourth place on the parallel bars in the West Bay League. After competing in his senior year, Tom entered SF State in the fall of '63.

During his freshman year he competed unattached, since the school has a rule preventing freshmen from playing on a varsity team. Last year he

began competing in the all-around event.

It was not until this season that Fester blossomed into a star. Against the University of Nevada he won the side horse and parallel bars, and from then on he's just kept winning.

In the meet with Stanford, Tom won five events — the side horse, high bar, long horse, parallel bars, and all-around.

During the Gators' recent trip down south, Tom continued to rack up points. Against UC Santa Barbara and his old high school coach, Tom won the still rings and all-around, and finished second in two other events. The same night he won the still rings and finished second on the parallel bars against San Diego State.

The next evening he won the side horse and finished second on the parallel bars and still rings in a meet with Cal Poly (SLO). Following that he finished second on the side horse and still rings, as teammate

Pete Gruber was the only Gator to salvage a victory against powerful Long Beach State.

Fester gives much of the credit for his success to Wright. He personally thinks his best events are the long horse, parallel bars, and still rings. He puts more time in on the side horse, floor exercise, and high bar, because he figures he is basically not as strong in these events.

Tom plans to become a teacher after graduation. He is currently majoring in biology and minoring in physical education, but like most athletes he would like to enter the coaching profession, hopefully in gymnastics.

In talking about this year's team, Tom says:

"We are improved about 200 per cent over last year, but everybody else has improved too. I hope we can win the Far Western Conference championship, but gymnastics is a funny sport; one day you can beat the other team, and the next you can't. All we can do is try."

According to Wright, "A gymnast usually reaches a plateau. When he does his performances will stay about the same. But I don't think Tom has reached his potential yet."

"Through hard work he has improved in all his events, and he gets better every meet."

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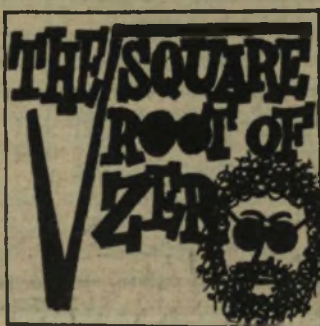
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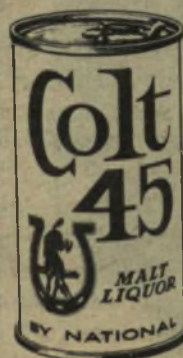
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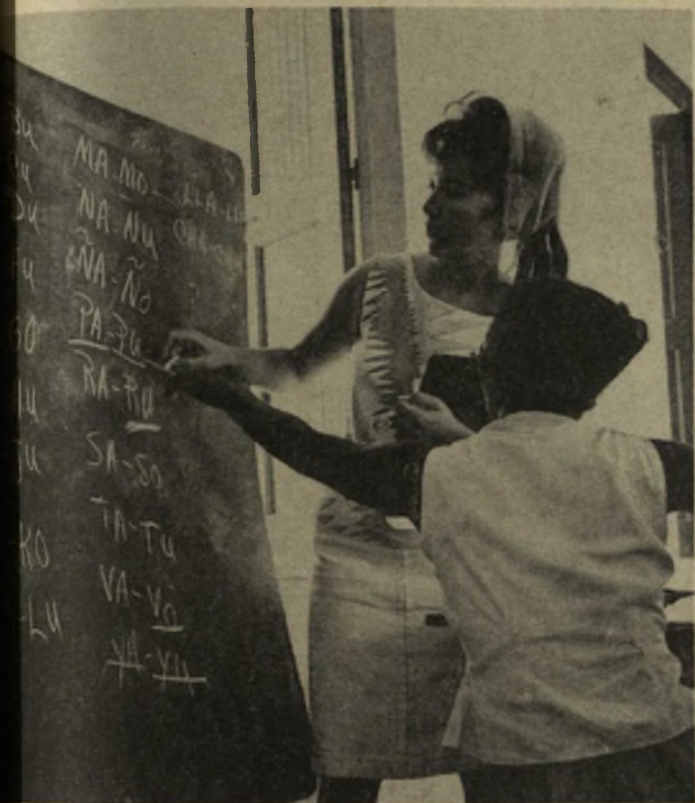
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PEACE CORPS WORLD: 1966

FIFTH BIRTHDAY

Brash Idea for Waging Peace Comes of Age



BUSINESS AS USUAL — Lynda Wilson, Brewster, Wash. (Univ. of Washington) returned to work as reading instructor at a leprosy museum 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 ideological. What a Volunteer does and what overseas experience mean 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 of the individual Volunteer Trees:

WHAT'S ON THE INSIDE

TRAINING: The making of a Volunteer — the target is relevancy.

See Page 3

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

Page 7

TRAINING PROGRAMS: A directory of Overseas open-ings in 46 nations.

Page 6

ADDITION: 'They Laughed When I Sat Down at the World to Me'

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

FACT: Can Peace Corps effectiveness be measured? Some scientists have tried.

Page 3

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

Page 2

"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

"It's my world and I am responsible for it and therefore I wanted to become involved — Not just to sit behind a desk in the states, make money and go skiing on weekends."

—Bill Cull, University of California at Berkeley, 1963, Malaysia

"I'm sure that my goals — those first thoughts — have changed at least fifty times. I say changed, but I mean shifted, or grown, or 'matured' . . . modified by realism overcoming idealism. Experience, adaptation, and realization hammer away high flown ideals and occasionally shatter them. It becomes a feat to concentrate on existing. But ideals really don't get lost . . . they turn up when an awfully bad kid finally shapes up or an insolent teenage girl hugs you and says 'thanks.' If I'm still here next year, it will be because there is a challenge, a reason."

—Carol Fineran, Southeastern College, 1964, Venezuela

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

Turn to Page 5

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

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 peoples in the developing world. While 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



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.



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 USIA 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 26 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.

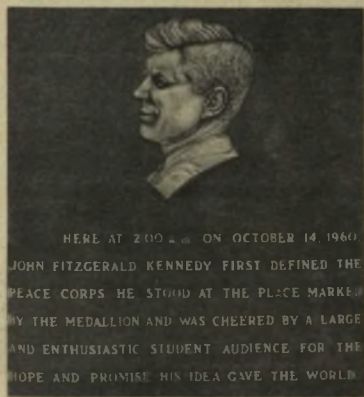
Today an engraved plaque on a front wall of the building calls attention to the fact that at that time and place John F. Kennedy first publicly mentioned the idea of a Peace Corps and defined its aims.

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 we 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 puts 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



VICE PRESIDENT HUMPHREY
Submitted First PC Bill

1961 there were 614 Volunteers in 13 countries.

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

In nations long cynical about motives of the great world power, 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, 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 changes that now require it to expand even further. In others, national evolution has enlarged Peace Corps responsibilities. The Corps now has more than 12,000 Volunteers, meet its growing responsibilities, hopes to have about 15,000 by the end of the year.

The waiting list of nations requesting Volunteers now exceeds

EDUCATION: How to Melt Freud's Ice Cap

What we found wrong 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 pro-

cesses 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 weeks on kibbutzim in Israel;

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

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-

teers 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.

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

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

MAKING OF A PCV

Field Experience Supplements Classroom Training

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

The key to the continuing high number of Peace Corps Volunteers is the selection process. A staff headed by the psychologist who helped choose the U. S. Astronauts weighs the background and indicated abilities of each applicant against the list of possible 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 45 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 filed 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.

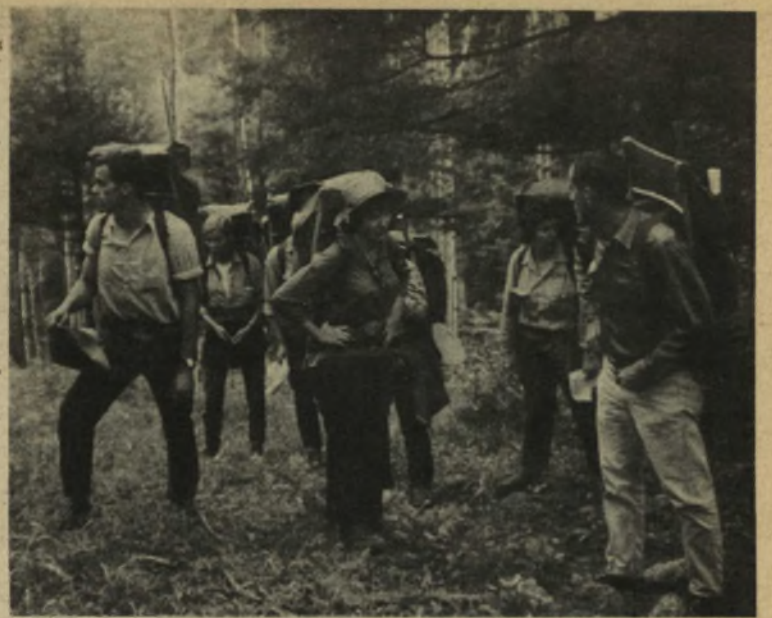
On the basis of all available information, the overall suitability of each trainee is continually evaluated during training and at the end of the training period. About three out of four trainees are sworn in as Peace Corps Volunteers.

"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.)

As might be expected, this transition in training procedures also has jumped the cost of Peace Corps training from \$2,400 per Volunteer to \$2,700, Pagano said, but he believes the results will be worth it.

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 are in a 329-page report which details two years of on-the-spot research in 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 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 their initial hopes."

Self-Help Program

He said that about one third of the 4,000 now in Latin America are engaged in community development work, i.e., teaching democracy at 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 Chijnaya 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.



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.

TEACHING AND HEALING IN THE FAR EAST

'When you Learn to Laugh at the Same Things'

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."



AFTERNOON bag and take faces are mud

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 to 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 *don 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.

NOW THAT WE ARE 5

Continued from Page 1

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

No "Ideological Guidelines"

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

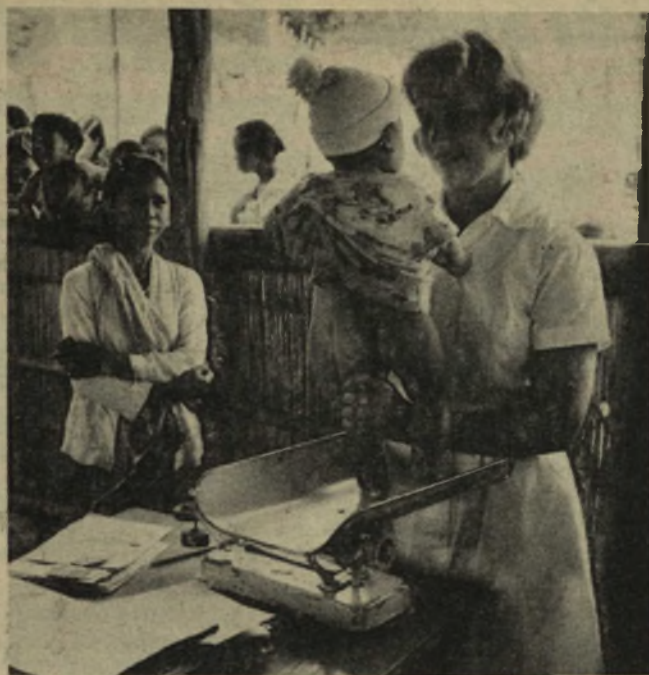
The Volunteer overseas may build a bridge, teach school, organize a cooperative, improve tasks in a developing nation. Such work is not the fundamental reason why a Volunteer is abroad.

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 help, and that is what the Volunteer is trained to provide. He does this by imparting the knowledge, skills, attitudes and values that combine to create ability and desire to solve problems.

When You're Home'



I pack my medicines into a shoulder bag. The predominant diseases Beth treats are malaria and intestinal parasites.



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

MORNINGS — "Sometimes there are 80 mothers squatting patiently in the sun under parchment 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.

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



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 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." I was a man who could do absolutely anything of a practical nature, I was slightly amazed when I met my fellow trainees for the Peace Corps "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 (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 I trembled on Selection Eve. But I look like I'm a very sincere friend

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).

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 bur-lap; the fragrance of lilac, frangipani, and purple-tassled 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.

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, Manhattanville, 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

"I do not wish to imply that we 'won them over'; indeed, I think they won us over in the final analysis. It's just that the intransigence of our preconceptions of ourselves and others generally dissolved into a kind of affectionate confusion."

—David Schickele, Swarthmore, 1958, Nigeria

"This is probably the most beautiful place on earth . . . But after you've been here a while you find something much more beautiful than rice paddies and groves of rubber trees . . . It is a very basic joy with life that I wish I could take back and inject into America."

—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

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

Directory: '66 Overseas Training Programs

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

The index at the bottom of the 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. DOMINICAN REPUBLIC Depending on their backgrounds, Volunteers will work with the Office of Community Development, the Dominican Co-operative Institute, the Tobacco Institute, Ministry of Agriculture or the Forestry Institute on their respective projects for development.

102. DOMINICAN REPUBLIC Volunteers will work with one of several private and governmental agencies, focusing on youth development in urban areas and slums. Volunteer nurses will teach at the Santiago School of Nursing. Vocational education specialists will work in municipally sponsored vocational education schools.

103. 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.

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. BRAZIL Volunteers will work under the Social Service Foundation in the satellite cities around Brazilia with the illiterate and unskilled peasants. Their counterparts will be the Foundation social workers.

106. GUATEMALA Volunteers will be assigned to largely Indian areas in rural Guatemala. They will work in such areas as agriculture, health, small industries, home arts and cooperatives, attempting to mold attitudes favorable to development, providing machinery through which villagers may help themselves and imparting needed skills.

107. EL SALVADOR Volunteers will work in community development projects in rural villages, urban slums, with mobile health units throughout the country, and with credit unions. The two veterinarians will work with the national livestock agency.

108. 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).

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

110. HONDURAS Volunteers will work with a new agency, the National Institute of Community Development. They will be assigned to a rural *municipio* 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.

Education

111. 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.

112. 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.

113. 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.

114. 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.

115. BRAZIL Volunteers will teach their specialties in one of 12 universities where they will work with assistant professors as their counterparts. They will lecture, give seminars, assist in research and interest Brazilian students in community action work.

116. VENEZUELA Volunteers will teach their specialties in universities in Caracas, Merida, Valencia and at the four campuses of the University of the Oriente in eastern Venezuela.

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

118. CHILE Volunteers will teach their specialties as assistants to professors and laboratory instructors at five universities and will become integrated into the total college scene.

Technical and Industrial Education

119. 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.

120. BOLIVIA Volunteers will give technical support to the National Community Development Program, under the Ministry of Agriculture or will teach their specialty in vocational schools in La Paz or Santa Cruz.

121. 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.

Rural Education/Community Development

122. BOLIVIA Volunteers will work in rural areas to upgrade education and to do

community development, using the school as the focal point for community activity.

Educational Television/Television Literacy

123. COLOMBIA Volunteers will work with the Illiteracy Section of the Ministry of Education, developing literacy centers throughout the country, recruiting illiterates and co-workers, organizing and supervising daily educational television literacy programs and participating in the follow-up among participants and feedback to the Ministry.

Public and Municipal Administration

124. 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.

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 officers in all aspects of public and municipal administration.

Food, Agriculture and 4-H

126. ECUADOR Volunteers will work under the administration of Heifer Projects, Inc. With Ecuadorian 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.

127. BOLIVIA Volunteers will work in rural Bolivia with the National Agricultural Extension Service as counterparts for extension agents in agricultural, home arts and community development programs.

128. BRAZIL Volunteers will work with the National School Lunch program in primary school nutrition and related community development activities in the states of Goias and Espirito Santo.

129. BRAZIL Under the Secretariat of Agriculture, Volunteers will work with primary

school children in agricultural and other community projects to help them become better farmers, home economists and citizens. They will form, reactivate or strengthen agriculture clubs in the states of Rio de Janeiro and Minas Gerais.

130. BRAZIL Volunteers will work with three Brazilian organizations in primarily rural areas of Mato Grosso region. Their work in agriculture and the home arts will involve them in community development work as well.

131. 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.

132. 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.

Physical Education

133. 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.

134. URUGUAY Working under the Uruguayan Federation of Basketball, Volunteers will work in the interior of Uruguay, using department capitals as their focal points. Each will work with 3 or 4 clubs as coaches and will attempt to expand their club activities. They will also participate in community development activities in their areas.

135. 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.

136. 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.

137. 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.

Nursing/Social Work/Head Start

138. HONDURAS Under the Ministry of Health, nurses will teach in the National School of Nursing in La Ceiba, in order for auxiliaries or in hospitals. Social workers will work with the Junta Nacional de Bienestar Social in community centers, cooperatives, industries, clubs, health, recreation, arts and crafts and in public health campaigns. The Volunteers working with the head start program will turn pre-school feeding programs sponsored by the local community, municipality or JNBS into unofficial kindergartens.

Health

139. CHILE Volunteer nurses will work formally and on the wards, at hospitals in Valdivia and Temuco. Lab technicians will train co-workers in their field at hospitals in Valdivia and Antofagasta. Community health educators will work in Valdivia and Temuco and in rural areas doing community development. Hospital administrators will train Chileans to administer new hospitals to be built. Therapists will teach the clinical practice segment of the OT school at the Rehabilitation Center of the Health Service.

140. BRAZIL Volunteers will work in specialty in hospitals in the Amazon, preventive, curative medicine and will work in health education of the community. They will work under the State Secretariat of Health in Para, Maranhao and Acre.

141. BRAZIL Volunteers will serve Pernambuco, Paraiba, Bahia, Mato Grosso and Sergipe under the State Secretariat of Health and Social Welfare. They will be assigned to local health posts and will work with health post personnel.

Cooperatives

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

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

144. 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, counselors, teaching people to take responsibility for the management of their own co-ops through cooperative efforts.

145. 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 men in the program.

Electrical

146. ECUADOR Working under the Ecuadorian Institute of Electrification, Volunteers will help promote and standardize the electrification of the country and help train technicians in construction, operation and maintenance of systems throughout the country. Engineers will design, supervise and help administer the systems.

147. BRAZIL Volunteers will work with the Special Service of Rural Electrification in Sao Paulo and the Electricity Company of Mato Grosso, extending the electrical works of the state. They will set standards, installation, measure capacity of substations and branch lines, stake and check line, stall and inspect meters, supervise construction and maintain and repair installations.

Arts and Crafts

148. LATIN AMERICA REGIONAL Volunteers will work in one of several Latin American nations to develop and promote arts and crafts production, through the arts and crafts production, technical education and redesign of new products, technical education, formation of producer cooperatives in villages, the formation of central cooperative companies and the production and sale of products to mass markets.

Secretarial

149. 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, Colombia, Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Jamaica, Panama, Peru or Venezuela.

INDEX

Accounting — 118

Advertising — 118

Agricultural Economics — 101, 104-106, 108, 110, 118, 127, 129-132, 142, 143, 201, 221-225, 310, 312-315, 322

Agricultural Education — 101, 104-106, 108, 110, 118, 127, 129-132, 142, 143, 201, 203, 221-225, 310, 312-315, 322

Agricultural Engineering — 101, 104-106, 108, 110, 116, 118, 126, 127, 129-132, 142, 143, 201, 203, 221-225, 310, 312-315, 322

Agriculture (see Agronomy, Animal Husbandry, Agricultural Economics, Agricultural Education, Horticulture, Forestry, Poultry, Agricultural Engineering, Veterinary Medicine, Entomology)

Agronomy — 101, 104-106, 108, 110, 118, 127, 129-132, 142, 143, 201, 221-225, 310, 312-315, 322

Animal Husbandry — 101, 104-106, 108, 110, 118, 127, 129-132, 142, 143, 201, 221-225, 310, 312-315, 322

Anthropology — 103-112, 115, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Architecture — 103, 109, 110, 112, 222, 224, 325

Area Regional studies — 103-112, 115, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Arts, Fine and Applied — 102, 118, 148, 203, 213, 228, 234

Biological Sciences — 111, 112, 114, 116-118, 126, 201, 203-209, 211-213, 232, 304, 305, 307, 403, 404

Business and Commerce — 108, 109, 111, 116, 118, 124, 141-144, 203, 204, 221, 225

Carpentry — 120, 230, 231, 235

Chemical Engineering — 114, 118, 326

Chemistry — 111, 112, 114, 116-118, 126, 201, 203-209, 211-213, 232, 304, 305, 307, 403, 404

City Management — 124, 125

City Planning — 110, 124, 125, 325

Civil Engineering — 103, 104, 110, 115, 118, 126, 222, 223, 229

Clothing and Textiles (see Home Economics)

Commerce (see Business and Commerce)

Construction — 102, 106, 113, 116, 120, 230, 231, 312

Coop Experience — 111, 142, 144

Counseling and Guidance — 116, 118

Draftsmen — 223

Economics — 118, 124, 224, 225

Electrical Engineering — 110, 112-115, 118, 146, 147, 326

Electrical Linemen — 146

Electricians — 102, 120, 121, 229

Electronics — 113, 119, 120, 121

Elementary Education — 122, 202, 204, 209, 308, 401-403

Engineering (see special type of engineering)

English — 116-118, 203, 205-207, 212, 213, 304, 307, 404

Entomology — 111, 112, 116, 118, 126, 201, 204, 206-208, 211-213, 232, 304, 305, 307, 403, 404

Fishermen — 113, 145, 232

Foods and Nutrition (see Home Economics)

Forestry — 101, 115, 126, 221

French — 203, 206, 210, 212

Geography — 118, 203, 205-207, 211-213

Geology — 223, 229

Geophysics (see Physical Sciences)

Government (see Political Science)

Guidance (see Counseling and Guidance)

Health Education — 139, 140, 215, 217, 218, 220

History — 203, 205-207, 211, 213

Home Economics — 101, 102, 104, 106, 108, 110, 112, 118, 119, 126, 127, 129-132, 145, 203, 226, 228, 304, 310, 319

Horticulture — 101, 104-106, 108, 110, 118, 127, 129-132, 142, 143, 201, 221-225, 310, 312-315, 322

Hospital Administration — 124, 125, 139

Industrial Arts — 212, 213 (see also Vocational Education)

Industrial Engineering — 114

International Relations — 103-112, 115, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Journalism — 103-112, 115, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Kindergarten (see Nursery and Kindergarten Education)

Law — 108, 109, 124, 201, 213

Library Science — 116, 118, 203, 213, 219

Linguistics — 103-112, 115, 118, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Literature — 103-112, 115, 118, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Masonry — 235

Mathematics — 111, 112, 114, 116-118, 126, 201, 203-209, 211-213, 232, 304, 305, 307, 403, 404

Mechanical Engineering — 110, 114, 115, 118, 326

Mechanics (Diesel, Auto, etc.) — 102, 113, 119-121, 143, 229, 235, 328

Medical Technology — 139-141, 219, 220, 317, 318, 408

Medicine — 140, 213-215, 217, 218, 318

Metallurgy (see Physical Sciences)

Metallurgical Engineering — 326

Meteorology (see Physical Sciences)

Mining Specialist — 113, 118

Music — 115, 118, 201, 203

Nursery and Kindergarten Education — 111, 112, 308

Nursing — 102, 138-141, 213, 214, 216-218, 220, 234, 317, 319, 320

Nutrition (see Home Economics)

Occupational Therapy — 139

Oceanography — 118

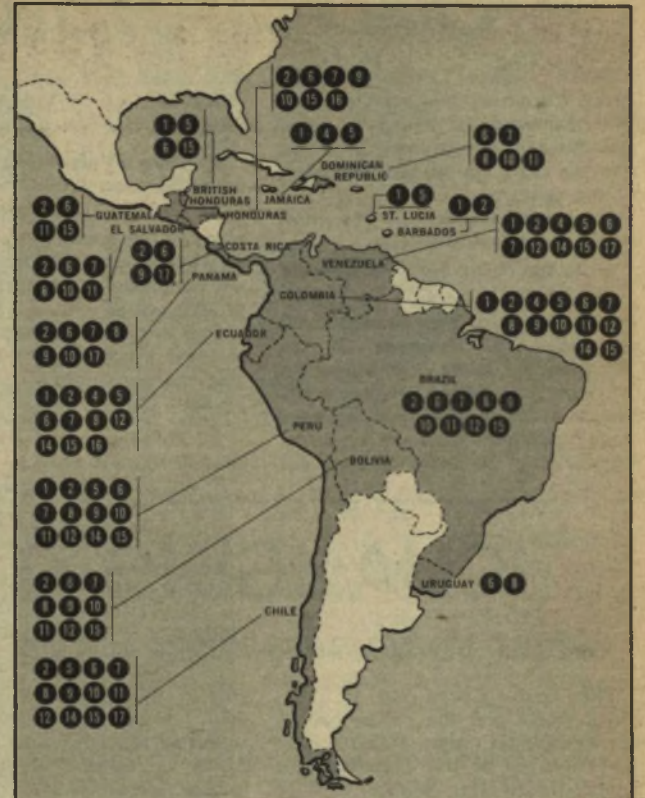
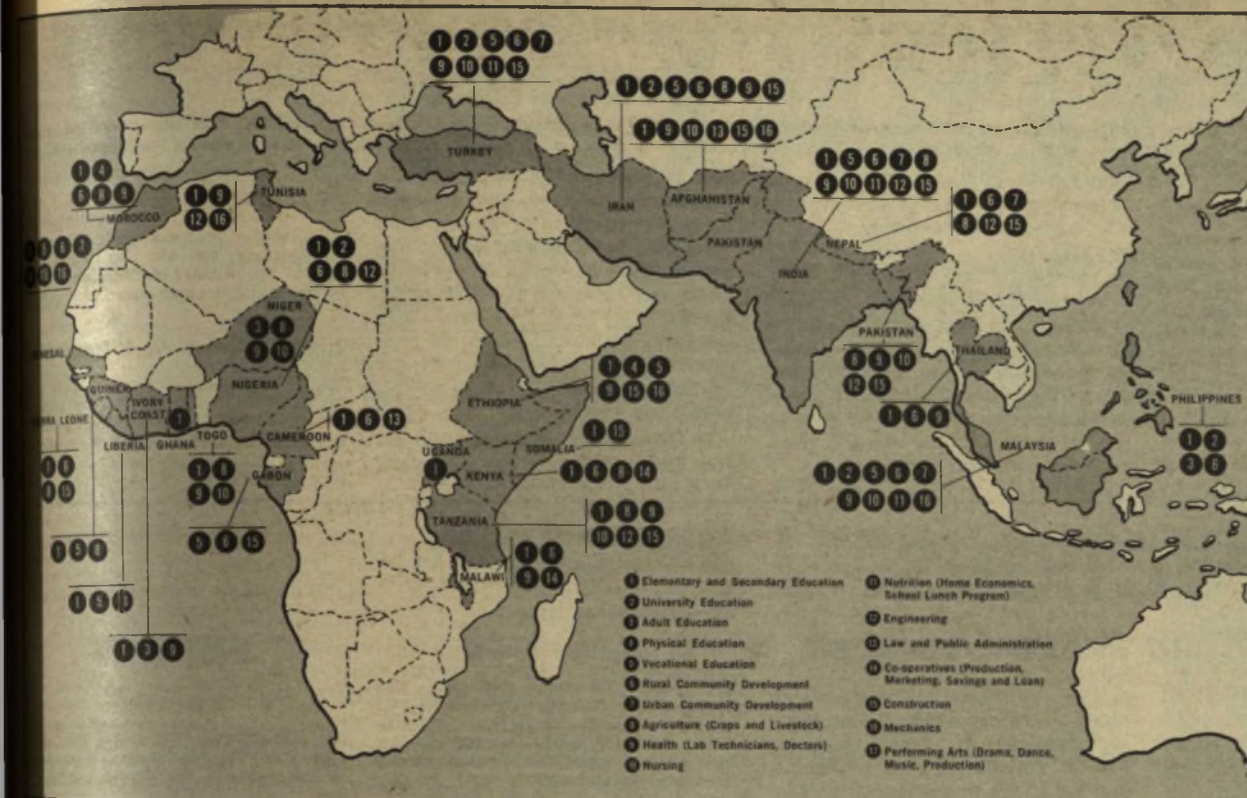
Philosophy — 103-112, 115, 122, 126-129, 134-138, 140-142, 144, 201, 202, 211, 214-218, 221, 222, 224-231, 233-235, 301-303, 305, 306, 308-314, 316-322, 324, 326, 327, 401-404, 406-408

Physical Education — 102, 105, 118, 133, 135-137, 203, 322, 404, 406

Physical Sciences — 111, 112, 116, 118, 126, 201, 204, 206-208, 211-213, 232, 304, 305, 307, 403, 404

Physics — 114, 116-118, 203, 204, 209

Political Science — 103-112, 115, 122, 126-129, 134-138, 140-142, 144, 201,



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

TANZANIA Volunteers will teach in primary schools throughout the country. They 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 orchestra being formed.

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

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

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

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

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

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

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

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

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

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

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

Health

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

SENEGAL Teams of one Volunteer, a Senegalese male nurse, and a Senegalese female nurse will work in rural areas, to improve nutritional standards, sanitary practices, and teach hygienic methods of food growing and handling. They will be technically backstopped by UNESCO.

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.

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 construction. Young Farmers clubs, surveying and cash crop organizing. Mid-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. **NIGER** 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.

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 Lands 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 Bouake 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 Feminins" to teach Ivorian women literacy, basic health and home arts and to broaden their horizons. They will work in both urban and rural areas.

Domestic Arts/ Home Improvement

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

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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.

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.

230. **TANZANIA** Volunteers will serve as members of field units, under Development Field Offices; 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.

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.

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 adults basic literacy in native languages, 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. **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.

237. **TURKEY** Volunteers will be members of village mobile teams, operated by the Turkish Ministry of Education, through 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.

NORTH AFRICA, NEAR EAST, SOUTH ASIA

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 teach English (Turkey's second language) in junior and senior high schools in eastern Turkey. They will teach between 20-30 hours during the 5½ day school week.

308. **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 Institutes to introduce new concepts and methods of child care and instruction.

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, ag demonstrations and improved communications between villages and district officials.

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 Turkish Ministry of Education, through 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.

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 Fes animal hospital. MD's 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 6½% 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.

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 aides, 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 Ministries 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 Survey Department of Education in converting the medium of instruction in primary schools from English. They will visit schools on a regular basis to train teachers.

403. **PHILIPPINES** Volunteers will be assigned as co-teachers to expand the ongoing 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. Volunteers will help contribute toward educational and technological advancement 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 Teachers 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 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 with Assistant Zone Chiefs with the Malaria Eradication Program in one of 30 districts in the country, where they will concentrate 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 with 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 conduct vaccination drives and follow-up cases. Tuberculosis specialists will teach, train and practice medical technology as related to tuberculosis.



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.

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): _____