

38 Train At Center

Corps Trainees Prepare To Assist Rural Bolivia

By Evelyn Rust

Skinner rabbits, killing chickens, shearing sheep and rehabilitating an abandoned poultry house for living quarters are involved in the "situational" training of the 38 Peace Corps trainees at the Nebraska Center.

The selection of individuals for overseas service is the primary purpose of the training program, according to Dr. Max E. Hansen, Director of the Bolivia Peace Corps Project.

"How the individual will represent the United States, whether or not he can live in the host country and what is best for the individual are the three elements in selection," Dr. Hansen said. Training for the Bolivia Project began June 20 and will continue through September 5.

At the request of the Bolivian government these trainees are being prepared to assist the rural people of Bolivia in the development of 4-S (4-H) clubs, animal husbandry, agricultural extension and the dairy industry.

The 13 women and 25 men including two married couples who are in training have been selected from a pool of several thousand candidates on file in the Washington Peace Corps headquarters. All Peace Corps projects are begun at the request of the host country, and trainees are selected as nearly as possible to fit the specifications outlined by that country.

"We do not expect to make experts out of these trainees in a short period of time. We must rely on what they al-

ready know and give them opportunity to examine themselves — their concepts, prejudices and biases," Hansen said. The esprit de corps is fantastic, and every trainee is totally immersed in the program, he continued.

A major responsibility of the staff is assessment and selection through interviews, various tests and continual observation. Trainees are judged on their persistence, initiative, reactions, ability to adjust, resourcefulness and personal responsibility.

The trainee's day begins at 5:45 a.m. with an hour of physical training. His day ends at 8:30 p.m. after two hours of language study. At the end of 11 weeks some 630 hours will have been spent in overall preparation.

Trainees must learn to speak Spanish fluently. Language classes of seven or eight students provide opportunity for active participation by each trainee which is a goal of the training program. Trainees are given 250 hours of language study.

Technical studies and field experiences in the areas of home economics, dairy and agricultural extension will require 160 hours.

"We cannot produce Bolivia in Nebraska, but we can provide a whole series of experiences which we hope will be related to what the trainees will be doing in Bolivia," Hansen explained.

Situations in Bolivia will require volunteers to ride a burro or walk 15 or 20 miles a day alongside Bolivian co-workers. For this reason 80

hours are spent in strenuous physical education and recreation. Trainees must be in top physical condition and are required to pass through medical examinations.

The study of Bolivia, America, world affairs and communism are part of the program. Trainees are also educated on how to care for their own health and live under native conditions.

The Peace Corps Bolivian program includes 152 volunteers working in the areas of public health and sanitation, rural community development, agriculture and university education.

Heifer Project, Inc. is responsible for the administration of the Peace Corps volunteers in Bolivia. Heifer Project is a private non-profit voluntary agency which works with Bolivian and American government agencies.

The current Bolivia project was undertaken by the University at the request of the Peace Corps. The staff is chosen from University personnel with the exception of a few specialized areas. Curricula is developed from Peace Corps material, working in close contact with Richard Hopkins, Peace Corps Project training officer.

The Bolivia Project is the third Peace Corps project on the University campus. The University signed a \$137,963 training contract with the Peace Corp last week. The training will prepare 50 volunteers for work in home economics and agricultural education in Colombia. The training will begin in August.

'Chicago Schools 40% White But No Big Problem'

Dr. Ben Willis, general superintendent of Chicago public schools, a visitor at the University last Tuesday, said only 40 percent of his system's enrollment is now accounted for by white pupils.

"But," he said, "I would not list integration as the major problem of education today. The real goal is still to provide better instruction for all pupils."

Willis addressed the School Administrator's Round Table luncheon at the Student Union, one of three special summer session events sponsored by the University's department of school administration and arranged by Dr. Dale K. Hayes, chairman.

"You can go into any strata of society," Willis said, "and find the power of education will make a great difference. We must provide a greater educational opportunity than in the past."

One of the real signs of progress in education, he said, is recognition "that nearly 100 percent of all the children of all the people can be taught and that they can be taught more effectively."

In Chicago, Willis said, more than 1,000 after-hours classes are conducted several times each week to give additional help to substantial groups of students.

Paying teachers for an extra hour to serve after-hours classes, he said, may very well prove much cheaper than requiring the students to do a year's work a second time. "and better, too," he added.

"I am still a champion of the neighborhood school," Dr. Willis said, "and I think more and more people are thinking about its value. After all, the transportation of pupils is not a major function of education but teaching is."

World Affairs Preview

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country, for example, have foreign students enrolled: the total is approximately 75,000. Your university here is one with a substantial enrollment of foreign students from many lands.

"There are only a few leading ideas I would like to emphasize and reinforce before I conclude.

"One is that our times have made possible this new educational component of our foreign policy; indeed, they have made it imperative!

"It has become possible because for the first time in history the Western World now has both the compassion and the capacity to assist less privileged nations, through education, along the road of social and economic progress.

"It has become imperative because for the first time in history survival is no longer a comfortable, philosophical issue. It has become an operational one.

"So what happens in the minds of men is vital to us all. Men have shaped the future in varied ways. A man by the name of Lincoln, a century ago, saw the gathering storm over slavery and was ready to pour the balm of his great understanding, sympathy, and charity into the wounds of a bitter civil war. A half-century later a man fired a bullet into an Austrian Archduke in a town in the Balkans, the first shot of World War I; and another man, Wilson by name, was pouring into the mainstream of the American democracy the ideas of 'The New Freedom'. These were ideas for domestic development that influenced the later accomplishments of other men, like Senator George W. Norris, who also left a marked impact on our national life.

"The crucial importance of what goes on in the minds of men—for good or ill—is clear beyond question. The opportunities to reach men's minds—to make information and understanding available to them—are unprecedented today. The effectiveness of exchanges and related activities in doing this job is well demonstrated.

"We therefore move ahead in the work of international education in the confident belief that education can be decisive over time. It can be the ultimate determinant of whether foreign policy is informed by knowledge and understanding, or inflamed by prejudice and passion, by dictatorial or demagogic leaders.

"Education can, in fact, be the ultimate deterrent—for our ultimate security truly lies in the minds of men," Battle said.

"Happily, we are committed to the further exploration of this 'inner space'—through exchanges.

"We are committed through Acts of Congress; and we are committed through the voluntary participation of the many thousands of organizations and individuals who play some part in the total effort we make through exchanges. As these opportunities expand in an ever more interdependent world we will need to reach new levels of citizen participation.

"In our national commitment to this course I believe we have made over the last two decades a national 'Declaration of Interdependence'—a statement of faith in the slow processes of education to serve the ends of mutual understanding. The programs of education to serve the ends of mutual understanding. The programs of exchange we conduct have already become, in Secretary Rusk's word 'one of the most powerful, although, quiet, elements in our foreign policy.'

"These are some of the ways in which I think education and foreign policy relate and interact. This is what I think our programs are really all about, and what the commitment the University of Nebraska and hundreds of other American colleges and universities have made is all about. The Bureau I have the honor to head plays a part in weaving or fusing the public and private sectors more closely together—in helping to create and sustain a kind of common enterprise in which we all have a part and in which, I believe, we can all take pride."

Coleman Holds Show At Sheldon

Prints by Thomas P. Coleman who has been described as the "most promising print maker in the Midwest," are on display this summer at Sheldon Art Gallery.

The exhibition of some 15 prints and drawings began last Tuesday and will continue through Aug. 2.

Coleman, instructor in art at the University, won the print prize at the Mid-America Exhibition at the Nelson Art Gallery in Kansas City, Mo. last month. During the past two years he has participated in 17 exhibitions and won five purchase awards.

His prints are included in many private collections. In addition, his prints are in the following collections: Library of Congress, Nelson Art Gallery in Kansas City, Mo.; St. Louis, Mo. City Art Museum; Springfield Art Museum, Springfield, Mo.; Hanover College, Hanover, Indiana; University of Kansas at Lawrence; Auburn University; Auburn, Ala.; and Waterloo Art Museum, Waterloo, Ia.

A native of Wichita, Kansas Coleman holds two degrees from the University of Kansas. His prints show varied techniques ranging from very like forms to straightforward naturalism.

Love Library Staff Prepares Supplementary Book List

Humanities Reading Room

Brehier, Emile, THE HELLIC AGE. First in a monumental seven volume work entitled the History of Philosophy, this particular volume deals with the work of the Pre-Socratics, Socrates, Plato and Aristotle. Later titles in the series will cover the entire area of European philosophy.

Newhall, Nancy, ANSEL ADAMS, vol. 1, THE ELOQUENT LIGHT. This is the first of a two volume set which is to be devoted entirely to the work of the photographer, Ansel Adams. There are marvelous photographs by Adams himself as well as a text dealing with his life and a fascinating description of his working techniques. Emphasis is placed on the painstaking care he takes to get just the right effect which will produce the exquisite photographs of nature for which Adams is so noted.

Maurois, Andre, THE WEIGHER OF SOULS AND THE EARTH DWELLERS. A new edition of two science-fiction tales by a noted French author is presented with an attractive format and striking illustrations by fiction in the pure sense of the word, but the former, THE WEIGHER OF SOULS, belongs with stories of terror and horror.

Arnau, Frank, THE ART OF THE FAKER. A sly quotation on the acknowledgments page sets the tone for this book: "According to the enlarged edition of his oeuvre catalogue, Corot painted over 2000 pictures. Of these, more than 5000 are in the United States." The methods of art forgers through the history of art gives an account of frauds and deceptions of all types of art.

Science Reading Room

Shapley, Harlow, THE VIEW FROM A DISTANT STAR; MAN'S FUTURE IN THE UNIVERSE. From a "distant star," man gets a bird's eye view of our galaxy. He sees evolution in the origin and spread of life, and himself as part of the evolving stellar space.

Fox, William W., CAREERS IN THE BIOLOGICAL SCIENCES. An engaging little book which points the way for vocations in the life sciences. Its well chosen photographs, imaginative writing (Example: "Coffee beans are not beans but the pits of cherries that are not cherries"), definitions of terms and stimulating reading list add up to a career book which is anything but dull.

Wrenshall G. A., THE STORY OF INSULIN. This book tells the dramatic story

of the discovery of insulin and its use in the treatment of diabetes. One section pictures the clinical history of the disease; another is a detailed explanation of how insulin works to control it. The appendix lists institutes, foundations and associations which provide support for further medical research.

Clark, George L., editor, THE ENCYCLOPEDIA OF X-RAYS AND GAMMA RAYS. A collection of articles written by specialists on all aspects of theory and practice. It includes a vast amount of practical details on instruments and techniques. Illustrations, tables, graphs, charts, diagrams and lengthy bibliographies make this reference work very useful.

Social Studies Reading Room

Mitford, Jessica, THE AMERICAN WAY OF DEATH, and Ruth Mulvey Haroer, THE HIGH COST OF DYING. Although both authors sometimes resort to sensationalism, they provide the reader with a great deal of information about the high cost of funerals and about the funeral industry. These books have been vehemently attacked and defended since they were published. The authors point out that membership in a memorial society can reduce the cost of a funeral a great deal. Both books include lists of such societies.

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