

Richard Armour discusses satirist's view of world

By JAN SHELTON
Managing Editor

True or False? "The Morse Code is so profane that it is necessary to resort to dashes?"

The answer rests with Dr. Richard Armour, humorist and satirist, RHA Author of the Year, who will lecture Wednesday at 7 p.m. in Campbell Hall.

The lecture, sponsored by Residence Halls Association and the RHA Educational Affairs Committee, is entitled "A Satirist's View of the World."

Dr. Armour, who contends that the "U.N. is made up of slightly deaf delegates who wear earphones and always have the name of their country on a sign in front of them so they can remember where they are from," will be present at an

informal discussion Thursday at 8 p.m. in the Santa Cruz formal lounge.

MUCKRAKERS

The recipient of a Ph.D. from Harvard, Dr. Armour is also adamant on the subject of Muckrakers. He declares that "the Muckrakers were exceedingly fond of muck, which they raked up into large piles and gazed at it admiringly."

Dr. Armour has taught at the University of Texas, Northwestern University, Wells College, the University of Freiburg, the University of Hawaii, and the Claremont Graduate School. He is now Balch Lecturer in English Literature at Scripps College.

He has held research fellowships in England and France, has written books of biography and literary criticism, is on the editorial staff of three magazines, and does book reviews for several newspapers.

Janet Marletto, RHA Educational Affairs Committee chairman, states the committee chose Dr. Armour as RHA Author of the Year because "his works have meaning because he has to have an extensive knowledge of the subject in order to satirize it."

PRIMERS' PRIMERS

Dr. Armour states that the Puritan women, meanwhile "were busy at home embroidering the alphabet and the date on a piece of cloth. One of the women, Hester Primmer, one of the New England Primers, never got beyond the first letter of the alphabet. She also had only one date. That was with a young minister and was enough."

He is well known for the more than 5000 pieces of light verse and even lighter prose which have appeared in over 150 magazines in the United States, and for his books, which now number 30.

EG sponsors a panel discussion on Peace Corps

In recognition of Peace Corps Week, EL GAUCHO will sponsor a panel discussion entitled "War, Peace, and Contemporary American Diplomacy," on Wednesday, Feb. 23, at 7:30 p.m. in Chemistry 1179.

Joining Murray Thomas, Dean of the School of Education and panel moderator, will be Linda Woodell, Peace Corps Volunteer; Professor Richard Harris, Political Science; Jeff Herman, Sing Out; and Santa Barbara's mayor, Don MacGillivray.

Criticism of the Peace Corps is expected to come from MacGillivray and Herman on the question of whether international development can succeed when character development is yet incomplete.

Harris is expected to be skeptical of certain Peace Corps aims and methods which he has personally observed in the field.

Harris has a reputation for being a stickler for facts, thus he and the mayor are undoubtedly well-matched.

Dean Thomas has himself been in Indonesia working alongside the Peace Corps on a Ford Foundation grant. His capabilities as an informed moderator will be the greater for this fact.

If Moral Re-Armament does not become too much of a side issue in the discussion, then Peace Corps pros and cons will be fully explored.



El Gaucho

Associated Students, University of California, Santa Barbara

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Monday, February 21, 1966

Economist Stigler gives annual Carl Snyder Memorial Lecture

Dr. George Stigler, distinguished University of Chicago economist, will deliver the annual Carl Snyder Memorial Lecture at UCSB Wednesday (Feb. 23), choosing as his sub-

ject "The Triumph of Ignorance Over Prejudice." The public is invited to hear the discussion at 4 p.m. in Campbell Hall.

The annual lecture is made

possible through a bequest from the estate of Mrs. Madeline Raisch who requested that the "finest obtainable speaker on economics" be brought to UCSB for a lecture each year.

The memorial event is named for Mrs. Raisch's first husband, Carl Snyder, an international authority on economics and author of many books on economics and science.

The 1966 Snyder lecturer holds the distinguished Walgreen Professorship of Economics and Business at Chicago, an endowed chair devoted to the study of American institutions.

Dr. Stigler is the author of the widely-used textbook, "Theory of Price," many monographs and articles in economic theory, the history of economic thought and industrial organization.

His books include "Trends in Output and Employment," "Production and Distribution Theories," "Trends in Employment in Service Industries," "Supply and Demand for Scientific Personnel" and others.

Dr. Stigler has been honored with a Guggenheim Fellowship and was named a Fellow at the Center for the Advanced Study of the Behavioral Sciences in 1957 and 1958. He also is a former winner of the John Bates Clark Award for distinguished American economists under the age of 40.

A former consultant to the Committee on Economic Development, Dr. Stigler is a past president of the American Economic Association and was a staff member for the National Bureau of Economic Research. He holds memberships in the Royal Economic Society and the American Statistical Association.

Professor Stigler's B.B.A. degree is from the University of Washington, his M.B.A. from Northwestern University and his Ph.D. from the University of Chicago.

Housing survey forms available

Those students interested in filling out a housing questionnaire who were not reached on the survey nights can pick up forms in the AS office Monday through Thursday. Completed forms should be turned in to the Dean of Students office in the Administration building.

These questionnaires are part of an IV survey to determine the quality of student housing in the area.

SPECIALIZED TRAINING

Peace Corps trainees undergo preparation

The crash program of cram courses and intensive language training given to Peace Corps members immediately preceding their departures to foreign countries is one of the most difficult and least satisfying parts of the program.

During this time the prospective corpsmen study the language and culture of the country they will live in, as well as American foreign policy and communism, and are given whatever specialized training they will need. They are also expected during this time to determine if they really want to work in the Peace Corps during the coming two years.

ADVANCED TRAINING

In order to give prospective members a head start in their training, and insure adequate preparation, an Advanced

Training Program has been established for those who have decided that they might wish to join after graduation.

According to Paul Pitman, associate director of the Education Abroad Program not only can students learn more about the countries they will visit, they also have an entire year to decide if the Peace Corps is really right for them. Last summer five UCSB students attended Advanced Training Programs in various parts of the United States.

REALISTIC APPROACH

Senior Ralph Herring, who attended the program at UCLA along with another senior, Allen Schiller, pointed out that one of the most important things they were taught was to be realistic about what they were going to accomplish.

(Continued on p. 8, col. 1)

Honors students welcomed

Two-hundred honor students from the Tri-Counties attended the third annual Honor Symposium sponsored by UCSB's Interfraternity and Panhellenic Councils last Saturday.

After registering, the students were welcomed to UCSB by Chancellor Vernon I. Cheadle and IFC President Bob Paulson in an assembly in Campbell Hall, and then they heard four professors speak in the areas of biological science, natural science, social science, and the humanities.

Richard Harris of Poli Sci spoke on "Africa and the Developing Nations;" Robert Kelley of History discussed the "Importance of History;" Roger Owen of Anthropology spoke on "Contemporary Anthropology;" while Joseph Clark spoke on "Geologic Time." Douwe Stuurman of English was unable to attend due to the flu.

After the opening assembly, the students were invited to lunch at the various sorority houses and then they returned to the campus in the afternoon

for tours through the departments of their choice.

The tours, with faculty and student guides, covered such diverse areas as a demonstration of educational television, the micro-bio lab, a demonstration of educational television, the micro-bio lab, a demonstration of electrical science equipment by Frank Ording, Chairman of the department of Electrical Engineering, and a couple of games of tic-tac-toe with a computer in the computer lab.

According to Bill Pascoe, co-chairman of Honor Symposium, the purpose of the program is to honor outstanding high school students and to interest them in attending UCSB.

In conclusion, the students returned to Campbell Hall for a final assembly and the screening of the picture "Campus by the Sea."

Margie Kinley, President of Panhell, noted that "the Honor Symposium was to acquaint high school honor students with the UCSB campus."



HIGH SCHOOL honor students watch computer being programmed in the North Hall computer lab on one of the tours during the Honor Symposium last Saturday.

Opinion

El Gaucho

EDITORIAL

Pass-Fail Means a Chance to Grow

Adoption of a limited pass-fail option on this campus would be a strong vote of confidence in the old notion of a "liberal education."

Unlimited pass-fail does not seem workable. Arguments against putting all courses on a pass-fail system--as proposed for the Santa Cruz campus--are extremely well-taken: Pass-fail would permit some students to "coast through four years of college," and grad school would be at a loss to distinguish the good student from the one who just got by.

But a limited pass-fail option, where the student could have the option of taking one course a semester outside his major on a pass-fail basis, makes a lot of sense.

President Clark Kerr, in a recent interview with EL GAUCHO, supported the limited pass-fail option.

"I favor a system where students would be allowed to take one course a semester outside the major," Kerr opined. "But the grade wouldn't show on the record."

As for getting into grad school, Kerr indicated that the grad school is really interested in how well the student did in his major. Most of the units required to graduate would be taken on the A-F grading system, and all courses in the major would receive A-F grades.

If adopted in this form, the obvious advantage of a limited pass-fail option would be that it allows students to take courses outside their majors without worrying too much about the competition for grades with those who are majors in the field.

Another point in its favor is that the system wouldn't impose itself on the students who didn't want to use it. This will be particularly important if "pass" is taken to mean "C" or better.

What President Kerr envisions is a way to encourage students to broaden their education--even if it's only by one extra course a semester--and not be penalized for doing so by competing for grades with majors in the field.

"Education becomes narrower and narrower," Kerr remarked, "in regard to (getting) grades in the major. We say we believe in a liberal education. So why shouldn't we encourage students to take other courses outside their major?"

Amen, brothers.

JEFF KREND
Editor



El Gaucho

ANNUAL PRESS

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Voice of American Negro

By SAID YUSUF ABDI

my dad was shot
upon resistance
my aging mother died
in the crowded cruise
my two-year-old brother
was abandoned with no subsistence
my sister was seduced,
her face full of bruises
and under chains
they brought me to America

I ploughed their fields
at daytime
at night I slept
in the stable
compassion they uttered
in their churches
but they told me
not to expect any

freedom is to be
fought for
but woe betide me
if I mentioned it
justice a word I have to revere
but not demand
independence they worship
but I have no claim to mine

my sweat, my blood
made America powerful
my tortures, my unpaid labor
gave them this affluence

but still still still

ghettoes are my home
poverty my companion
education I lack
representation I do not have

I die in Viet Nam
in the name of freedom
at home I do not see
what freedom is
the fourth of July is their anniversary
but when will mine be

LETTERS TO THE EDITOR

Luciano's review errs; 'Fantasticks' is 'far from a mere noble experiment'

To the Editor:

Dale Luciano is far from a competent musical critic. His statement, "The 'Fantasticks' maybe a noble experiment in live entertainment," lacks considerable judgment on his part.

The "Fantasticks" is far from a mere noble experiment; it is, in the views of many people that I have talked to, as good as, if not better than, the performances in San Francisco and Los Angeles.

The accent of the play is, indeed, on its simplicity, that is the beauty of it. The parts played by Wayne Smith and Terry Kelley, as the Boy and the Girl, are portrayed with the needed experience.

It may have seemed that Mr. Smith was lacking in his normal vocal qualities opening night for he was suffering from a cold. His performance since the opening night has only been the best.

As for Miss Kelley's performance, it is NOT less inspired than those of the other cast members; it is a casting very well executed.

Mr. Brook's experience in musicals of this sort will speak for itself in the plays and musicals he has directed and taken part in in New York.

His handling of the cast is very admirable, and to say, as Mr. Luciano did, that his production in its execution is another lack of judgment on his part.

The efforts of AMTW have been and will continue to be beneficial in the Santa Barbara area. The "Fantasticks" is a musical that everyone should see so they can draw their own conclusions.

I think that Mr. Luciano should attend another performance and buy a souvenir booklet from me at the theatre and read it carefully.

DAVID CASON
Freshman, Zoology

OPEN FORUM

'Nobody gives a damn!'

By DAVID HUNSAKER

Men's Non-Affiliated Rep

I have felt, at times, the need to disagree with President Ken Khachigian in Legislative Council, and I feel the need now to partially disagree with his statements in EL GAUCHO, Feb. 17, p. 1.

I would first dispute President Khachigian's claim that there is a need for organized opposition in order to make student government dynamic.

I myself feel that Council members can be and are just as responsible to their constituents as they would be if they had a lobby group (such as SFPA last year) breathing down their necks.

The danger last year was that Council might pay too much heed to that lobby group, which represented, at best, a minority of 40 students. I am not condemning the principle of lobbying; I am much in favor of it.

But at UCSB there are not a sufficient number of organized political (student) interest groups to create a balance of power as theorized by Madison in the Federalist papers.

The danger is at UCSB that Council will pay too much attention to only organized opposition without taking into consideration the other unorganized interests of their constituents.

What I am suggesting, and what I believe President Khachigian means, is that a representative government such as Legislative Council can only operate on a thesis of criticism when that criticism is organized into COMPETING factions and interests.

At one time there were competing factions on this campus--the Greeks and the RHA. But after time, these two factions were balanced and neutralized by the great mass of independents.

What has been the case is that an independent has been elected president for the last few years. True, these independents have some previous affiliation with the Residence Halls, but so, I guess did most of us. The Independents now share as large a representation on Council as the Greeks. And now nobody seems to care who really runs student government anyway.

And this is the point that President Khachigian was trying to make--THAT NOBODY OUTSIDE OF STUDENT GOVERNMENT REALLY GIVES A DAMN! Some student leaders themselves don't either. You may call this apathy or complacency, or a number of other words, but the fact remains that this is a problem faced not only at UCSB but across the nation as well.

Eric Fromm talks about the alienation of the modern man from his government; that today's mass man feels impotent because he can do so little to effect change in the vast policy-making process of our society.

But President Khachigian and I suggest that there is also a feeling of impotency on the other end: that we, as legislators and policy-makers for the Associated Students feel impotent and effete because no one cares what we do. We like to feel needed, too.

Now, I am not too discouraged by this present state of affairs, because I can remember that last year at about this time, there weren't really any gigantic issues on this campus--what WE did was overshadowed by the Berkeley "crisis."

A little later on, you will recall, Mr. Editor, there arose one of the biggest issues and controversies this campus has seen in a great while--the question of Constitutional Revision.

I suggest that if it is issue and controversy President Khachigian wants, all he has to do is wait, for we are again considering constitutional revision, and I predict that it will procure as much controversy and criticism as last year's endeavors--with one exception--that the criticism will be carried out in a more rational and less vehement manner.

I advise the President not to go looking for issues that will stir up controversy. More issues than he can handle will come in due time.

Above all, it should be noted that the lack of controversial issues has not prevented Council and student government as a whole from making significant progress and contributions to the Associated Students.

I suggest that we could not have accomplished as much if we were continually subjected to criticism by a lobby group or an unfriendly newspaper editor. If President Khachigian will feel more satisfied with his accomplishments if he has to fight for them, so be it, I, for one, disagree.

Students invited to take advantage of new discount

To the Editor:

I've just finished John Maybury's very apropos editorial regarding the unfortunate situation facing students desiring to add to their library, but who, because of the lack of student book discounts, are unable to afford the higher prices of retail bookdealers.

Because of this regrettable state of affairs, I established, at the beginning of last semester, a mail order service exclusively for graduate

(Continued on p. 3, col. 1)

(Continued from p. 1)
students and faculty of my department.

With an eye toward remedying the book market for students, the Bartlett Bookshelf passes on one half of the trade discount which it receives in ordering books.

Depending on the publisher, the discount students receive varies from 10 to 20, and sometimes 25 per cent.

Such discounts are given on currently available books. They are made possible because I am not greatly concerned with profit-making.

If you think the service offered by the Bookshelf may be useful to students and faculty, you might print this invitation, since I am willing to give all students the discounts previously made available only to graduate students and faculty.

STEVEN BARTLETT
Graduate, Philosophy

It's hard riding bike over a bod

To the Editor:

In reply to the letter in a recent EL GAUCHO by Mr. Freiermuth, I would like to present a few facts relating to the freshman cyclists.

Many people undoubtedly shed tears of sympathy for Mr. Freiermuth in his unfortunate experience of having "two hundred pounds of male driving a ten-speed Schwinn over (him)," but does anyone ever count the number of times pedestrians--no kidding (I don't know how to do it)--run into bicycles?

Also, has anyone ever considered how hard it is to ride a ten-speed Schwinn over a junior philosophy major?

- Trying to ride only in the areas where no "No Bikes" signs are to be found is even more difficult than reaching, say, the music building via a bike path.

First, almost every paved area has a prohibitive sign at its mouth; the bike areas are the areas where no one needs to go.

Second, bike areas are generally 50- or 60-foot spaced between painted no-bike areas.

Third, the placing of restriction signs has little to do with the traffic situation in the area.

Finally, some areas are off-limits to bikes from one side, but not from the other. Not only is this legally and logically nonsense, it is topologically absurd.

So, in final comment, I think that the cycling situation is better represented by the book "A Nation of Sheep" than by the well-known article "Why Johnny Can't Read."

WAYNE B. NORRIS
Freshman, Undeclared

'Nebulous' start of SDS related

To the Editor:

Shortly before semester break, the SFPA (Students for Free Political Action) collapsed, some vague reference being made to the ensuing arrival of SFPA's "replacement," the nationally established SDS (Students for a Democratic Society). On Wednesday of this week,

the SDS "convened" for the first time. If there is anything which epitomizes the nebulous nature of that meeting, it is a statement made by one of SDS's promoters: "Basically, they (SDS) try to change stuff."

Amid equally brilliant declarations came demands for immediate protests and community action, which succeeded admirably in smothering the voices of those few persons who strangely enough were concerned with the salient question "What IS the SDS?"

One of the speakers introducing SDS made a rather startling statement to the effect that he assumed all of the students present to be socialists of a sort and that the group would proceed from that point of view.

A disarmament symbol hung conspicuously in the front of the room. The aesthetic of the entire meeting was one of vagueness--it was one which should have prompted question, but

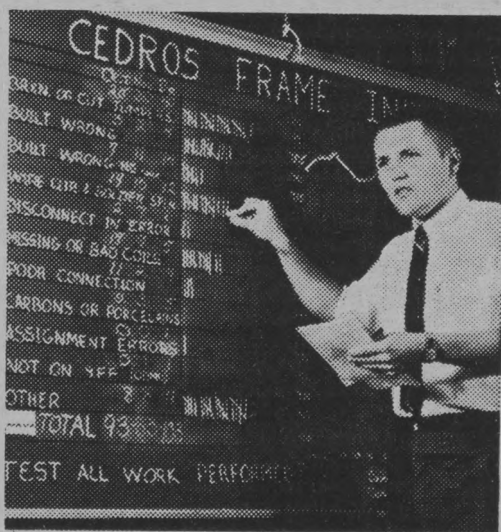
few questions were asked.

After more than an hour of completely unoriented and generally unintelligent discussion saturated with very much exhausted witticism, the as yet unorganized organization's meeting closed, as students rushed to obtain membership cards for--what is it?--the SDS, ... of course.

IAN STANHOPE
Freshman, Asian Studies

Have you got what it takes to tackle jobs like these... right after graduation?

(Then see our man on campus. He's got a career for you.)



John Stangland B.S. in Bus. Admin., San Fernando State.

After just three weeks on the job, John took charge of a crew of 19 non-management men. As manager he's responsible for quality and cost control, production and personnel matters in our Plant Department. Under his direction, all performance levels have improved greatly.



Max Gresoro A.B. in Economics, San Diego State.

Max's first assignment was to undertake the position of Section Supervisor in the San Diego Accounting office. In this job he supervised six management and 65 non-management women. Job well done? Max was promoted to the next level management and now is in charge of Reports and Results for the same office.



Raymond Owens B.S. in Mechanical Engineering, University of California.

Responsibility was Ray's from the start. He was asked to prepare a study of the power requirements for the first of a new type automatic telephone center. To do this he had to determine how the equipment would fit in the allocated space and then engineer the job. It was a major project--with a working budget of over \$85,000.



Jim Burk A.B., Stanford University; M.B.A., University of California.

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Campus Interviews

Feb.	Name of Company	Major
21	General Foods, Corp.	Econ./Bus Econ & Econ & Lib Arts
21	American Photograph Co.	Econ/Bus, Econ & Liberal Arts
23	Pacific Mutual Life Insurance Co.	Econ/Bus, Econ & Lib Arts, Math
23	Pacific Mutual Life Insurance Co.	Econ/Bus, Econ & Liberal Arts
23	Lockheed California Co.	ME, EE, Phys Math
23	Itt Gilfillan, Inc.	EE & ME
24	Fireman's Fund American Insurance Co.	Econ/Bus, Econ & Liberal Arts
24	TRW Systems	Math, Physics, AE Chem, ME, EE, CE
24 & 25	County of Los Angeles	All, Soc Sci Pref.
24 & 25	County of Los Angeles	All, Econ/Bus, Econ & Lib Arts
25	H.J. Heinz Co.	Econ/Bus, Econ & Liberal Arts
25	National Drug Co.	Econ/Bus, Econ & Liberal Arts
28	California State Personnel Board	Soc Sci., Econ/Bus Econ, Soc & Psy.
28	Southern California Gas Co.	All Engineering

'Glamour' seeks best-dressed girl

For the second time at UCSB, AWS will be sponsoring a contest run by Glamour Magazine to find the best dressed girl on our campus.

The girl chosen will go on to compete with other college coeds from all over the nation.

From these nominees the "Ten Best Dressed College Girls of America" will be selected.

Winners of the contest receive national recognition, an all expense paid trip to New York, and much more.

Girls will be judged on the basis of suitable campus look, imaginative, stylish dress, figure, poise, and grooming.

Interested students may nominate a qualified girl by putting her name in Box 55 at the AS Office, or by phoning 77075 or 85832. Nominations will close Tuesday, Feb. 22.

Preliminary judging will take place on Thursday, Feb. 24 reducing the number of nominees to about 15 finalists. The final judging will occur on Friday, the 25th at 4 in Psych. 1824.

Among the judges composed of Deans, faculty and students will be: Dean Evans, Dean Jensen, Dr. Bonadio, Dean Bowers, Ken Khachigian, Ann McKenna, John Davis, Pam Nielsen, Larry Marsh, Merren Brigham, Miss Deutsch and Miss Goddard.

Financial problems delay building of Health Center

By AUSTIN STEVENS
Staff Writer

"If we got the money today, it could be finished by the fall of 1968--possibly sooner."

Campus architect John R. Henderson was referring in the statement to the new proposed Health Center for UCSB, as well as to one of the principal delays: money.

The tentative budget for the new Center calls for an expenditure of \$1,900,000. However, the money must come from either private donations or the student incidental fee. As things stand now, the state will not finance the project, and Mr. Henderson doubts that the Committee on Incidental Fees will approve such an appropriation.

Consequently, the Department of Architects and Engineers has been preparing preliminary sketches to show to prospective donors.

The architectural firm of Killingsworth, Brady & Associates (Long Beach) has been chosen to engineer schematic blueprints of the new medical complex, but no formal design will be decided until there are sufficient finances. However, Mr. Henderson did hazard the following description:

The currently proposed site lies on the fringe of the campus where the fire station is presently located; including Isla Vista, this places it in the center of the college community.

The building will be one story --probably of concrete block--and designed to blend in with the other one-story academic buildings. The structure will be divided into three areas of activity: (1) a large in-patient area; (2) the out-patient and treatment area; (3) a central

area which will house x-ray and laboratory equipment in addition to the kitchen and dining facilities.

Dr. Wilfred Robbins, Director of the Student Health Center, said that the new Center will be adequate for a student body of 15,000. The in-patient area will hold 51 infirmary beds--as contrasted with the eighteen beds in the present Health Center.

There will also be office

space for 18 full- and part-time physicians. "The facilities we're using now have office space for ten doctors," Dr. Robbins said.

No facilities will be included for major surgery (anything as elaborate as an appendectomy). Severe injuries, or patients who may require intensive care or long hospitalization, will be moved to one of the Santa Barbara hospitals.

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Dance program presented

Won-Kyung Cho, classical dancer, scholar and critic, will perform a program of dances from his native Korea in Campbell Hall at UCSB on Thursday, Feb. 24. Tickets for the 8:30 p.m. performance are available at the Arts and Lectures box office and at the Lobero Theatre.

Cho appeared throughout Europe on tour last year and will return for additional appearances on the continent this spring. He has given dance recitals at Carnegie Recital Hall, the Seattle World's Fair and at leading colleges and universities, museums and television stations throughout the U.S.

Coming to this country in 1960, Cho studied at Juilliard School of Music and at Martha Graham's School of Contemporary Dance. He was awarded the Doctor of Fine Arts degree by Monmouth College in 1963.

Dr. Cho published an illustrated booklet, "Dances of Korea," in 1962 and choreographed and performed in a summer theater production of "Teahouse of the August Moon."

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Won
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BOB BARBER
Santa Barbara News-Press

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TICKETS AT THE BOX OFFICE

"THE LONELINESS OF THE LONG DISTANCE RUNNER" STARTS WEDNESDAY
"BAD DAY AT BLACK ROCK" SPENCER TRACY ROBERT RYAN

Young musician performs tonight

Eighteen-year-old Rebecca Penneys, already hailed as one of the nation's outstanding young concert pianists, will perform a program of Bach, Mozart, Beethoven, Schumann and Bartok at UCSB tonight. Tickets for the 8:30 performance in Campbell Hall are available at the door.

Miss Penneys appeared at UCSB last year as she was preparing for participation in the Chopin International Piano Competition in Warsaw, Poland. Her Santa Barbara audience received her with enthusiastic acclaim, as did the critics who heard her perform in Poland.

The young pianist had the distinction of receiving the unprecedented Special Prize, awarded by the Polish Society of Music Critics after her competition appearance. The accompanying citation read, "To Rebecca Penneys, a young and rare talent, who brilliantly burst forth upon the stage of the Seventh Chopin Competition at Warsaw, 1965." Poland recently honored her with an invitation from the Polish Artist Agency to return there in the 1966-67 season for a concert tour of Poland and other countries, including the Soviet Union.

Miss Penneys made her first public appearance at the age of 10. Since then, she has played many concerts in recital and with orchestra, some of which were sponsored by the Young Musicians Foundation of Los Angeles. At 13, she was the soloist in the 14th annual Los Angeles Music Festival and was the youngest artist ever to perform in the event. She has been invited to return as soloist in this year's Festival in May.

Prior to her Warsaw trip, Miss Penneys played recitals at Indiana University, St. John's College, Caltech, University of

Peace Corps sets placement tests

The Peace Corps Placement Tests will begin Wednesday, Feb. 23, and continue through Tuesday, Feb. 29.

This is a non-competitive hour test (30 min. general aptitude and 30 min. modern language aptitude) which may be followed by an optional one hour test of the applicant's ability in French or Spanish.

Applicants should bring their completed questionnaires to the test site with them.

All tests will be given in Bldg. 402. The test schedule is as follows:

- Wed. - Feb. 23 - 2 p.m., room 213, 7 p.m., room 209
- Thurs. - Feb. 24 - 10 a.m., 2 p.m., 7 p.m., room 209
- Fri. - Feb. 25 - 2 p.m., room 213
- Sat. - Feb. 26 - 10 a.m., room 209
- Sun. - Feb. 27 - 2 p.m., room 209
- Mon. - Feb. 28 - 2 p.m., room 213, 7 p.m., room 209
- Tues. - Feb. 29 - 10 a.m., 7 p.m., room 209

Oregon, and was the soloist with the Pontiac Symphony Orchestra and the Young Musicians Foundation Orchestra in Los Angeles.

Musicians join state board

Dr. Wendell Nelson, associate professor, and Dr. Roger Nyquist, assistant professor, both of the Music Department at the University of California, Santa Barbara have accepted positions as state examiners for the Music Teachers' Association of California. They are to evaluate students in piano and organ performances and music theory.

Evaluations are made on the basis of examinations that are a part of the state Certificate of Merit plan established by the Music Teachers' Association. Nelson and Nyquist will judge in Pasadena, Glendale, and Riverside and San Bernardino counties during the month of March.

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"ZEBRA IN THE KITCHEN"

GaUCHO five topped twice, hosts San Jose tomorrow

By JOHN R. PETTIMAN

Launching their five game home stretch drive, Art Gallon's UCSB cagers host unpredictable San Jose State in Robertson Gym tomorrow night with tip-off slated for 8:05 p.m.

The Spartans are returning the engagement which saw the Gauchos fall to them in San Jose, 71-52, nine games ago. Since then UCSB has scraped together three wins against six losses, the last two of the latter occurring last weekend.

The University of San Francisco's smooth and well oiled Dons glided past the more awkward functioning Gauchos, 97-64, in USF's Memorial Gym last Friday night, while Santa Clara hung on for dear life to win, 90-84, after enjoying a comfortable 20 point bulge in the second period on Saturday night.

It has been proven that past performances and scores have been virtually meaningless to those who have attempted to plot the play of the WCAC, but Santa Barbara followers can't help but to twitch a bit after seeing what Stu Inman's Spartans almost did to powerful USF, who needed Joe Ellis to bring the high riding Dons from five points behind with less than two minutes to play to their 75-74 victory.

Glimpsing back over the USF-GaUCHO battle last Friday, it is interesting to note that the Dons put it to the Gauchos without the help of Russ Gumina, who left his mark on the back of Russ Banko's neck rather than on the scoreboard.

Gumina, highly irked by following an exchange of verbal unpleasantries in which Banko got the best, retorted with a hatchet blow which left a knot of a godly proportion on Banko's nape. Referee Bob Herrold ejected Gumina for his flagrant personal foul, but if anything the Dons were aroused by Gumina's exit, quickly erased a six point UCSB lead (16-10) and went on to post their

31st straight victory at home.

Banko finished the game with high point honors (26), but it meant very little as his colleagues failed to help him out.

The Gauchos and Broncos were going to it nip-and-tuck in the first half of their tussle, but Santa Clara raced to a 67-47 lead midway through the second period.

Fine outside shooting from Dan Cobb (19 points), Ben Pope (17) and three key field goals by Marlin Roehl helped to close the gap as UCSB came to within 5 with 5 minutes remaining. A Bronco stall forced UCSB to foul and Santa Clara hit at the free throw line when it counted to preserve the victory, 90-84.

Frosh nine tops SBCC

Jim Duhamel's tie-breaking single in the top of the ninth drove in the winning run as the frosh baseballers defeated a pesty Santa Barbara City College team, 11-10.

Duhamel's single quickly gave the Frosh back a lead they had lost for the first time in the bottom of the eighth, 10-9.

A walk and a John McAloon double set the stage for Bob Riley's sacrifice fly, tying the score 10-10. Duhamel then followed with his blast that brought McAloon across for the winning tally.

The Gauchos left to a 3-0 lead in the top of the first, the big hit being John Burnett's double to knock in Jim Shaffer and Tony Pena, both of whom had singled their way on.

GaUCHO pitcher Ken Brownell had Santa Barbara City well under control until the seventh. City then tallied three unearned runs as a fly ball was dropped with two out.

The Frosh went into the eighth leading 9-5, but City exploded for five runs, two off Brownell and three off Bob Cocchia, the game's eventual winner, as they entered the frame trailing for the first time.

UCSB	301	101	032
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Brownell, Cocchia, and Clopper, White Blanco, and Stoll.

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Juniors victorious in interclass to inaugurate '66 track season

GaUCHO track opened up the 1966 season Saturday with the annual interclass meet. Topping their nearest competitors by 11 points, the junior class took first place honors, scoring 47 1/3 to the Frosh 36 points.

The juniors took seven firsts out of 16, with Jerry Durfee leading the attempt with a double win in the triple jump and the long jump.

Senior Rob Denhardt was the only other double winner, as he copped the 120 highs in 15.9 seconds followed by junior Gary Faysash, and running away from the pack in the 330 intermediates in 41.0.

In the 100 yard dash, senior Bob Cordero came from behind to nip Maurice Stevens in a time of 10.4, but he found the going a lot rougher in the 220 where three freshmen swept the event with Cordero coming in fourth. Winner of that race was Bob Oehlman, who sprinted home in 20.4.

Juniors Al Bennett and Steve VanCamp battled it out in the quarter mile with Bennett barely edging by to nip the tape in 51.4.

Invader Jim Anderson of the Santa Barbara Athletic Club outsprinted Reo Nathan in the

mile with a time of 4:16.9, while junior Steve Wright came in the winner in the halfmile endeavor in 2:01.6.

The one and a half mile trek ended up a four way tie as Jimmy Allen, John Brower, Mike Kimball, and Jeff Rawlings joined hands for a blanket finish in 7:04.1.

Opening day on the field found Coach Sam Adams smiling profusely. First of all, his fine junior leaper, Jerry Durfee, flew the air for great inaugural distances of 23'5" in the long jump and 44'5" in the triple jump. Durfee was backed up in the triple jump by Marsh Nelson who had an official 43' 10" jump and a 45'2" leap on a foul.

In the other jumping events, there was also cause for much glee on Adams' part, as sopho-

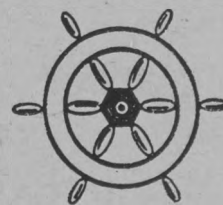
more Paul Vallerga went 6' 4 1/2" in the high jump, and sophomore Larry Laugenberg vaulted 13'6" in the pole vault.

Both men had fine support as junior Craig Simmons climbed 6'2" to back Vallerga and sophomore John Friedman catapulted himself 13'6" but lost on most misses.

Bob Engelstad threw the javelin 182'10" and put the shot 45', while Bruce Badeau tossed the javelin 184'6" to place a strong second to winner Bryan Downer who had a throw of 187'9".

Holland Seymour won the shot with a fine put of 49'4". Seymour, a junior, finished second to sophomore Bill Bradway in the discus. Bradway won that with a throw of 147'9". He also finished second in the shot with a good put of 48'6".

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Hardhitting Gauchos roll past Mustangs, drop doubleheader in three-game series

By RICH NATHANSON
Sports Writer

Although they outscored their opponents 20-14, the UCSB baseball team managed to win only one of their three-game weekend series with the Cal Poly Mustangs.

The first game, played here Friday, saw the Gauchos break open in the second inning with a seven run barrage.

Tony Goehring led off the rally with a long homerun to right center. Steve Cushman then followed with a double that hit the left field fence. Ron Chakan singled home Cushman two outs later.

Pitcher Jim David then lined a drive to center which the Mustang's Al Montana misjudged. David ended up on second and Chakan scored. Steve McClary then singled home David.

Gary McTaggart came on to pitch for Cal Poly, replacing Jeff Hearn and got a bad break when Bill Reuss' grounder was thrown away. Singles by Goehring and Cushman ended the frame, and the game.

Both Goehring and Cushman had perfect days, as Tony collected three hits in as many tries, while Steve had four safeties. Bill Reuss also hammered for the Gauchos, who show great lefthanded hitting power with Goehring, Reuss and David all swinging from the portside.

The final score was 13-4, with Jim David getting the victory.

Things weren't so encouraging after the team made its trip to San Luis Obispo to engage the Mustangs in a doubleheader.

Cal Poly's Jeff Carlovsky led them to a 6-4 win in the first game with a first inning three run homer, scoring Jim Duncan and Al Montna ahead of him. The blast climaxed an five run inning.

One bright spot for the visitor's was Jim David's pinch hit two run homer in the ninth that lowered the count to 6-4.

Chase Gregory pitched well for the victors and got credit for the win. Dave Rankin suffered the loss for UCSB.

The second game started off better for the Gauchos. Bruce Morton led off with a single, and both Bill Reuss and Neil Minami walked. In an attempt to pick Morton off third, catcher Dave Titsworth overthrew the bag, allowing Morton and Minami to score.

Tony Goehring continued his fine hitting with a four-bagger in the third, to give the Gauchos a 3-0 lead.

Cal Poly came roaring back, though, tallying once in the third and tying the score in the fifth.

The winning run came in the last of the seventh. Tom Everest started with a double, and Terry Ward drove in the game-winning run with a single.

Sophomore John Schroeder took the loss for the Gauchos while Bob Dorn got the decision for the victorious Mustangs.



ALSO A HITTER -- Jim David, who twirled the Gauchos to a season-opening win from the mound, found time to collect a double and a pinchhit home run over the weekend.

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TRW SYSTEMS

Asian flu crisis is past its peak

Hopefully, the flu epidemic on the UCSB campus has passed its peak, according to Dr. Moyne W. Lichlyter, staff physician at Student Health Center.

Monday and Tuesday were the worst days, with 850 students calling at the Student Health Service, most of whom complained of flu-like symptoms.

The Service's 20 beds were kept filled during most of the week by those whose condition required more than the usual rest and aspirin. Some of those hospitalized were given antibiotics for throat and lung infections.

The medical staff itself felt the bite of the bug, with six

to eight nurses and several doctors reported ill.

Dr. Lichlyter believes that laboratory tests now in progress will identify the flu as the Asian variety.

Patient-visits declined progressively on Wednesday, Thursday and Friday, he said.

Practicality stressed

(Continued from p. 1)

"We were told again and again that we were not going to change the world," Lillian Baer, a political science major who trained at Dartmouth, explained. "It was important that everyone understand this so that they wouldn't be disappointed later."

PRACTICAL APPROACH

Besides learning the academic subjects, trainees were taught practical skills. Leslie Baker, a history major who will be working on rural community development in Ecuador, told about a camping trip which the whole group took. "We brought our own goats and sheep and slaughtered them ourselves," she said. "Later we spent five days living in the homes of Mexican-American farm laborers, doing whatever type of work they did and living as they did."

Pat Palmer, a sociology major who will be teaching English in Thailand, received Thai food every Sunday during her stay at Northern Illinois University. "Thai food usually is very spicy. They especially use lots of curry, and we had to learn to eat it."

Before going abroad this summer, there will be further training for the new corpsmen. Lillian will travel to a small town in Quebec where she and others will teach English as a foreign language to French-speaking Canadian boys before traveling on to begin their actual work in one of the six countries of French West Africa.

Leslie and the others in her group will go to Puerto Rico for further training before coming on.

All five urged that those planning to join the Peace Corps apply for this program which they consider a valuable addition to the preparation of any Peace Corpsman.

Apply for Spurs

Application forms for 1966-67 Spurs are now available in the AS Office. All freshman women and first semester sophomores women with a 2.5 GPA, interest, and enthusiasm are encouraged to return their applications before Feb. 25.

Poetry contest offering prizes

Ina Coolbrith Memorial Poetry contest, open to all undergraduate UC students, is offering prizes of \$125, \$75, and \$50. The contest winner will be announced at UC Berkeley's Commencement Program.

Poems from this campus should be submitted to Mr. Ridland of the English Department by March 1. Local experts will

choose three poems to be transmitted to the Committee on Prizes at Berkeley for final judging.

Manuscripts must be typewritten and bear some distinguishing mark in place of the author's name. Attached to each

entry should be a sealed envelope bearing the author's distinguishing mark on the outside.

Inside the envelope each contestant should place his name, address, and class, so that the anonymity of the contestants may be preserved.

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Campus Calendar

TODAY

ACB, CH 1220, 4-5:30 p.m.

BRIDGE CLUB-INSTRUCTION SU, 7-10:30 p.m.

ELECTION COMMITTEE, Psy. 1327, 4-5 p.m.

GCF, Private home, 7:30-11:30 p.m.

MOUNTAINEERING, NH 2205, 6:30-8:30 p.m.

PENNEY'S PIANO CONCERT, CH, 8:30 p.m.

PERSHING RIFLES, 440-106, 7:30-9 p.m.

SPORTS CAR CLUB, PS 1100, 7-8 p.m.

PEACE CORPS PICTURE, SH 1128, 7-9 p.m.

LECTURE IN GERMAN: Psy, 1802, 8-10 p.m.

TOMMORROW

BRIDGE CLUB DUPLICATE, SU, 7-10:30 p.m.

CREW CLUB, SH 2119, 7-8 p.m.

FROSH BASKETBALL: Frosh vs. USC Frosh, R. Gym, 5:55 p.m.

NEWMAN CLUB, URC Bldg., 7:30-9:30 p.m.

SPORTSMAN'S CLUB, Fac. L., 7:30-9:30 p.m.

VARSITY BASKETBALL: UCSB vs. San Jose State, R. Gym, 8:05 p.m.

PEACE CORPS PICTURE, SH 1128, 7-10:30 p.m.

UPCOMING EVENTS

FILM: Peace Corps Picture, SH 1128, Wed. 4-5 p.m.

FILM: Phrateres, "Man's Favorite Sport," CH Fri. 6:30 & 8:30 p.m.

LECTURE: R. Armour, CH, Wed. 7-8:30 p.m.

LECTURE: George Stigler, "The Triumph of Ignorance Over Prejudice," CH, Wed. 4 p.m.

LECTURE: "Scientific Choice & Public Policy," CH, Thurs. 4 p.m.

LECTURE: "Continuity and Change in the History of Persia," Dr. Amin Banani, 431-101, Thurs. 4-5:30 p.m.

DANCE: Won Kyung Cho, CH, Thurs. 8:30 p.m.

CONCERT: Music Bowl, Thurs. 12 p.m.

SLIDES ON VIET NAM: SH 1004, Wed. 8-10 p.m. (UBF)

PEACE CORPS PANEL: Chem 1179, Wed. 7:30-9 p.m.

VARSITY BASKETBALL: UCSB vs. Loyola Un., R. Gym, Thur. 8:05 p.m.

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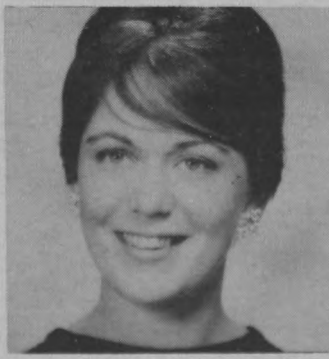
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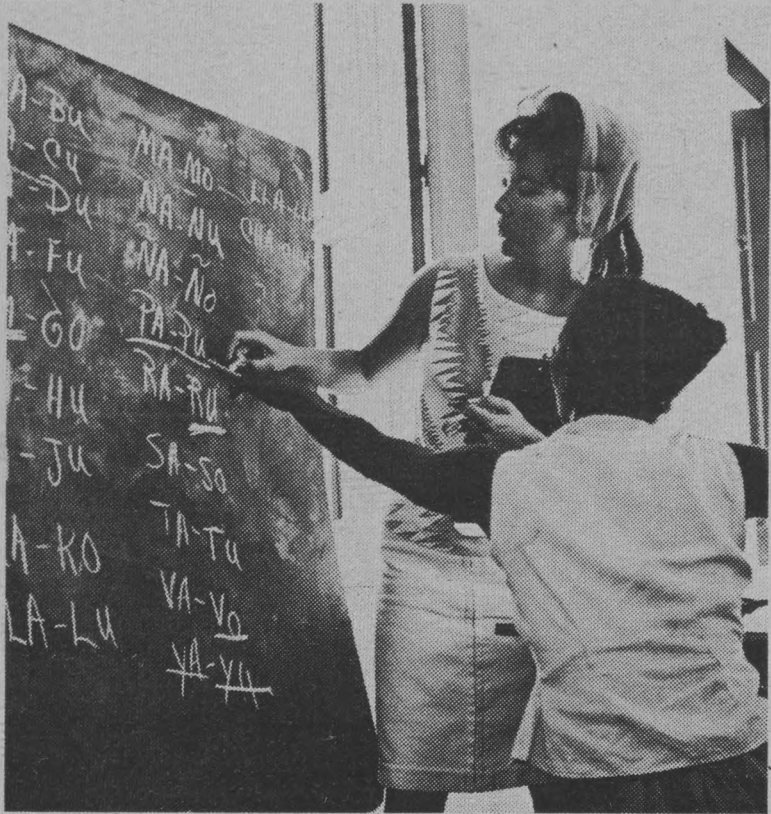
Fr. Martin Slaughter
Roman Catholic



Miss Pauline Hetland
Lutheran



Mr. Roger Saunders
U.R.C. Director



BUSINESS AS USUAL — Lynda Wilson, Brewster, Wash. (Univ. of Washington) returned to work as reading instructor at a leprosy hospital 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.

PEACE CORPS WORLD: 1966

FIFTH BIRTHDAY

Brash Idea for Waging Peace Comes of Age

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

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

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

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

Another measure of its effective-

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

Nation-Building in Africa

This concept is seen most readily in Africa, where in six years 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.

Doctor's 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.

18,000 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.

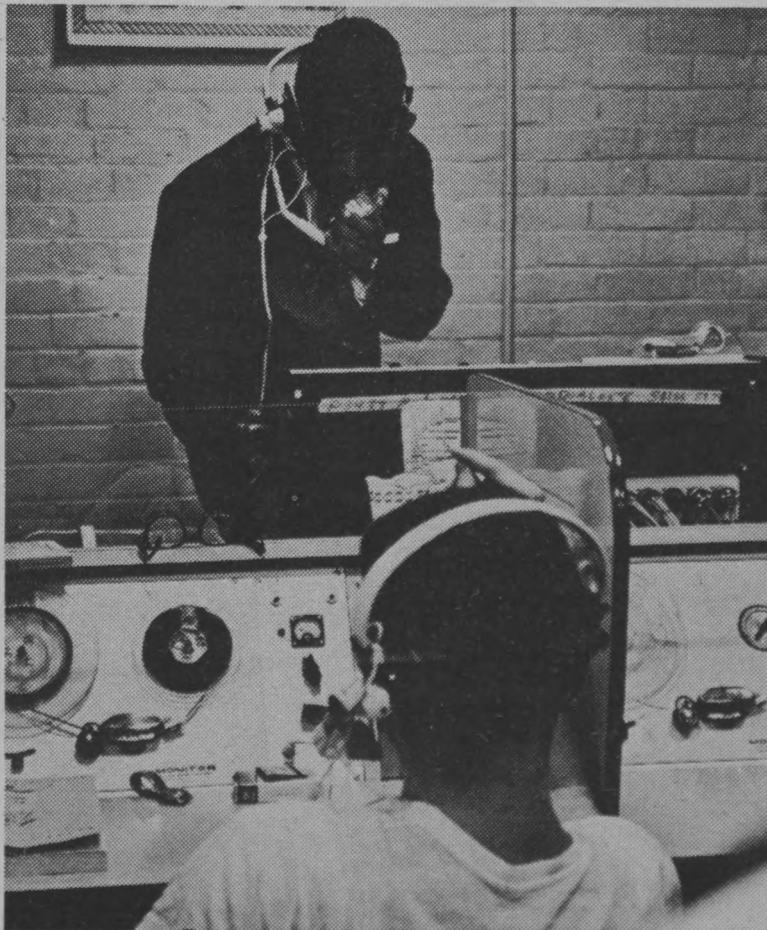
Already the effect of returned Volunteers is being felt in the nation's War on Poverty. More than 100 of them currently are engaged in the U.S. Office of Economic Opportunity anti-poverty program.

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;

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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.

THE INDIVIDUAL

Iconoclasts: Trees Do Not A Forest Create

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

WHAT'S ON THE INSIDE

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

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Q&A: Most asked questions about Peace Corps selection, training.

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

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

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

Pages 4, 5

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

Page 3

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

Page 2

"I 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

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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 returned from Philippines to join unique Peace Corps teaching project at Cardozo High School in Washington, D.C. 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 Hood Vaughn, right, with Sargent Shriver whom he replaced as Peace Corps Director in January. 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.

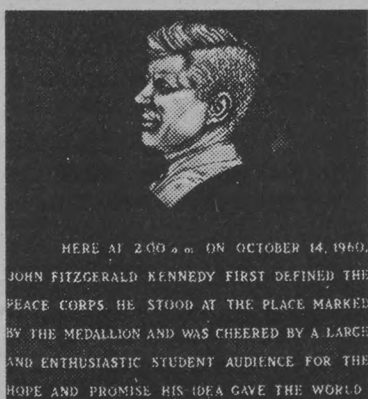
Today an engraved plaque on a front wall of the building calls attention to the fact that at that time and place John F. Kennedy first publicly mentioned the idea of a Peace Corps and defined its aims.

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, will depend the answer whether we as a free society can compete."

Impetus for the formation of a



HERE AT 2:00 a.m. ON OCTOBER 14, 1960, JOHN FITZGERALD KENNEDY FIRST DEFINED THE PEACE CORPS HE STOOD AT THE PLACE MARKED BY THE MEDALLION AND WAS CHEERED BY A LARGE AND ENTHUSIASTIC STUDENT AUDIENCE FOR THE HOPE AND PROMISE HIS IDEA GAVE THE WORLD

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

1961 there were 614 Volunteers in 13 countries.

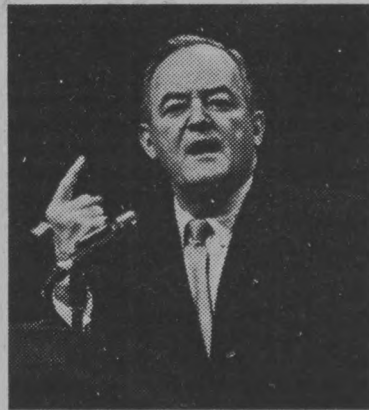
In some nations, the arriving Volunteers were greeted with shouts of "Go home, Yankees." Such taunts usually have been replaced by the request, "Send us some more Peace Corps Volunteers."

In nations long cynical about the motives of the great world powers, the Peace Corps approach was refreshing. By June 1962, more than 1,000 Volunteers were at work in 15 countries, and nearly 3,000 were in training. Agreements for Volunteers had been reached with 37 countries.

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

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

The waiting list of nations requesting Volunteers now exceeds 20.



VICE PRESIDENT HUMPHREY
Submitted First PC Bill

EDUCATION: How to Melt Freud's Ice Cap

What we found 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 proc-

esses of learning that will continue overseas, instead of trying to cram facts into Volunteers' heads during stateside classroom sessions.

The Task Force has recommended that even more of the training take

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

Many ingredients of these programs have already been successfully demonstrated:

- at the Peace Corps' own training centers in Puerto Rico and the Virgin Islands;
- in an experimental program at St. John's College at Annapolis where the seminar was the main form of instruction and field experience was provided through six weeks on *kibbutzim* in Israel;
- in a program at the University of Wisconsin largely designed and run by former Volunteers from India.

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 area for innovation. (See story at left.)

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

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

MAKING OF A PCV

Field Experience Supplements Classroom Training

Eight young hikers gained national attention the hard way shortly before Christmas, 1965, in a way that accidentally spotlighted the effectiveness of Peace Corps Volunteer (PCV) selection and training.

The eight trainees reaped headlines by getting lost in the Manzano Mountains of central New Mexico. But, as later stories were to report, they kept their heads and good humor.

Late in the fifth day of a scheduled four-day hike in sub-freezing weather, they were found none the worse for wear in rugged mountain-side terrain. According to Dr. David Benedetti, head of the Peace Corps training center at the University of New Mexico, they had beaten the elements because "these are bright and resourceful people."

The trainees, four men and four women, were the object of a massive one day and night air and ground search as rain and snow hid their trail on a training hike from Belen, N.M., to Manzano, a desert town southeast of Albuquerque.

"We were disappointed. We wanted to get to the other side of the mountain so badly," sighed Jane Whitmore, 25, after she and the other trainees were finally sighted by a search party.

"We Coped With It"

"The purpose of the hike was to see how we would react under stress," she said. "Well, we coped with it. At night we sat around the fire and sang Christmas carols. And the scenery was just beautiful."

From this heads-up attitude, it is

easy to see how these candidates for a Peace Corps project in Chile were invited to training, the last stop before going overseas.

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



LOST AND FOUND — Four of eight trainees lost briefly in New Mexico mountains walk back to camp. Hike's purpose was to see how group would react under stress. "We coped," said Jane Whitmore, second from left, of Manhasset, N. Y. (American Univ.). With her are, from left, Linda West, Hurst, Texas (Univ. of Texas and SMU); Judy Johnson, Pleasantville, N. Y. (Swarthmore College); and Sue Selbin, St. Paul (Univ. of Minnesota).

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

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

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

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

Self-Help Program

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

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



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

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

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

Tales of Two Villages

The study, however, is a human

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

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

Also related is the story of the

community of 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:

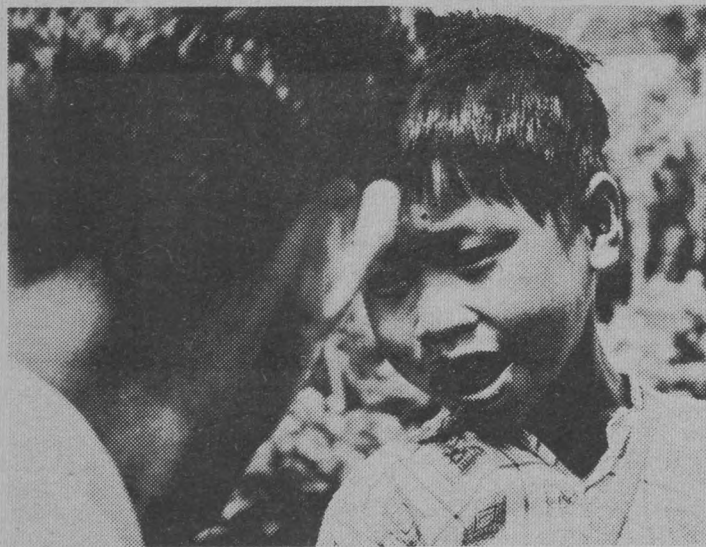
- Volunteers form one of the most effective channels for U.S. assistance.

- 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. 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 Thing'

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.

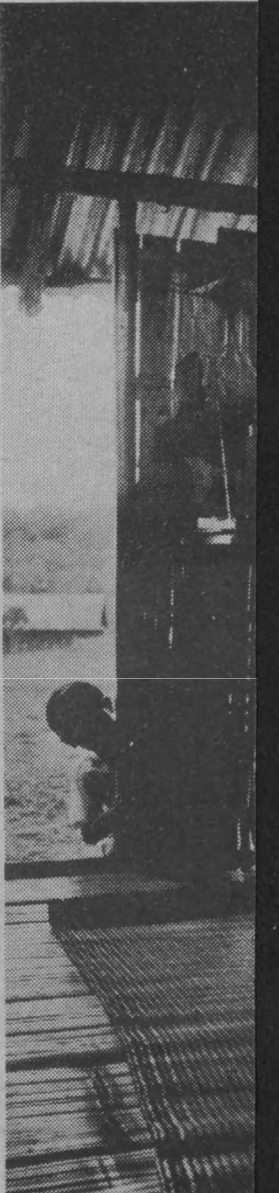
Half a million indigenous peoples called Muruts, Dusuns, Bruneis, Bajaus and Kedayans live there, as do 100,000 Chinese who form the bulk of the commercial community. Western civilization, blown ashore by the winds of the British Empire a century ago, maintains a foothold on the coast. Only recently 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."



AFTERNOONS—"I go bag and take off across faces are malaria, tub"

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 effect, he is a one-man foreign policy: an American speaking for himself.

No "Ideological Guidelines"

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

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

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

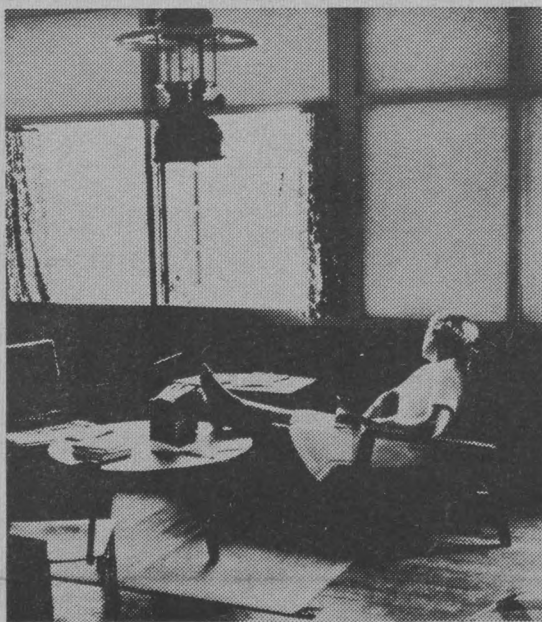
When You're Home'



visits. I pack my medicines into a shoulder pannies." The predominant diseases Beth neumonia and intestinal parasites.



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.



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

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



AFRICAN PROBLEM: THE GENERALIST

Undefined Person Meets An Undefined Project

By Louis Rapoport

Masingbe, Sierra Leone

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

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

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

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

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-iap; the fragrance of lilac, frangi-pani, 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, became a Volunteer in 1964.

Directory: '66 Overseas Training Programs

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

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

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

LATIN AMERICA

Community Development

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

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

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

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

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

Technical and Industrial Education

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

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

Education

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

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

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

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

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

Physical Education

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

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

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

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

Secretarial

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

Food, Agricultural and 4-H

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

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

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

Cooperatives

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

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

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

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

Public and Municipal Administration

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

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

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

Electrification

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

Educational Television/ Television Literacy

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

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

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



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.

DIRECTORY

Continued from Page 7

304. 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.

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

Public Works

306. 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.

Public Health

307. INDIA Volunteers will work in teams with Indian counterparts, traveling from village to village, giving informal classes and demonstrations on simple health practices, proper diets, preservation of foods, etc.

FAR EAST

Education

401. PHILIPPINES Volunteers will be assigned as co-teachers in elementary, secondary or normal schools as in-service teacher trainers. This is a "quality" program not designed to meet a shortage of manpower; particular emphasis will be in the areas of English, mathematics and science.

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.



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

DRAFT: DEFERMENT BUT NO EXEMPTIONS

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

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

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

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

Did you see the end of Dr. Strangelove?

please join the Peace Corps.

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: _____