Syllabus for the Peace Corps Training Program

Secondary School Teachers for Nigeria

JUNE 29—AUGUST 30, 1962

University of California, Los Angeles
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. THE PROJECT</td>
<td>1</td>
</tr>
<tr>
<td>II. LIVING ARRANGEMENTS</td>
<td>3</td>
</tr>
<tr>
<td>III. THE STAFF</td>
<td>4</td>
</tr>
<tr>
<td>IV. COURSE OF INSTRUCTION</td>
<td>9</td>
</tr>
<tr>
<td>GENERAL</td>
<td>9</td>
</tr>
<tr>
<td>LANGUAGE</td>
<td>11</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>12</td>
</tr>
<tr>
<td>AMERICAN INSTITUTIONS, INTERNATIONAL RELATIONS</td>
<td>14</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>17</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION</td>
<td>19</td>
</tr>
<tr>
<td>AFRICAN STUDIES</td>
<td>20</td>
</tr>
<tr>
<td>V. THE TRAINEES</td>
<td>30</td>
</tr>
</tbody>
</table>

APPENDIX A - THE SCHEDULE.................... 1-10

APPENDIX B - MAP OF NIGERIA
In response to a request from the Nigerian Government, 89 Peace Corps Volunteers will be trained as teachers for Nigerian secondary schools and teacher training colleges at the University of California, Los Angeles, from June 29 to August 30. Another group of volunteers will be trained at UCLA during the fall semester. The training program will be administered by University Extension and sponsored by the African Studies Center and the School of Education.

Somewhat over 100 volunteers are presently teaching in Nigeria. They were trained at UCLA, Harvard University and Michigan State University during the summer and fall of 1961.

The volunteers will be assigned to all three regions of Nigeria, in both cities and rural areas. They will teach a variety of subjects, including history, English, geography, languages, mathematics, chemistry, physics, biology and several others.

The second Peace Corps training program of teachers for Nigeria will be held on the Los Angeles campus of the University of California. UCLA is one of nine campuses of the University of California, second in size to the University of California, Berkeley. Currently, UCLA has an enrollment of 18,700 full time students, 14,500 University Extension students attending evening classes on the campus, and a faculty of 2100. Research is conducted by 1690 full and part-time researchers and fellows. The facilities of the UCLA campus include a 1,500,000 volume library, the largest research library in the southwestern United States. Together with departments specializing in the traditional fields of study and growing library facilities are several research institutes, including the Institutes of Geophysics, Industrial Relations, International and Foreign Studies, Navigation, Transportation and Traffic Engineering; the Bureaus of Business and Economics Research and Governmental Research; and the Western Data Processing Center. Instruction is now offered in 17 foreign languages--15 European languages, 3 ancient, 10 Middle-Eastern, 5 Asian, and 13 African.

The facilities at UCLA are especially appropriate for a training program in African education. The Departments of Political Science, History, Economics, Anthropology and Sociology, as well as Linguistics and the language specialties, will provide quality staffing for these fundamental disciplines. But in particular, the newly developed curricula and faculty specialization in Comparative Education and African Studies will be utilized.

Under the leadership of Dean Howard Wilson, the School of Education has inaugurated a program in comparative education, with initial emphasis upon Africa. Comparative education, involving the study of educational
policies and programs within the cultural frameworks of different national
groups, is also deeply concerned with the processes by which educational
ideas are exchanged across national boundary lines. The graduate program
in comparative education at the UCLA School of Education draws its
methodology from the social sciences and is closely related to the world-
area Centers at the University. It includes a one-year general course
on comparative education; and a series of seminars dealing with education
in different cultural areas, and education as a force in international
relations.

The UCLA African Studies Center (one of four area studies centers
at UCLA—the others being the Near East, Russian and East European,
and Latin America) was formally constituted in 1959 under the direction
of Professor James S. Coleman. Among its students are sixty-five
visitors from the Congo, Ghana, Ethiopia, Guinea, Nigeria, and other
African countries. UCLA's overall resources in the African field are
substantial. Twenty-four permanent members of the UCLA faculty, repre-
senting eight disciplines, are concerned with the study of Africa.
The African Studies program attracts several visiting lecturers each
year. One of the features of the personnel resources at UCLA is that
scholarly interest in African phenomena was not generated by the pros-
pective establishment of an African Center but is firmly rooted in the
intellectual predictions and theoretical concerns of the faculty members
themselves.

As a result of this concentration of scholars concerned with Africa,
the UCLA library and map resources in Africa are, in several categories,
among the best in the nation. The UCLA library is a repository for more
than 45 African newspapers, and has one of the largest and most com-
prehensive African map collections in the nation. It subscribes to the
leading scholarly journals concerned with Africa and is one of the lead-
ing national repositories of documents and reports of African governments.
UCLA also has rich course offerings in the African field, with 46 courses
directly centered on Africa and African languages and 57 other courses
on closely related subjects. Forty-six graduate students and 73 under-
graduates are in the African studies program, and 488 students took
courses directly concerned with Africa last year. Thirty students have
fellowships or scholarships in African studies.

The combined energy and intelligence of the Peace Corps trainees,
together with the high qualifications of the Peace Corps teaching
staff, should make the period of training and later work and study in
Nigeria a time of real accomplishment, both in service to the democratic
idea and service to a great African nation.
LIVING ARRANGEMENTS

The Volunteers will be housed and fed in Mira Hershey Hall on the UCLA Campus. The majority of the classes will be held in Hershey Hall and classroom buildings nearby.

The mailing address of the Volunteers will be:

Peace Corps Program
Mira Hershey Hall
801 Hilgard Avenue
University of California
Los Angeles 24, California

The meal schedule at Hershey Hall will be:

Monday through Friday        breakfast 7:00 - 8:30
                              lunch    11:30 - 1:30
                              dinner  5:30 - 7:00

Saturday                     breakfast 7:00 - 8:30
                              lunch    12:00 - 1:00
                              dinner  5:30 - 6:30

Sunday                       brunch    10:00 - 11:00
                              dinner  4:30 - 5:30

Laundry facilities, located on every floor of Hershey Hall, are equipped with tubs, coin-operated washers and dryers and ironing boards.

Recreational facilities, including ping-pong, volley ball, checker sets, badminton, playing cards, television and tennis courts, are readily available. The University swimming pool will also be open.

The Peace Corps Library is located in room 2119 of Hershey Hall. Volunteers will also be issued library cards for the University Library. Necessary supplies and books for classroom work will be issued as needed.

Religious services of many denominations are held regularly in Westwood Village within short walking distance of Hershey Hall.

The allowance for each Volunteer is $2.00 per day while in training at UCLA. Checks will normally be issued bi-weekly. However, the first check will be issued by Thursday, July 15th, covering the period from June 29th to July 7th, and will also include a laundry and dry cleaning allowance of $10.00.
COORDINATING STAFF

Director of Studies..................Dr. Howard A. Swearengin
                                      Professor of Political Science

Project Administrator................Dr. Elwin V. Svenson
                                      Associate Director, University Extension

Administrative Assistant.............Mrs. Mary Jane Hewitt
                                      University Extension

Evaluation Officer..........................Dr. David W. Palmer
                                      Counseling Psychologist,
                                      Student Health Center

Medical Consultant....................Dr. George R. Pieper
                                      Consultant Internal Medicine,
                                      Student Health Center

Project Psychiatrist..................Dr. Harrington V. Ingham
                                      Associate Clinical Professor,
                                      Psychiatry and Chief Psychiatrist,
                                      Student Health Center

Project Secretary......................Miss Ruth Mari Asimow

Project Assistant......................Mr. Malcolm Valentine
                                      Peace Corps, Washington Training Officer
                                      Mr. Wray Smith
                                      Peace Corps, Washington Field Selection Officer
                                      Mr. John Boulger

UCLA FACULTY ADVISORY COMMITTEE ON PEACE CORPS

Dr. James S. Coleman..................Chairman
                                      Director of African Studies Center and
                                      Professor of Political Science

Dr. Charles E. Young.................Assistant Chancellor

Dr. Jesse A. Bond.....................Professor of Education

Dr. Wendell P. Jones..................Assistant Professor of Education

Dr. Abbott Kaplan.....................Associate Dean, University Extension and
                                      Professor of Education

Dr. Benjamin E. Thomas..............Associate Professor of Geography
INSTRUCTIONAL STAFF

Language
Mr. Anthony Kirk-Greene
Head of the Department of Public Administration, 
Ahmadu Bello University, Zaria, Northern Nigeria 
(Language Coordinator and Instructor in Hausa)

Mr. Afolabi Ajayi (Informant in Yoruba)
Mr. Benjamin Akpati (Informant in Ibo)
Mr. Lawrence Boadi (Instructor in Ibo)
Mr. John Chuwang (Informant in Hausa)
Mr. Kenneth C. Hill (Instructor in Yoruba)
Mr. Robert Wilson (Instructor in Hausa)

Physical Education
Mr. Gerald W. Gardner
Junior Supervisor, Physical Education

Mr. Jack F. Keogh
Assistant Professor of Physical Education

Public Health
Dr. Donald T. Rice
Lecturer in Public Health and Counselor for 
International Students (Public Health Coordinator)

Dr. Ruth A. Boak
Professor of Infectious Diseases, Medical Center

Dr. George G. Browning
Lecturer in Public Health and 
Assistant Clinical Professor of Preventive Medicine

Dr. John M. Chapman
Professor of Public Health

Dr. Gladys A. Emerson
Professor of Nutrition, Department of Public Health

Dr. John F. Kessel
Professor of Infectious Diseases, Medical Center

Miss Daisy Martin
American National Red Cross, 
Westwood Branch, West Los Angeles

Dr. A. Frederick Rasmussen
Professor of Infectious Diseases, Medical Center
Dr. Findlay E. Russell  
Director of the Laboratory of Neurological Research,  
Los Angeles County General Hospital and Associate  
Professor of Neurophysiology, Loma Linda University

Mr. Charles Senn  
Department of Public Health

Dr. Robert Zaitlin  
Psychiatrist, 12326 Sunset Blvd., Los Angeles  
California

Education  
...  
Dr. Jesse A. Bond  
Professor of Education and Director of  
Supervised Teaching

Teaching Supervisors:

Mr. John C. Holt  
Principal, Los Angeles High School (Coordinator)

Mr. J. Leroy Dooley  
Principal, Los Angeles Summer Session High School

Dr. Helen Rogers  
Principal, Pasteur Summer Session Junior High School

Dr. Wendell P. Jones  
Assistant Professor of Education and Program  
Director - 1961, Peace Corps "Teachers for Nigeria"  
Training Project

Dr. Doyce B. Nunis  
Assistant Professor of Education and History

Miss Fe Torres Otanes  
Research Linguist, Department of English

Dr. Warren O. Stevens  
Coordinator, International Contract and Training Programs,  
Audio-Visual Center, Indiana University

Dr. Richard H. Wetter  
Assistant Professor of Education

Dr. Howard E. Wilson  
Dean of the School of Education

Dr. Merlin C. Wittrock  
Assistant Professor of Education
American Institutions, International Relations, Communism

... Dr. Richard Longaker
Associate Professor of Political Science (Coordinator)

Mr. Theodore Adams
Nigerian Desk, Department of State

Dr. David S. McLellan
Associate Professor of Political Science
University of California, Riverside

Dr. H. Laurence Miller, Jr.
Assistant Professor of Economics

Dr. Raymond J. Murphy
Assistant Professor of Sociology

Dr. David Rapoport
Assistant Professor of Political Science

Dr. Howard R. Swearer
Assistant Professor of Political Science

African Studies

... Dr. James S. Coleman
Professor of Political Science and Director, African Studies Center (Coordinator)

Dr. Paul Bohannan
Professor of Anthropology and Chairman of the Center for Social Science Research in African Affairs, Northwestern University

Dr. Laura M. Bohannan
Research Associate and Lecturer, Evening Division, Department of Anthropology, Northwestern University

Dr. Mantle Hood
Associate Professor of Music and Director, Institute of Ethnomusicology

Mr. Anthony Kirk-Greene
Head of the Department of Public Administration, Ahmadu Bello University, Zaria, Northern Nigeria

Dr. Igor Kopytoff
Assistant Professor of Political Science, Brown University

Dr. Jean Kopytoff
Assistant Professor of History, Swarthmore College

-7-
Dr. Peter McLoughlin  
Acting Assistant Professor of  
Business Administration  
University of California, Los Angeles  

Mrs. Margaret C. Nixon  
Pacific Palisades, California  

Dr. Simon Ottenberg  
Associate Professor of Anthropology,  
University of Washington  

Dr. Phoebe Ottenberg  
Seattle, Washington  

Dr. Arnold Rivkin  
Director of the African Economic and  
Political Development Project,  
Center for International Studies,  
Massachusetts Institute of Technology  

Dr. Roy Sieber  
Associate Professor of Art, University of Iowa  

Dr. Richard L. Sklar  
Assistant Professor of Political Science  
Brandeis University
COURSE OF INSTRUCTION

GENERAL

The program has been designed with three basic objectives in mind: to equip the Peace Corps Volunteer with the necessary skills and information so that he may better perform his assignment in Nigeria; to prepare the volunteer in such a way that his Peace Corps experience will be richer and more rewarding personally; and to permit the volunteer and the Peace Corps to become better acquainted with one another before assignment overseas. In pursuit of the first objective, the volunteer will be given instruction and practice: in educational techniques and practices applicable to Nigeria; public health and first aid; African studies; physical education; and the teaching of English as a second language. The studies in American Institutions and Problems and International Relations will provide a perspective from which the volunteer may better understand and appreciate his own country and its relations with Africa and Nigeria. The African area studies will make the volunteer a more acute and perceptive observer of the African scene.

The Peace Corps Volunteer in Nigeria has a unique opportunity to become intimately acquainted with a society differing from his own and with a nation, recently independent, going through an exciting and crucial period in its national life. It follows that the better understanding a volunteer has of the cultures, institutions and problems of Africa and Nigeria, the more effective teacher he can be.

The volunteers will not emerge from the nine weeks program experts in all the fields of instruction. Nor will the staff attempt to give the volunteers a comprehensive and neatly wrapped packet of information. The staff does intend to assist the volunteer in his own independent quest for knowledge and skill. The volunteer will be expected to engage in constant and serious inquiry and study; but the volunteer will not be expected, for example, to read every book on the list; to have fluency in the native language, or to be a qualified Africanist. Although there will be occasional testing of the volunteer's progress, the major and constant motivation of the volunteer should be to prepare himself to be the best possible teacher in Nigeria and to gain an effective understanding of both American and Nigerian cultures.

In planning the program, we have had the benefit of experience with the previous UCLA Peace Corps Nigerian Program during the fall of 1961. Information has been gathered from volunteers who have been in the field for six months. Both the Director of Studies and the Project Administrator have visited widely with volunteers in Nigeria. The present program attempts to make the fullest possible use of this material.

By the use of written reports from volunteers in Nigeria, slides of school facilities, and discussions with staff members who have visited the volunteers in Nigeria, it will be possible to give the trainees a more concrete and comprehensive conception of their future assignment. This should allay some anxiety about their future experience, heighten trainee motivation.
by showing the direct relationship between the course of instruction and future assignments, and enable the trainee to prepare himself better physically and mentally for his duties in Nigeria.

On the basis of previous experience, several modifications have been made in the program. The number of formal lectures has been reduced and considerably more time allotted to various forms of direct student participation in the training process through seminars, group and individual projects, and individual study. Greater emphasis has been placed upon preparation for teaching in Nigerian Secondary Schools through student development of syllabi and lesson plans based on examinations employed in Nigeria. Instruction will be given in the construction and use of visual aids, science equipment and other teaching devices suitable for Nigeria. The teaching of English as a second language will be emphasized, particularly for those volunteers who will teach English. In response to specific needs encountered by volunteers, instruction will be given in such practical matters as the establishing of school libraries, coaching sports popular in Nigeria, and the operation and maintenance of motor vehicles.

Informal contact between the faculty and the trainees during the meals and recreational hours will be encouraged as an important part of the training program. Many of the faculty have had extensive experience in Africa and Nigeria, experience which they can best share through informal discussions. Likewise, contacts between African and Nigerian students studying at UCLA and the trainees will be encouraged. Several Nigerians are participating in the training program as language informants and librarians and will live with the trainees. Still other Nigerian students will give occasional reports on their personal experiences with Nigerian education and life in general.
LANGUAGES

Comments from volunteers now in Nigeria indicate that language training was a valuable part of the previous UCLA training program, in 1961. Although instruction in Nigerian secondary schools is given in English, some knowledge of the native language frequently facilitates classroom communication, especially in the lower forms. This is particularly true in the Northern Region where volunteers have found some knowledge of Hausa very helpful. Apart from the classroom, some facility in the native language has enabled many volunteers to relate more easily to the local population. A knowledge of the native language is particularly useful in the market.

Volunteers will not be fluent in native languages upon arrival in Nigeria. However, they should be able to carry on simple conversations. Perhaps more important, the volunteers will have a basic language foundation upon which they can build while in Nigeria. A number of volunteers in Nigeria after six months had already developed some ease with the native language.

Instruction will be given in Hausa, Ibo and Yoruba, the three major indigenous languages of Nigeria. A volunteer will study the language suitable for his probable place of assignment. Language classes will be held five hours per week in groups of 15. Language classes will also provide a medium for instruction in local customs.

Under the supervision of Dr. William E. Welmers of UCLA and Mr. Anthony Kirk-Greene, instructional materials in Yoruba and Ibo have been prepared especially for the UCLA Peace Corps Nigerian Training Program.
PUBLIC HEALTH TRAINING

The purpose of the Public Health Training Program is to acquaint the volunteers with the major diseases and health hazards in Africa, to teach them good health practices and to train them in first aid. In addition, there is a section on mental health. It goes without saying that to be effective teachers the volunteers must be in good physical and mental health. Instruction will be given in the form of lectures, seminars and films. Dr. Donald Rice, Lecturer in Public Health and Counselor for International Students, is the coordinator for Public Health Training.

The following subjects will be covered:

- Climate and Health (Rice)
- Personal Hygiene (Rice)
- Causes and Transmission of Disease (Rice)
- Health Kits (Rice)
- Mental Health (Zaitlin)
- Poisonous Reptiles (Russell)
- Nutrition (Emerson)
- Contact Diseases (Boak)
- Immunity (Kessel)
- Animal Parasites of Man (Kessel)
- Water and Food Borne Diseases (Kessel, Chapman, Browning)
- Insect Borne Diseases (Kessel)
- Zoonotic Diseases (Kessel)
- Respiratory Diseases (Rasmussen)
- Sanitation in Nigeria (Senn)

Miss Daisy Martin of the American Red Cross will give ten hours of instruction in first aid.
I. BOOKS GIVEN TO VOLUNTEERS

American Red Cross First Aid Book.

II. BOOKS IN PEACE CORPS LIBRARY


Scott, H. G. Public Health Aspects of Survival in the Primitive Environment. Atlanta, Georgia: Communicable Disease Center, PHS, USDHEW.


III. MISCELLANEOUS PAMPHLETS

Medical Kit. (A five-page mimeographed descriptive listing of items to go into a medical kit.)

Health Hints for the Tropics.

The Preservation of Personal Health in Warm Climates.

IV. FILMS SHOWN TO VOLUNTEERS

Manson's Blood Flukes - Film No. PMF-5027

African Trypanosomiasis - (MN 6839) 1951.

Basic Biology of Bacteria - (S-174) 1950.

Native Food Hazards, I and Native Food Hazards, II and Native Food Hazards III (MF 8-8232)-I (MF 8-8233)-II and (MF 8-8234)-III

Personal Health in the Jungle - Air Force (TF 1-4271)

Personal Hygiene (TF 8-1665)

The fundamental objective of the staff is to produce a firm grasp of the traditions, ideals, and operations of democratic institutions in the United States as well as an understanding of the principles and realities which govern the use of political power in the domestic and international spheres. The intention is to quicken the volunteers' comprehension of the key issues of politics and to increase understanding of the major domestic and international issue since World War II. Although time will permit a detailed analysis of only a few of the current major problems, a sense of the political will be encouraged, thus enabling the volunteers to see political events more perceptively, to view the interchange of political interests more realistically, and to articulate democratic values more convincingly. In sum, it is expected that the volunteers will be able to use honest political ideas effectively without having to rely upon the shaky apparatus of slogans. An understanding of the political forces at work in the world should make each volunteer sensitive to current events as they unfold.

Ultimately, the curriculum will be directed toward a positive formulation of the concept of constitutional democracy with both explicit and implicit comparisons with Soviet totalitarianism. Core ideas such as equality, the rule of law, political pluralism, individual rights, together with the operation of limited government through federalism, the distribution of power among Congress, the Presidency, and the Supreme Court, and the Bill of Rights, will be discussed. The formulation of foreign policy and foreign policy techniques in a democratic system of government, as well as current American foreign policy in key areas of the world, will be covered in some detail. Lectures and discussion sessions will be devoted to the structure of American society and current social issues, the American system of private property, welfare economics, and the theory of free competition. There will be a thorough treatment of the civil rights issue, emphasizing the marked advances within the last decade. The principles and problems of government will be illustrated by reference to current issues in the United States and the world.

As for the method of instruction, lectures will be combined with discussions, seminars, and brief reports by the volunteers. Emphasis will be placed on individual initiative, inquiry, and participation, rather than on formal lecture presentations by the instructor.

The basic pattern will provide for an introductory lecture, followed by discussion of materials read previously. In several meetings, reports will be given—for example, the United States and Cuba, American policy toward the Congo, the Soviet Union and arms control, Negro voting in the United States, private associations in the United States, United States policy toward Portuguese Angola, etc.) which will be questioned by "Nigerian" critics, and, in turn, elaborated upon by selected volunteers. The dialogue should carry beyond the formal meetings and enrich the capabilities of the volunteer abroad.
I. BOOKS GIVEN TO VOLUNTEERS


II. BOOKS IN PEACE CORPS LIBRARY


Barth, Alan. *The Price of Liberty*.

Blackmer and Millikan. *The Emerging Nations*.

Clark, Thomas. *The Emerging South*.

Cleveland, Harland (ed.). *The Overseas Americans*.


Daniels, Robert. *The Nature of Communism*.

Decisions, 1962

DeTocqueville, A. *Democracy in America*. 2 volumes.

Doud, Douglas F. *Modern Economic Problems in Historical Perspective*.

Golding, W. *Lord of the Flies.*

Graebner, N. *Cold War, 1945-62*

Hook, Sidney. *Marx and the Marxists.*

Khrushchev's *Mein Kampf.* (A paperback with an introduction by Harrison Salisbury).


Lincoln, C. E. *The Black Muslims in America.*

Lipset, S. M. *Political Man.*

Lipset, S. M. *Class, Status, and Power.*

Longaker, R. P. *The Presidency and Individual Liberties.*


Seton-Watson. *Neither War Nor Peace.*

Ulam, Adam. *The Unfinished Revolution.*

III. MISCELLANEOUS NEWSPAPERS AND PERIODICALS

Reporter.

Washington Post.

Christian Science Monitor.

Newsweek.

Time.


EDUCATION

The education section is a central part of the instructional program. It may be divided into the following sub-categories: comparative education, practice teaching, educational psychology and methods, visual aids and instructional equipment, teaching English as a second language, and special work on Nigerian syllabi and lesson plans. An informal, but integral and significant part of the instruction will be both written and oral reports about teaching experiences by volunteers now in Nigeria by staff members who have taught in Nigeria or have observed the volunteers in the field and by Nigerian students at UCLA.

Instruction in comparative education will emphasize the Nigerian educational system, including such subjects as: English influence; present patterns of organization, enrollments, types of institutions and plans for expansion; the Nigerian secondary school (the compound, student life, faculty-student relationships and faculty-headmaster relationships); the Nigerian secondary student; the teachers' life; the syllabus and its use; and Nigerian educational terminology. In addition, several sessions will be devoted to the development and nature of American education and some comparisons and contrasts between Nigerian and American education will be drawn.

A considerable portion of time will be devoted to practice teaching and work on educational methods in the Los Angeles school system. For those volunteers who have not taught, this will provide an opportunity for them to prepare lesson plans and handle classes under expert supervision. For those who have taught, this will provide opportunities for the staff to observe the effectiveness of their teaching, and for the volunteers to brush up on new techniques.

Coordinated with the practice teaching, will be intensive work on the preparation of syllabi, lesson plans, and teaching materials suitable for the Nigerian secondary schools. The volunteers will be divided into groups by subjects they may be expected to teach. Working with sample syllabi, Nigerian examinations and a wide variety of books and materials utilized in Nigerian secondary schools which have been collected in Nigeria by the staff, each group will draw up syllabi and lesson plans. It is expected that the experienced teachers in each group will provide the main leadership. Syllabi and lesson plans will be checked for substantive content by the UCLA Peace Corps staff and for methodology by the supervisors of practice teaching.

All volunteers will be given some instruction in the teaching of English as a second language. The prospective English teachers will be given intensive work in the field.
EDUCATION

I. BOOKS IN PEACE CORPS LIBRARY


Mellanby, Kenneth. The Birth of Nigeria's University.

II. MISCELLANEOUS PAMPHLETS

Our University College.

III. BOOKS ON RESERVE, MAIN LIBRARY

Ashby, Eric. Investment in Education.

Bryan and Westermann. Languages of West Africa.

PHYSICAL EDUCATION

The physical education course is intended to provide a program of physical conditioning and training in British and American sports and games appropriate for teaching in Nigeria. The program of physical conditioning will include individual testing, circuit training, and maintenance routines suitable for long term use. The sports and games program will include both active participation and analysis of skill and game elements. The course will provide increased personal fitness and game competencies. Students will be exposed to knowledge of technique and performance which will aid them in teaching methodology.

Stage 1

General Orientation
Brief historical and cultural background of physical education
Purpose and scope of the course
Tour of facilities and administrative detail
Orientation to the testing and follow-up procedures
Gather background information on participants

Stage 2

Testing - Physical Inventory
Strength
Endurance
Flexibility
Somatotype Classification

Stage 3 - 30% conditioning, 50% skill development and 20% discussion and teaching methods.

Interpretation of test results
Set up individual conditioning programs suited to age, sex, build and present condition
Training Program
Circuit training tailored to individual requirements
Maintenance routines suitable for long term use
Sport Fundamentals
Running, jumping, throwing, kicking, catching and falling will be analyzed and developed to a reasonable degree
Sport Skills
Basketball
Volleyball
Softball
Swimming
Soccer
Track and Field
Field Hockey
Cricket
Games of low organization (e.g. wall games, kickball)
Discussion Topics: concurrent with participation in programs of conditioning, sports and games

Principles of Conditioning
(Specificity of strength, endurance, and flexibility; research oriented)

Scientific Basis of Weight Training
(Description of circuit training and anticipated results)

Classifying the Human Body
(Relation to body image, significance for selection of activities; Limitations for human performance)

Exercise and Fitness
(The role of anti-gravity muscles; health aspects of exercise)

Weight Control and Diet
(Effects of excess weight; fads and fallacies; relation of exercise to weight control)

Principles of Motor Learning
(Motivation, effects of practice, aging and skill)

Stress, Tension and Relaxation
(The effects of stress; need or ability to relax; relaxation techniques)

Personal, Social and Cultural Factors Related to Physical Education (Factors influencing activity selection; the effects of participation on the self)

The Role of Sports in American Life
(Participation and spectatorship; historical development and present status)

Stage 4

Evaluation
PHYSICAL EDUCATION

I. BOOKS GIVEN TO VOLUNTEERS


II. BOOKS IN PEACE CORPS LIBRARY

Doherty, Kenneth. Modern Track and Field.


III. MISCELLANEOUS PAMPHLETS

AFRICAN STUDIES

A rich and varied program in African studies has been prepared, including instruction in: anthropology, history, political science, economics, geography, art and music. This portion of the training program will provide the volunteers with some general knowledge of Africa and with a greater fund of detailed information on Nigeria. It is hoped that this will aid them in the understanding of the peoples with whom they will work and that it will also provide them with a basic perspective on Nigeria and Africa which they will be able to enlarge through their own personal experience.

The anthropology section will be concerned with a broad survey of traditional African culture and society, and a more intensive study of the cultural and social features of the major ethnic groups in Nigeria. In addition, emphasis will be given to the problems of social change in Africa and Nigeria, particularly in relation to urbanization, changes in family and other kinship groupings, the development of Moslem and Christian religions, and the problem of tribalism. While the staff and students of the schools where the volunteers will be teaching do not strictly follow traditional ways of life, indigenous cultures still play important roles in Nigeria as a whole.

The material on history will include some comments on the history of Africa and more detailed lectures on Nigerian history. The history of the origin and movements of Nigerians will be covered, as well as the influence of the Western world on Nigeria and the reactions of Nigerians to this influence.

In the field of political science attention will be given to the rise of politics in West Africa and to the nature of Nigerian politics and political institutions. This is to be followed by analysis of the role of Nigeria in West African politics today, in the Pan-African movement, and in international politics.

The economics and geography portions of the program will be directed to the presentation of information on the geographic background of productivity in Nigeria, and to discussions of problems of economic development and change. The lectures on arts and music will involve the study of traditional arts, the rise of new art forms—particularly literature—and the use of aesthetic forms as expressions of the changing social scene in Nigeria.
AFRICAN STUDIES

I. BOOKS GIVEN TO VOLUNTEERS

...Continued...

AFRICAN STUDIES

I. BOOKS GIVEN TO VOLUNTEERS

Africa and the United States: Images and Realities. Final Report of
the 5th National Conference of the U.S. National Commission for UNESCO,

Coleman, James S. Nigeria: Background to Nationalism. 1958.


Hodgkin, Thomas. "A Note on the Language of African Nationalism," in

Hughes, Langston. An African Treasury.

Legum, Colin. Pan Africanism.

Ottenberg, Simon and Phoebe. Cultures and Societies of Africa.

Rutherford, Peggy (selector and editor). African Voices.

Rivkin, Arnold. Africa and The West--Elements of Free-World Policy.

Sklar, R. L. and Whitaker, C. S. "Nigerian Political Parties" for
Coleman and Rosberg, Jr., forthcoming Political Groups in Middle
Africa.

II. BOOKS IN PEACE CORPS LIBRARY


Achebe, Chinua. No Longer at Ease.


Biobaku, Saburi O. The Egbas and Their Neighbours.

Brett, Mr. Justice L. (ed.). Constitutional Problems of Federalism in
Nigeria.

Reprinted from South Atlantic Quarterly, IX, No. 1 by Duke University
Commonwealth Studies Center.

Reprinted from the Winter, 1960 issue of Public Administration.

Crowder, Michael. The Nigerian Story.
II. BOOKS IN PEACE CORPS LIBRARY (Continued)

Dike, Kenneth O.  **Trade and Politics in the Niger Delta.**


Ekwensi, Cyprian.  **Jagua Nana.**

English, M. C.  **An Outline of Nigerian History.**

Epelle.  **The Promise of Nigeria.**

Ezera, Kalu.  **Constitutional Developments in Nigeria.**

Fage, J. D.  **An Introduction to the History of West Africa.** University Press, 1955.


Hodgkin, Thomas.  **Nigerian Perspective.**

Hodgkin, Thomas.  **Nationalism in Colonial Africa.**

Ikeuonye, V. C.  **Zik of New Africa.**

International Bank.  **Economic Development in Nigeria.**

Isaacs, Harold R.  **Emergent Americans: A Report on "Crossroads Africa.**

Jones, A. M.  **African Music in Northern Rhodesia and Some Other Places.** (Occasional paper #4 of the Rhodes-Livingstone, Northern Rhodesia).


Jones, A. M.  **Studies in African Music** (2 volumes).

Kirk-Greene, A. H. M.  **This is Northern Nigeria.** Kaduna, Northern Nigeria: Government Printer, 1956.


Oliver, Roland (ed.).  **The Dawn of African History.**

Pan Africanism Reconsidered.
II. BOOKS IN PEACE CORPS LIBRARY (Continued)


Royal Institute of International Affairs. *Nigeria: The Political and Economic Background*.

Smith, Mary S. *Baba of Karo: A Woman of Muslim Hausa*.

Smythe, H. H. *The New Nigerian Elite*.

Stamp, Lawrence D. *Africa: A Study in Tropical Development*.


III. MISCELLANEOUS PAMPHLETS

*A Hundred Facts About Nigeria*  

*Achievements of the Federal Government*.

*The Origin of the Yoruba*.

*100 Years of British Rule in Nigeria*.

*The Impact of English Law on Nigerian Customary Law*.

*Folklore and Fables*.

*Nigeria--1960*.

*Nigeria's Constitutional Developments--1861-1960*.

*Our Emirates*.

*This is Nigeria: Lagos, Warri, Calabar, Kano, Ibadan*.

*Handbook of Commerce and Industry*.

IV. NEWSPAPERS AND PERIODICALS

*West African Pilot*.

*Daily Express (Lagos)*.

*Nigerian Citizen (Zaria)*.

*Lagos Service Magazine*.
V. BOOKS ON RESERVE, MAIN LIBRARY

Abrahams, P. A Wreath for Udomo.

Aluko, T. A. One Man, One Wife.

American Assembly. The United States and Africa.

Apter, David. The Gold Coast in Transition.


Azikiwe, N. Zik.


Bohannan, Paul. Justice and Judgement Among the Tiv.


Bowen, E. S. Return to Laughter.

Brook, I. Jimmy Riddle.


Cary, J. Mister Johnson.

Cary, R. Roots of Heaven.

Cawte, D. At Fever Pitch.

Christian, C. Into Strange Country.

Church, R. Harrison. West Africa.

Cowan, L. Gray. Local Government in West Africa.

Crowder, M. Pagans and Politicians.


Dickson, M. New Nigerians.


Elias, T. O. Groundwork of Nigerian Law.

-26-
V. BOOKS ON RESERVE, MAIN LIBRARY (CONTINUED)

Ekwenzi, C. **People of the City.**


Forde, C., Daryll, (ed.) **Ethnographic Survey of Africa: Western Africa.** International African Institute,
Part III, The Ibo and Ibibio Speaking Peoples of South-Eastern Nigeria.
Part IV, The Yoruba Speaking Peoples of South-Western Nigeria.
Part VII, Peoples of the Plateau Area of Northern Nigeria.
Part VIII, Peoples of the Niger-Benue Confluence.
Part X, The Tiv of Central Nigeria.
Part XII, Pagan Peoples of the Central Area of Northern Nigeria.
Part XIII, The Benin Kingdom.


Hardy, R. **The Bribes Scorners.**

Hargreaves, J. **Black Mistress.**

Hodgkin, T. **African Political Parties.**

Hollies, R. **The Men from the Bush.**

Huxley, E. **Four Guineas.**

Huxley, E. **Walled City.**

Jahn, J. **Muntu.**

Johnston, Bruce F. **The Staple Food Economics of Western Tropical Africa.**

Kirk-Greene, A.H.M. **Adamawa Past and Present.**

Kirk-Greene, A.H.M. **This is Northern Nigeria.** Kaunda, Northern Nigeria: Government Printer, 1956.

Kirk-Greene, A.H.M. **Barth's Travels in Nigeria, 1962.**

Laye, C. **Radiance of the King.**

Laye, C. **Dark Child.**
V. BOOKS ON RESERVE, MAIN LIBRARY (CONTINUED)

Loader, W. R. The Guinea Stamp.
Loader, W. R. No Joy of Africa.
Machintosh, J. Shall Brothers Die?
McInnes, C. City of Spades.
Meek, C. K. Northern Tribes of Nigeria.
Meek, C. K. Law and Authority in a Nigerian Tribe.
Nzekwu, C. Wand of the Noble Wood.
Fedler, F. J. Economic Geography of W. Africa.
Perham, M. Lugard: The Years of Authority.

VI. PERIODICALS


VI. PERIODICALS (CONTINUED)


7. NOVAL J. BONE, 34, B.S., Miles College, Alabama, 1948. Major, home economics; minor, social studies. M.A., Tuskegee Institute, Alabama, 1961; home economics and vocational Education teacher and teacher training. Since 1948, has taught home economics at Bibb County High School, Centreville, Alabama. Activities: Vice-President, Alabama Vocational Teachers Association, 1957-1962; President, Bibb County Teachers Association; District Coordinator of New Homemakers of America; leader, in-service training program; helped organize recreational program in Bibb County; active in church and community work.


17. DOROTHY M. DE BORCHGRAVE, 64, attended Chateau Grosclaynear, Paris, and then the Sorbonne. Attended school in Germany for 1 1/2 years; University of Madrid, Spain, and University of Segovia from 1946 to 1949. Foreign language and English teacher, interpreter-translator, 1912-1916. Studies have been in field of art, language, music and literature. Taught at secondary level one year, college for 5 years, adult education for 1 year and has taught privately. Worked for USIS from January 1957 to October 1960 as a teacher in bi-national center called "Centro-Venezolano-Americano". Has taught French privately for the Alliance Francaise in San Francisco. Widow of former Belgian Ambassador to Spain.


23. HENRY ETZKOWITZ, 22, B.A., University of Chicago, 1962. Major, history. Has taken courses in political science, area studies (India and Pakistan) and anthropology. Activities: President of Mead House; Cultural Chairman of East House; member of Conference of Democratic Students; Dinner Dialectic Club. Sports: bicycle riding and kite flying.


27. VINCENT J. GAILOPATO, 22, B.A., Albright College, June 1961. Major, history; liberal arts pre-theological course. M.A., Colgate University Graduate School, in history and education, June 1962. History, political science or international relations, recreational leader. September 1961 to January 1962, taught economic world to 9th grade (full time) at Utica Free Academy. Summer, 1961, practice taught American history. Has five years probationary certificate for secondary education in social studies (New York State). Summer work: counselor for Ethical Culture School Camp, 1959 and 1960. Activities: President, college social fraternity; president, high school senior class; Sunday school teacher; drama club, worker and actor; Student Council, chaplain and chairman; Y-Cabinet, Chaplain; treasurer, honor fraternity; college junior class officer. Sports: Intramural football and basketball; member of high school varsity teams.


39. LARRY R. JACKSON, 22, B.A., Morgan State College. Major, political science; minor, history. Working for M.A. in government at University of Massachusetts while holding teaching assistantship. Political science and international relations, history teacher, recreation leader. Summer work: waiting on tables; handyman in a motel; worked on farms three summers. Activities. Aide, Negro City Commission, 1958-1960; Group Leader, NAACP, 1960; Alpha Kappa Mu (honorary); class president. 1960-1961: president, Young Democrats (college); president, Community Chest Drive; president, Student Senate; vice-president, Student Government; vice-president, Pi Gamma Mu.


70. Gioia Shebar, 29, B.F.A., in Art from Hunter College in 1954, graduate courses in art and education. New York City certificate to teach fine arts on junior high school level. English teacher, art teacher, commercial artist. From February 1956 to present has been teaching art and a core program to non-English speaking students at Junior High School #136 in the Bronx. Has developed a model program for the orientation and instruction of Puerto Rican youngsters. Summer work: Dental assistant, receptionist, saleswoman. Activities: Committee secretary, delegate, United Federation of Teachers; ceramics; dramatics; leading group singing. Wife of Charles Shebar.


<table>
<thead>
<tr>
<th>TIME</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>JUNE 29</th>
<th>JUNE 30</th>
<th>JULY 1</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MEAL SCHEDULE FOR TRAINEES**
(AIRA HERSHEY HALL)

June 29 through August 30

Mon. thru Fri.:  
- breakfast: 7:00 - 8:30
- lunch: 11:30 - 1:30
- dinner: 5:30 - 7:00

Saturday:  
- breakfast: 7:00 - 8:30
- lunch: 12:00 - 1:00
- dinner: 5:30 - 6:30

Sunday:  
- brunch: 10:00 - 11:00
- dinner: 4:30 - 5:30

**PEACE CORPS LIBRARY HOURS**
(AIRA HERSHEY HALL)

June 29 through August 30

Monday thru Friday:  
- 5:00 - 7:30 p.m.
- Saturday: 2:00 - 4:00 p.m.
- Closed Sunday

John R. Boulger  
"Selection of PCVs"  
Rec. Rm.  
Hershey

UCLA  
Testing  
2276 Chem.

Orient. Mtg.  
2250 Chem.  
(Sweater)

Induction & P.C. Orient.  
Rec. Rm.

Phys. Exams  
Student Hlth Service

Photographs  
Hershey Hall

Press Conf.  
(Formal Lounge)  
Hershey Hall

LUNCH

Official  
Opening Ceremonies  
Chem. 2276
<table>
<thead>
<tr>
<th>TIME</th>
<th>JULY 2 MONDAY</th>
<th>JULY 3 TUESDAY</th>
<th>JULY 4 WEDNESDAY</th>
<th>JULY 5 THURSDAY</th>
<th>JULY 6 FRIDAY</th>
<th>JULY 7 SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>African Studies (Ottenbergs) (134 Physics Bldg.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>American Inst. &amp; I. R. (Longaker) (134 Physics Bldg.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Ibo &amp; Yoruba Section B, 12-1:00; Section A, 1:00-2:00 Hausa Sections A &amp; B, 12:30-2:00</td>
<td></td>
<td></td>
<td>This schedule holds through July 27th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>Public Health (Russell) (362 Royce Hall)</td>
<td></td>
<td></td>
<td></td>
<td>P.E. Orientation (Reoghn. Gardner) (362 Royce Hall) Men &amp; Wom. Gym</td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>African Lit. (Nixon) (Rec. Room-Hershey) to 9:30</td>
<td>7:00-Nigerian Dinner-Hershey Dining Room 9:30-&quot;High Life&quot; African Music &amp; Dance-200 Women's Gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nigerian Econ. Development-Informal Sess. Rec. Rm-Hershey to 10:00 (Rivkin)
<table>
<thead>
<tr>
<th>TIME</th>
<th>JULY 9 MONDAY</th>
<th>JULY 10 TUESDAY</th>
<th>JULY 11 WEDNESDAY</th>
<th>JULY 12 THURSDAY</th>
<th>JULY 13 FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>African Studies</td>
<td>Amer. Inst. &amp; L.R.</td>
<td>African Studies</td>
<td>Amer. Inst., I.R.</td>
<td>Comparative Education</td>
</tr>
<tr>
<td></td>
<td>(Ottenbergs)</td>
<td>(Rapoport)</td>
<td>(Ottenbergs)</td>
<td>(Swearer)</td>
<td>(Jones and Kirk-Greene)</td>
</tr>
<tr>
<td></td>
<td>(362 Royce Hall)</td>
<td>(362 Royce Hall)</td>
<td>(362 Royce Hall)</td>
<td>(362 Royce Hall)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section A</td>
<td>Section A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Ibo &amp; Yoruba</td>
<td>This schedule holds through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section B, 12-1:00; Section A,</td>
<td>July 27th</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00-2:00 Hausa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sections A &amp; B, 12:30-2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>English as a Second Language</td>
<td>English Sec. B</td>
<td>Nigerian Regions</td>
<td>English Sec. B</td>
<td>English Sec. B</td>
</tr>
<tr>
<td></td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td>(Rec. Room) MHH</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
</tr>
<tr>
<td></td>
<td>(Formal Lounge)</td>
<td>(Rec. Room) MHH</td>
<td></td>
<td>(Rec. Room) MHH</td>
<td>(Rec. Room) MHH</td>
</tr>
<tr>
<td>3:00</td>
<td>PUBLIC HEALTH</td>
<td>118 HH</td>
<td>118 HH</td>
<td>118 HH</td>
<td>STUDY</td>
</tr>
<tr>
<td></td>
<td>(Rice)</td>
<td>(Zaitlin)</td>
<td>(Rice)</td>
<td>(Rice)</td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>P. E.</td>
<td>P. E.</td>
<td>P. E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td>5:30</td>
<td>5:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>African Reports Volunteers in</td>
<td>Questions abroad</td>
<td>African Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nigeria</td>
<td>(Sweater &amp; Svenson)</td>
<td>(Nigerian Students)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(362 Royce Hall)</td>
<td>(Rec. Rm-Hershey)</td>
<td>To: 8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Rec. Rm-Hershey)</td>
<td>(Recrea.Rm-Hershey)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>JULY 16 MONDAY</td>
<td>JULY 17 TUESDAY</td>
<td>JULY 18 WEDNESDAY</td>
<td>JULY 19 THURSDAY</td>
<td>JULY 20 FRIDAY</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>8:00</td>
<td>Practice Teaching &amp; Educ. Methods (Bond &amp; Staff)</td>
<td>DEPARTURE FROM HERSHEY HALL 7:20 a.m.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Ibo &amp; Yoruba Section B, 12-1:00; Section A, 1:00-2:00 Hausa</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>STUDY</td>
<td>Public Health Section A (Zaitlin)</td>
<td>Public Health Emerson (362 RH)</td>
<td>African St. (Ottenberg) (362 RH)</td>
<td>Public Health Emerson (362 RH)</td>
</tr>
<tr>
<td>4:00</td>
<td>P.E.</td>
<td>4:30</td>
<td>P.E.</td>
<td></td>
<td>P.E.</td>
</tr>
<tr>
<td>5:00</td>
<td>5:30</td>
<td></td>
<td>5:30</td>
<td></td>
<td>5:30</td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>JULY 23 MONDAY</td>
<td>JULY 24 TUESDAY</td>
<td>JULY 25 WEDNESDAY</td>
<td>JULY 26 THURSDAY</td>
<td>JULY 27 FRIDAY</td>
</tr>
<tr>
<td>------</td>
<td>----------------</td>
<td>-----------------</td>
<td>-------------------</td>
<td>------------------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td>Practice Tchg. &amp; Ed Methods (Bond &amp; Staff)</td>
<td>Departure from Mira Hershey Hall 7:20 a.m.</td>
<td></td>
<td></td>
<td>Educ. Tech. Vis. Aids (Vetter &amp; Stevens) (2276 Chem)</td>
</tr>
<tr>
<td>9:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Prep. of Tchg. Mater. For Nig. Curric. (Stevens &amp; Staff) (Rec Rm-Hershey)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Ibo &amp; Yoruba Section B 12-1:00; Section A, 1:00-2:00 Hausa Sections A&amp;B, 12:30-2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Pub. Health (Rec Rm-Hershey) (Boak)</td>
<td>(Rec Rm-Her) (Kessel)</td>
<td>(Formal Lounge MHH) (Kessel)</td>
<td>(Rec Rm-Hershey) (Chapman)</td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>P. E.</td>
<td>P. E.</td>
<td>P. E.</td>
<td>P. E.</td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>5:30</td>
<td>5:30</td>
<td>5:30</td>
<td>5:30</td>
<td></td>
</tr>
</tbody>
</table>

This schedule holds through July 27th.
<table>
<thead>
<tr>
<th>TIME</th>
<th>JULY 30 MONDAY</th>
<th>JULY 31 TUESDAY</th>
<th>AUGUST 1 WEDNESDAY</th>
<th>AUGUST 2 THURSDAY</th>
<th>AUGUST 3 FRIDAY</th>
<th>AUGUST 4 SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td><strong>Departure from Hershey Hall 7:20 a.m.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Practice Tchg. &amp; Ed Methods (Bond &amp; Staff)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Comp. Ed. (Kirk-Greene, Jones) (Chem. 2276)</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH AND LANGUAGE PRACTICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Pub. Hlth (Formal Lounge Hershey) (Kessel)</td>
<td>(Rec.Rm-Hershey) (Kessel)</td>
<td>(Rec.Rm-Hershey) (Rasmussen)</td>
<td>(Rec.Rm-Hershey) (Rasmussen)</td>
<td>(Rec.Rm-Hershey) (Senn)</td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>P. E</td>
<td>African St. (Kopytoffs)</td>
<td>P. E</td>
<td>African Art (Sieber)</td>
<td>P. E</td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>362 R. H.</td>
<td>5:30</td>
<td>362 R. H.</td>
<td>5:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>6:00</td>
<td>African Art (Sieber) (2276 Chem) To: 10:00</td>
<td>African Art (Sieber) (Rec.Rm-Hershey) (2276 Chem) To: 10:00</td>
</tr>
<tr>
<td>TIME</td>
<td>AUGUST 6</td>
<td>AUGUST 7</td>
<td>AUGUST 8</td>
<td>AUGUST 9</td>
<td>AUGUST 10</td>
<td>AUGUST 11</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SATURDAY</td>
</tr>
<tr>
<td>8:00</td>
<td>African St. (Sklar)</td>
<td>Amer. Inst. I.R.</td>
<td>African Studies</td>
<td>Amer. Inst. I.R.</td>
<td>African St.</td>
<td>8:15</td>
</tr>
<tr>
<td></td>
<td>(Sklar) (362 Royce Hall)</td>
<td>(Murphy) (362 RH)</td>
<td>(Sklar) (362 RH)</td>
<td>(Longaker) (362 RH)</td>
<td>(sklar) (362 RH)</td>
<td>Public Health-</td>
</tr>
<tr>
<td>9:00</td>
<td>Section A Sklar</td>
<td>Section A Sklar</td>
<td>Section A</td>
<td>Section A Mclellan Consultation for reports</td>
<td>Section A</td>
<td>First Aid</td>
</tr>
<tr>
<td>10:00</td>
<td>American Education</td>
<td>Americ. Educ.</td>
<td>Americ. Educ.</td>
<td>Section B Mclellan Consultation for reports</td>
<td>Section A</td>
<td>American Red Cross</td>
</tr>
<tr>
<td></td>
<td>(Nunis) (362 RH)</td>
<td>(Nunis)</td>
<td>(Nunis) (362 RH)</td>
<td>Section B</td>
<td>1100 Veteran Ave</td>
<td>11:00</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH AND LANGUAGE PRACTICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1:30 Vehicle Operation &amp; maintenance (Hillary</td>
</tr>
<tr>
<td></td>
<td>Sec. B: Teaching Eng. as Second Lang (Otanes)</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Lang B</td>
<td>Lang A - Study</td>
<td>Sec. A (Rec. Rm- Hershey) Nigerian Regions</td>
<td>Lang A - Study</td>
<td>Lang A - Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sec. A: Teaching Eng. as a Second Lang (Otanes)</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td>(Otanes)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Wittrock) Rec. MHH</td>
<td>(Wittrock) Rec. MHH</td>
<td>(Wittrock) (Rice)</td>
<td>(Rice)</td>
<td>(Rice)</td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>STUDY</td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td></td>
<td>5:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td>African Music</td>
<td>Public Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(Hood)</td>
<td>7-8:30 Sec. A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To: 9:30</td>
<td>8:30-10 Sec. B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Zeitlin</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>AUGUST 13</td>
<td>AUGUST 14</td>
<td>AUGUST 15</td>
<td>AUGUST 16</td>
<td>AUGUST 17</td>
<td>AUGUST 18</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>MONDAY</td>
<td>TUESDAY</td>
<td>WEDNESDAY</td>
<td>THURSDAY</td>
<td>FRIDAY</td>
<td>SATURDAY</td>
</tr>
<tr>
<td>8:00</td>
<td>African St.</td>
<td>Amer. Inst., I.R.</td>
<td>African St.</td>
<td>Amer. Inst., I.R.</td>
<td>African St.</td>
<td>8:15 Public Health</td>
</tr>
<tr>
<td></td>
<td>(Sklar) (362 Royce Hall)</td>
<td>(Longaker) (362 RH) Sec. A</td>
<td>(Sklar) (362 RH)</td>
<td>(McIellan) (362 RH)</td>
<td>(Sklar) (362 RH)</td>
<td>First Aid (Martin)</td>
</tr>
<tr>
<td>9:00</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
</tr>
<tr>
<td>10:00</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>LUNCH AND</td>
<td>LANGUAGE</td>
<td>PRACTICE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Lang A</td>
<td>Sec. B: Tchg. Eng. as a Second</td>
<td>Eng. Section B</td>
<td>Eng. Section B</td>
<td>Eng. Section B</td>
<td>11:45</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lang (Otaness)</td>
<td>(Otaness)</td>
<td>(Rec. Rm-Her)</td>
<td>(Otaness)</td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Lang B</td>
<td>Sec. A: Tchg. Eng. as a Second</td>
<td>Lang A-Study</td>
<td>Sec. A (Rec Rm-Hershey)</td>
<td>Lang A-Study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lang (Otaness)</td>
<td>Eng. (Nigerian Regs)</td>
<td></td>
<td>(Nigerian Regions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>African St.</td>
<td>Rec. Rm-Hershey</td>
<td>Rec. Rm-Hershey</td>
<td>Rec. Rm-Hershey</td>
<td>Rec. Rm-Hershey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rec. Rm-Hershey</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>P. E.</td>
<td>African St.</td>
<td>P. E.</td>
<td>African Music</td>
<td>P. E.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Rec. Rm-Her.)</td>
<td>(Rec. Rm-Her.)</td>
<td>(Hood)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>5:30</td>
<td>5:30</td>
<td></td>
<td>Vincent Brown</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>AID (Rec. Rm MHH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td>African Music</td>
<td></td>
<td></td>
<td>Prown &amp; Adams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Hood)</td>
<td></td>
<td></td>
<td>Discussion to 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2276 Chem.)</td>
<td></td>
<td></td>
<td>(Rec. Rm MHH)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>To: 9:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TIME</td>
<td>AUGUST 20 MONDAY</td>
<td>AUGUST 21 TUESDAY</td>
<td>AUGUST 22 WEDNESDAY</td>
<td>AUGUST 23 THURSDAY</td>
<td>AUGUST 24 FRIDAY</td>
<td>AUGUST 25 SATURDAY</td>
</tr>
<tr>
<td>------</td>
<td>------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>9:00</td>
<td>Section A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Am. Red Cross Auditorium 1100 Veteran Ave.</td>
</tr>
<tr>
<td>10:00</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
<td>Section B</td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch and Language Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Lang. A (Lang. B Study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Lang. B (Lang. A Study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>African St (McLoughlin) (Rec Rm Hershey)</td>
<td>Section A Study</td>
<td>Section A Study</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>P. E.</td>
<td>Section B</td>
<td>P. E.</td>
<td>Section B</td>
<td>P. E.</td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>5:30</td>
<td>5:30</td>
<td>5:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>August 27 Monday</td>
<td>August 28 Tuesday</td>
<td>August 29 Wednesday</td>
<td>August 30 Thursday</td>
<td>August 31 Friday</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>--------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Sklar)</td>
<td>(Longaker)</td>
<td>(Sklar)</td>
<td>(Longaker)</td>
<td>(Sklar)</td>
<td></td>
</tr>
<tr>
<td>9:00</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td>Section A</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td>Section B</td>
<td></td>
<td>Section B</td>
<td></td>
<td>Section B</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>Lang A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Lang B - Study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td>Lang B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Lang A - Study)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>Administrative Arrangements for Departure</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00</td>
<td>P.E.</td>
<td></td>
<td>P.E.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:00</td>
<td>5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>