

"WE INTEND TO BURY NO ONE AND WE DO NOT INTEND TO BE BURIED."

Lyndon B. Johnson

# СВОБОДА

УКРАЇНСЬКИЙ ЩОДЕННИК



# SVOBODA

UKRAINIAN DAILY

## The Ukrainian Weekly Section

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### UKRAINIAN CULTURAL COURSES END WITH 35 GRADUATES AT "SOYUZIVKA"

KERHONKSON, N.Y. — Thirty-five young men and women completed this week the 12th annual summer Cultural Courses at "Soyuzivka", sponsored jointly by the Ukrainian National Association and the Ukrainian Youth League of North America. Concluding ceremonies consisted of a dinner and concert on Wednesday night, September 1st, and a presentation of diplomas and report cards on Thursday morning.

Honored guests at the dinner were Joseph Lesawyer, Supreme President of the Ukrainian National Association, and his wife; Roman Slobodian, Supreme Treasurer of the UNA, and his wife; Mr. and Mrs. John Roberts, Miss Anne Chopyk, UNA Supreme Advisor; Walter Bacad, dance instructor, representative of the Ukrainian Youth League of North America and chairman of its Foundation in charge of cultural and educational affairs. Representing the press, "Svoboda" and "The Ukrainian Weekly", were Zenon Snylyk and Oksana Dragan.

All four members of the Staff of the Cultural Courses were present: Dr. Wasyl Steciuk,

for the 12th consecutive year director of the courses and professor of history; Ivan Blyznak, professor of literature and culture; Mykhajlo Waskiv, professor of geography and Miss Daria Holubec, lecturer in history and supervisor of the girls' dormitory.

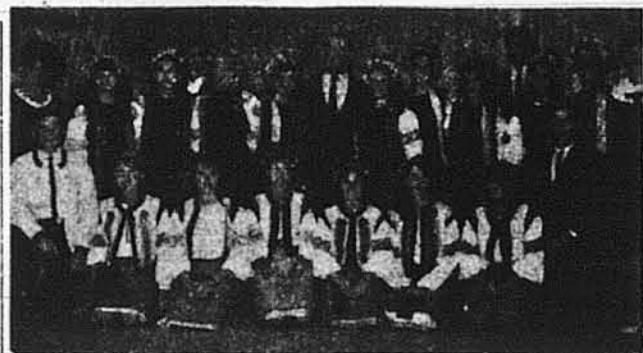
In his opening remarks, Prof. Steciuk pointed out that the three weeks spent by the student at these courses were meant to serve but as a preparation for study and activity throughout the year. As a farmer prepares the soil for planting, so also the professors at the courses merely breaks the ground. During the year the students themselves must sow the seeds from which will grow the golden harvest of an understanding of Ukrainian culture.

Mr. Lesawyer in turn characterized the courses as one of the best things at "Soyuzivka," mainly because such good people participate in them. The friendships formed, the good times experienced together all have their value, said Mr. Lesawyer, but most important is that the students gain a better understanding of their Ukrainian heritage and themselves. He emphasized the need to become involved in Ukrainian organizations, including the Ukrainian National Association, and the need in them of cooperative action.

Mr. Slobodian and Miss Chopek each said a few words to the students. Their students Olha Dzydzora, a representative of the girls, and Volodymyr Talanczuk, representing the boys, thanked their professors and the "Soyuzivka" management for giving them the opportunity to become better acquainted with their Ukrainian heritage in such a lovely setting.

Volodymyr Talanczuk was presented with the Alexander D. Fronchak Memorial Award. This award, donated by Mr. and Mrs. Smindak, goes to the student excelling in scholarship and leadership.

Dan Slobodian bade the students good-bye in the name of "Soyuzivka" management, expressing the hope that "through a process of exposure and absorption"



Dancers and soloists of the final evening concert at Soyuzivka's Ukrainian courses. In the middle of the picture—Mr. Walter Bacad.

they had increased their knowledge about Ukraine. The dinner was followed by a concert, centered around the theme of the 50th anniversary of the Sich Riflemen. After a short speech by Mr. Talanczuk, Sviatoslava Zyla performed two classical violin pieces, accompanied on the piano by Khrysanta Zubrytska. Miss Zubrytska then performed a masterly piano solo.

Miss Bohdanna Wolansky sang three Ukrainian songs accompanying herself on a guitar, after which a group of students clad in colorful national costumes executed two Ukrainian dances, introduced by their teacher Walter Bacad. Miss Irma Osadca followed with another group of songs sung to the accompaniment of her own guitar arrangements. The program concluded on a lively note, as the dancing ensemble performed two spirited dances, the hutuzka and kozachok.

This was in effect the finale of this year's Cultural Courses. On Thursday morning, after an opening prayer by Rev. Anton Kuchma of Islip, N.Y. and parting words by the staff, report cards and diplomas were distributed, good-byes were said, and the students prepared to leave for home. They came from as far away as Texas, Florida, Toronto, yet their common Ukrainian heritage had served to bring them together at "Soyuzivka", in the Catskill Mountains.

The students were honest in expressing their objectives and impressions in respect to the courses. Those who had come merely to socialize and "have a vacation", for the most part had become discouraged and left in the early

part of the courses. The majority saw the summer courses as the means to increase their knowledge about Ukraine, and at the same time to meet fellow-Ukrainians and have a good time. They benefited from the courses in equal measure to the effort they put in and the good will which they exhibited. Several plan to return next year.

It was interesting to learn the composition of the student body: at the outset, there were 50 students from the United States and 2 from Canada. Twelve were second-generation Americans. 40 had come to America as small children. In seven cases, one of the parents had no Ukrainian background, and 8 arrived speaking no Ukrainian whatsoever — (they learned to read and write, and early in the course such basic expressions as "dobryden" and "smachnoh").

Professor Steciuk, with long years of experience in conducting the Cultural Courses, expressed satisfaction with this year's students and achievement. However, he indicated two basic requirements for the continued success of the summer program. Firstly, the students must use and expand the basic knowledge they gain during their three weeks at the courses throughout the year, for the course is much too short to be of lasting value unless continued on an individual level. Secondly, said Prof. Steciuk, more students should avail themselves of the opportunity offered them by the courses to become closer acquainted with Ukrainian history, literature and culture in class, and with Ukrainian society and institutions in the "Soyuzivka" setting.

### JOHN A. GRONOUSKI NAMED AMBASSADOR TO POLAND

JOHNSON CITY, Texas. — John A. Gronouski will succeed John Cabot as Ambassador to Poland, it was announced Sunday, August 29, by President Johnson at his LBJ ranch. The office of Postmaster General, which Mr. Gronouski occupied since his appointment by the late President Kennedy in September of 1963, will be filled by Lawrence F. O'Brien, previously Presidential assistant for Congressional relations.



John A. Gronouski

Mr. Gronouski, an American of Polish descent, was the first Cabinet member of Slavic origin ever to be appointed. A good friend of Ukrainians, as Postmaster General he appeared at several Ukrainian manifestations, notably at the Carnegie Hall concert commemorating the 70th anniversary of the Ukrainian National Association. On this occasion Mr. Gronouski was

the main speaker. During his time in office, Mr. Gronouski paid special attention to the postal problems of the foreign language press, and introduced several reforming measures which facilitated the passage through the mail of foreign-language newspapers.

### Striking Sevastopol Shipworkers Score Point Against Red Regime

NEW YORK, N. Y. — A two-day strike in a shipyard of the Ukrainian port city of Sevastopol this summer forced the Soviet maritime officials to give in to the strikers' demands, Radio Liberty has learned exclusively from reliable sources.

The work stoppage by about 200 shipyard workers at the Black Sea harbor followed a management increase in their minimum work load and a subsequent demand by their spokesmen for higher pay on June 25.

The latest in the long history of labor unrest in the Soviet Union, Radio Liberty's exclusive reports on the bloody riots at Temir-Tau in 1959 and the popular uprising at Novocheerkask in 1962 and the bread riot at Pskov in 1963 were all later confirmed through hints of "irregularities" and "breakdowns of order" in the government-controlled Soviet press.

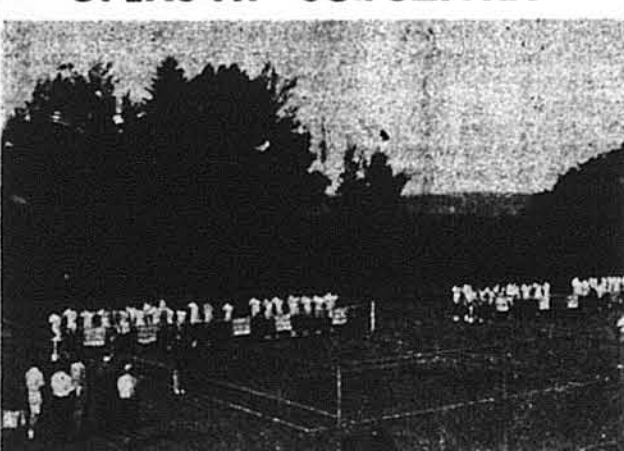
The strike broke out when this demand was rejected, the private network reports. The men returned to work only after the chairman of the local Economic Council promised to set new work loads and to arrange for a pay increase in July.

The Sevastopol incident is

the latest in the long history of labor unrest in the Soviet Union, Radio Liberty's exclusive reports on the bloody riots at Temir-Tau in 1959 and the popular uprising at Novocheerkask in 1962 and the bread riot at Pskov in 1963 were all later confirmed through hints of "irregularities" and "breakdowns of order" in the government-controlled Soviet press.

### SCHOLARS ATTEND HISTORICAL CONGRESS VIENNA

VIENNA—Three Ukrainian scholars are participating in the 12th annual Congress of Historical Sciences, held here from August 29th to September 5th. They are Dr. Jaroslav Rudnycky from Winnipeg, Canada, Dr. Theodore Mackiw, of the University of Akron, and Dr. Ivan Lysak of Philadelphia.



Pictured above is the opening flag-raising ceremony at last year's tennis and swimming meet at "Soyuzivka" for the championship of the Association of Ukrainian Sports Clubs of North America. Today, a record number of tennis players and swimmers gather from all parts of the USA and Canada for the 10th annual meet. The tennis tournament will be conducted by Mr. Bohdan Rak, well-known leader in Ukrainian sports circles, and Mr. Jaroslav Rubel will manage the swimming competitions. Both are officers of the Carpathian Ski Club (KLC) of New York. The trophies and medals for champions in all competitions are donated by the UNA, "Soyuzivka", "Svoboda" and "The Ukrainian Weekly." There is also a sportmanship award donated by Mrs. Mary Dushnyck.

### This Weekend at 'Soyuzivka'

Labor Day Weekend at this resort of the Ukrainian National Association will be devoted mainly to the traditional and very popular swimming and tennis meets, sponsored by the Carpathian Ski Club in collaboration with "Soyuzivka" management.

An impressive cultural-entertainment program has been planned for the long weekend. On Saturday evening, Sept. 4, the program will be devoted to humor, satire and elocution. Performing artists will be the well-known Mykola Ponedlok, Ivan Kernytsky and Alla Bilaiv.

The program for Sunday,

will consist of an evening of song and dance, the participating artists being prominent members of the American as well as Ukrainian cultural scene. Mezzo-soprano Oksana Bryn from Minneapolis, opera singer and concert soloist, will be accompanied by Dr. Ihor Sonevsky. Ballerina Oksana Woynovska will perform a ballet from Gounod's Faust, and a dance to the words of P. Maiboroda's "The Embroidered Towel," both dances choreographed by the artist herself.

The master of ceremonies for both evening performances will be Mr. Volodymyr Hentish.

### USNSA RESOLUTION CONDEMNS SOVIET UNION

MADISON, Wis.—The 18th Congress of the United States National Student Association adopted at its plenary session of August 30, 1965 a Resolution on European Policy which states in part:

"Eastern Europe. FACT: In recent years Eastern and Western European governments have increased their participation in the world community and have extended the range of freedoms of their own citizens. Nevertheless, racial, religious, ethnic, and ideological discrimination still exists in various forms:

1. Racial discrimination has been manifested against Sudanese students in Bulgaria and Kenyan students in Czechoslovakia and the Soviet Union;
2. Ideological discrimination is known to be a consideration in the process of admission for higher education in several Eastern European countries and in the Soviet Union;
3. Ethnic discrimination is directed against minorities in various countries and is evidenced in the discriminatory system of national quotas applied in selecting candidates for admission to Soviet institutions of higher education;
4. Religious discrimination is exemplified by anti-Semitism in the Soviet Union although there are some recent indications of improved conditions.

logical, ethnic, or religious—because such policies:

1. Violate civil liberties;
2. Reduce the equity and efficacy of educational systems;
3. Raise barriers to international cooperation and mutual understanding.

Just as USNSA has vigorously opposed discrimination in its own country so it now offers its moral support to the students of Eastern Europe in their opposition to discrimination. USNSA is encouraged by recent indications of improvement in certain nations in Eastern Europe, and would hope for further advancement in regard to decreasing racial, ideological, ethnic, and religious discrimination."

The same European resolution also condemns the violation of student rights by the governments of Greece, Spain, and Portugal. The section on Eastern Europe, which was extensively debated on the floor of the subcommittee on European Affairs, was included in the resolutions due to the active and close cooperation of Ruta Priedkalns of the Latvian Student World Association and Bohdan Saciuk of the Federation of Ukrainian Student Organizations of America (SUSTA). SUSTA also distributed to the more than 700 delegates of the Congress six different pamphlets on Ukraine, Ukrainian history, Communist oppression of the non-Russian nations of the Soviet Union, and the violation of student rights in the USSR and in Eastern Europe. The subcommittee based its resolution on this material.

### Young Ukrainian Becomes M.D.

On June 8th of this year, Marta Czaplinska of Philadelphia, Pa. received a Doctor of Medicine degree from the Women's Medical College of Pennsylvania, and is now doing internship in surgery at the University of Chicago.

Miss Czaplinska began her studies at Temple University, then received a Bachelor of Science degree from the University of Pennsylvania. In the Women's Medical College, she was the recipient of a two-year scholarship.

In addition to her medical studies, Miss Czaplinska is active in community and student life. She attended and graduated from Ukrainian courses, and was an active participant in student organizations. At Temple University she was the president of the Ukrainian Students' Club.



Marta Czaplinska, a member of the Students' Society and Obnova Society in Philadelphia. The Czaplinsky family are all long-time members of the UNA branch 324.

### "Svoboda" Cited for Leadership in Citizenship Education



The representative of the American Bar Association and its Standing Committee on American Citizenship presents an honorary certificate to "Svoboda." Pictured, left to right, are Dr. Jaroslav Padoch, Supreme Secretary of the UNA, Mr. Stephen Magura, of the ABA, Supreme President of the UNA Joseph Lesawyer, editor-in-Chief Anthony Dragan and Supreme UNA Treasurer, Roman Slobodian.

JERSEY CITY — On August 31st "Svoboda" Ukrainian Daily received an honorary citation for its contribution to the education of good citizens of this country. "Svoboda" is the first foreign-language newspaper to be so honored.

Anthony Dragan, editor-in-chief of "Svoboda," was presented with the citation by Mr. Stephen Magura in the presence of the Supreme Executive Committee of the Ukrainian National Association. Mr. Magura is a member of the Standing Committee on American Citizenship, a section of the American Bar Association, which makes

### RETREAT HOUSE DEDICATED

Last Sunday, August 29th, celebrated in the Basilica of St. Peter in Rome on November 25th, 1963, by His Eminence Joseph Card. Slipy, in the presence of His Holiness, Pope Paul VI and all the Ukrainian Catholic Bishops participating in the II Vatican, Ecumenical Council.

St. Josephat's Retreat House in Lattingtown is a stone building in the English Tudor style. The Architect was Mr. Apollinary Osadca, the contractor Mr. Nicholas Kology.

### Volleyball Tournament Next At "Soyuzivka"

KERHONKSON, N. Y. — The annual volleyball tournament for the trophies of Soyuzivka, the vacation resort of the Ukrainian National Association, will be held here on September 11th and 12th.

This volleyball tournament is organized every year by the Association of Ukrainian Sports Clubs of North America with the cooperation of Soyuzivka's management. The meet will be directed by Dr. M. Snihirovyetz, vice-president of the regional body of the Association.

The tournament will begin

### UKRAINIAN YOUTH TOPS POLICE CADET CLASS



Newark police Captain Edward C. Krab puts badge on Mark P. Janiw as Cadet Instructor Police Sgt. Frank Addubato watches.

Mark P. Janiw, a Police Training Cadet in Newark, graduated first in his class at the Newark Police Academy. During graduation ceremonies on Friday, August 29, Mr. Janiw received a badge for his achievement from Newark Police Captain Edward C. Krab.

Cadet Janiw is a graduate of St. John the Baptist Ukrainian School in Newark, and the Archbishop Walsh High School in Irvington. He will continue his studies in criminology and liberal arts at Quincy College, Illinois, this fall.



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Editorials

The Value of Summer Cultural Courses

Summer cultural courses of the Ukrainian National Association at Soyuzivka have become a Ukrainian institution, there can be no doubt about it. There is also no doubt, that the value of these courses does not depend on the professors, or on the management, or on the setting—although these are, in varying degrees, important in creating the atmosphere in which the course takes place.

Those who register for such summer courses in order to have a vacation in pleasant company, at the same time satisfying their parents that they are learning something about Ukraine, lose out in the end. Not only do they learn very little, being unresponsive or hostile to the material taught in classes; their vacation is also a failure, for the restrictions on time and activity necessary for students are to non-students limiting and irritating.

On the other hand, parents who send unwilling children to summer courses are deluding themselves, and injuring the caliber of the courses for other students. Resentful participants will in most cases close their minds to the material taught, derive no benefit at all from the classes, and be a disrupting and disturbing influence on their fellow-students.

The most realistic approach to this summer cultural program is, luckily, that of most students, who realize the aim and the peculiar benefits to be derived from this particular kind of "school." Because such courses are held in resort surroundings, the opportunity is ideal to combine study with social and athletic activity. Study punctuated with periods of play is much more palatable, and equally profitable, while relaxation emphasized by periods of work or study can be better appreciated and enjoyed.

Another point needs to be made. The short time set aside for such courses, is not enough to serve as a complete Ukrainian cultural education for youngsters. Parents who expect professors to infuse in their children the love for and knowledge of Ukraine which they themselves have not been able to do throughout the year, are likely to be disappointed. The courses, however, can be a wonderful stimulus to those who are genuinely interested in learning more about their heritage but have little opportunity during the year.

Most youngsters bring back from summer sessions not only pleasant memories and lasting friendships, but the desire and intention to learn more about the land of their fathers. This, then, is the full value of the cultural courses.

Back to School

And once again, Labor Day weekend signals the advent of the school year, the beginning of another year of progress and growth, intellectual and spiritual, on all levels of the school system.

For students in colleges and universities, the year brings late hours, headaches, much black coffee and only an occasional movie. It means, however, a return to old friends, or to a well-known and well-loved academic atmosphere, where the world's problems, faced in the company of one's peers, do not seem as insoluble, and humanity not quite as lost.

For high schoolers, it means Latin, and English compositions, and the preparation of the senior yearbook. It means basketball practice after school and dirty sneakers in the locker, algebra and proms and, maybe, Drivers' Education.

On the elementary school level, back-to-school, brings on an approach—avoidance. For child will never admit, not even to himself, that he likes school. Yet the friends, and problems, the occasional bright spots—like being chosen monitor or getting to clap the erasers, are what make a child's life complete.

In all cases, something new will supercede something familiar, some knowledge will be acquired, and progress, of one kind or another, will result. This step forward in knowledge, in experience, in wisdom, will continue for 10 months, until again the concentrated, specialized and immense, yet pleasant problems of school will be put out of mind for another summer vacation.

THE GEMINI 5 FLIGHT

By CLARENCE A. MANNING

The flight of the Gemini 5 was in many ways the most ambitious of all the attempts at space exploration made by the National Space Administration. The astronauts, Col. Cooper and Lieut. Commander Conrad, made 120 full revolutions of the earth. They were in space a little more than eight days and by so doing they greatly surpassed the previous record set by the Soviet cosmonauts.

It is perfectly true that certain changes were made in the announced plan of the flight. Almost from the very beginning there were apparently some malfunctions or deficiencies in some of the fuel cells of the capsule which rendered it necessary to omit some of the planned experiments, such as the attempt to rendezvous in space with an additional satellite set off from the capsule, because of a lack of power—or rather the danger that too much fuel and power would be exhausted in the experiment. Finally after the astronauts had been cleared for the continuation of their flight day by day, the discovery of a tropical storm moving into the assigned landing area made it necessary to curtail the flight by one revolution so as to bring it down in an area where the seas were still calm and where recovery would be easily possible.

Notice of all these changes was broadcasted throughout the world and to the American people, who were kept informed of the various developments in intelligible, non-scientific language. This has been fully in accord with the governmental policy of full and open publicity on all the flights, including the reasons for delays in launching and the slight errors that have been involved in some of the flights as to the exact place of descent. This publicity has been one of the main reasons for the enthusiastic interest shown by the general public in the progress of the scientific explorations of space, for it has had good reason to feel that its legitimate curiosity has been amply justified and regarded by the Space Administration and by the astronauts themselves.

It has been with an eye to this general publicity and the determination of the United States to submit the data to world study that President Johnson has repeated an invitation to some high members of the Russian space authorities to send representatives to witness the launching of the next Gemini flight. The invitation had been earlier presented but it has never been accepted for it would almost automatically involve an invitation by the Soviet authorities to American scientists to witness a Soviet launching and up to the present time Moscow has never given any open and unequivocal statement about the actual location of the Soviet launching center although, it is generally admitted to be somewhere in or to the east of the Urals. The Soviet position throughout has been one of the greatest secrecy and there have been few or no publications of messages, other than formal congratulatory ones. Khrushchev was delivering a typical such message when Mikoyan took the radio from his hands as a sign that his doom was sealed and he vanished before the cosmonauts descended. There had been no details published in advance, but the impression afterwards was that everything went according to plan and that there was no need for even expressing any wonder that all went well with the elder brother securely in the saddle.

There is however one special point to be noted in the comments on the Gemini flight. Once it was announced that the Americans were to try to exceed the Soviet records, Moscow began a true tirade of criticism, announcing that American haste to put new apparatus to a test rivaling Soviet skill was a dangerous gamble with the lives of the astronauts. The clear implication was that America would not advance beyond what it could have gathered from the scanty Soviet reports, perhaps increased by reports from the assumed ubiquitous American secret agents in the Soviet Union. That theme was sounded almost constantly from Moscow and there can be little doubt that many high Soviet officials would willingly have done anything to make their evil predictions come true.

At the same time it cannot be forgotten that Fidel Castro got into the act and declared the astronauts guilty of espionage in flying in the neighborhood of Cuba so as to give the impression that the entire flight was only a renewed attempt at high altitude espionage. Anything and everything was utilized to undertake the desecrating and belittling of the entire enterprise.

In all this Moscow is still running true to the policy set long ago by Stalin, namely to claim for the Russian genius so many firsts in fields where nothing was done to develop them or even to report them to the scientific knowledge of the world, that the general scholarly world became hesitant about giving any credit at all—even to the great accomplishments of Russian scientists both in the past and present. The desire to maintain a closed society at all costs has led to the loss of any general perspective as to the progress of scientific achievement in both the Russian Empire and the Soviet Union. A curious garbling of information and fables have resulted, which are intended only to confuse the general mind much like the data presented at various Soviet exhibitions in the United States in which it is impossible to understand the progress of the Russians and of the various other peoples progressive and civilized before they were

included in the Russian Soviet prison of nations. On the other hand it has always been a feature of Soviet propaganda to impute to the free nations accusations of doing the very things which Moscow is doing or thinking of doing even while it carefully disclaims any possibility of doing them as false to the Russian Communist ideal. The charges that the astronauts were spying is undoubtedly a proof of the fact that that is one of the goals of the Soviet space exploration, even as the definite scientific results have been slow in reaching the outside world despite the undertakings of the Soviet and the other governments.

WHAT DO WE WANT OF OUR YOUTH?

A CALL TO DISCUSSION CONCERNING OUR EDUCATIONAL OBJECTIVES

(2)

By MYRON B. KUROPAS

For Europeans, however, the term "assimilation" has an entirely different connotation. For Europeans, assimilation is a ethno-cultural process, a process which denationalizes or which leads to the loss of ethno-cultural identity. One does not become a "German" or a "Greek" by choice, one is born a German or a Greek. No matter how many generations of Germans lived in Ukraine, for example, they were always considered German both by Ukrainians and by the Germans themselves. For a European it made no difference what the political social order was like; he was what he was born—unless he assimilated and this usually meant changing one's name and completely divesting oneself of ethnic ties. Even then, one wasn't always accepted by the dominant culture.

In America because the culture is so nebulous, because it is a culture which is a composite of so many other cultures, and because it is still in a developmental process it is quite possible to be an American and retain one's ethnic integrity. It seems to me that it is in the very nature of being an American that one is a hyphenated American, i. e. Greek-American.

The hope of many scientists that one day soon the unity of the objective scientific world can be restored is a vain hope so long as the struggle between freedom and slavery is continuing, and so long as the free forces do not win in the scientific field an absolute and utter superiority. Till then, despite all the hopes and dreams of mankind, the kind of struggle that is going on will continue whether the United States wishes it or not; the careful adaptability which enabled Col. Cooper and Lieut. Commander Conrad to carry out their remarkable flight despite all obstacles will be called upon to overcome the jeers and scoffs of the Communist world which can not tolerate the success of free men. What is important is that the flight was successful and that we can be sure there will be many more of them.

German-American, etc. Unless one is an Indian, being an American means having ethnic roots. For Americans, this is the way it has always been. This is why Americans see no contradictions in the fact that Puerto-Ricans, Eskimos, and Hawaiians are all "American." The theory of "culture pluralism" has replaced the "melting pot" approach to ethnic groups.

To fully understand the significance of this condition and its implication for education, however, one should also be familiar with the evolution of this phenomenon. The differences in emotional interpretation of the term "assimilation" have historical roots. The same is true of the terms "nation," "nationality" and "Fatherland." For Europeans, these three terms have deep ethno-cultural significance that is based on historical circumstances. For Americans, these terms have a different meaning or no meaning at all.

In all European countries (with the possible exception of Switzerland) cultural and ethnic consciousness preceded the formation of the modern nation-state. Long before a European people established or declared themselves a political entity, they were aware of a certain cultural similarity that was different from that of their neighbors. In world history, the growth of nationalism was a relatively late development since it came about only after the demise of universal, social orders, i.e. the Roman Holy and Roman Empires and the Universal Christian Church. With the fall of the Holy Roman Empire, certain west European countries, blessed both by a geographic locale that afforded them some political isolation, and strong monarchs who were able to unite various tribes, began to take on recognizable national form. With the demise of Latin as a universal language representing the reigning social order, various cultures, based on the vernacular language and literature, began to emerge. A variety of techniques were employed by national monarchs to speed the "nationalization" process along. Strong armies were employed to pacify dissenters. National churches were established. The vernacular was elevated to the official language of the royal court, and it became a vehicle of literary and cultural communication. In England, France and Spain, national consciousness was an accomplished fact by the 15th century. At the same time Central Europe, notably Germany and Italy, were still in the throes of feudalism while Eastern Europe reverted back to a universal-state condition with the rise of the Austrian, Ottoman, and Russian Empires.

With the advent of the Enlightenment, there was a shift in political thinking. Kings were replaced and nations became republics. The modern nation-state came into being and modern nationalism was born. In western Europe, this last metamorphosis took place during the 19th century while in Eastern Europe, the establishment of modern nation-states was not accomplished until the 20th century. In all European countries, however, (with the exception of Switzerland) ethno-cultural consciousness preceded the establishment of the political reality, the nation or the nation-state.

In the United States, just the reverse was the case. Here, the political reality preceded ethnic consciousness, a consciousness that has never reached the proportions we find in Europe. What is more, here in America, the political reality came about as the result of certain economic considerations rather than anything else. Englishmen, dissatisfied with the evils of "taxation without representation," became Americans overnight by virtue of a political declaration. There was little, if any consciousness of any kind of cultural difference with the mother country in 1776. As a matter of fact, there were probably more similarities among Americans in the 13 original colonies than similarities. There were vast religious differences, there were

state board examinations. Some states then reciprocate with others. American graduates in addition may take National Board Examinations, which are accepted in lieu of state boards, by most states, with the exception of six southern states.

Foreign graduates, on the other hand, are required to take the ECFMG test even before they are permitted to start a year of internship. Furthermore, upon completion of this training period not all states as yet allow them to take state boards. New Jersey, for example, requires three years of hospital experience before they become eligible for licensure. These inconveniences and sacrifices are an insignificant price indeed for those who are genuinely interested in becoming physicians. Training either here or abroad, though different in its philosophy and circumstances, will nevertheless prepare them adequately to fulfill and discharge the obligations of this noble profession.

UNA NOTES AND COMMENTS

By THEODORE LUTWINIAK

Recently we tried to get a young man interested in becoming a member of the Ukrainian National Association. We soon learned that he knew quite a bit about the organization but was reluctant to join because of "all the extra charges." We asked him what he meant by that and he explained that he had talked with members of different branches in the area and found that many of them were paying dues which covered more than their insurance.

"Some of the men said their dues include a subscription to Svboda and an assessment for the branch sick benefit fund. It seems that all members are assessed for the branch administration fund. Then I understand that the UNA itself, has assessments for funds of its own and asks the members to contribute to something called an 'emergency fund.' When the branch sponsors some kind of an event the members are expected to buy tickets. I even heard of a branch where the members are assessed for flowers and the like when one of their number passes away. Do you wonder why I hesitate to join the UNA?"

No doubt there are other people who have not joined the UNA because of the reasons mentioned by our friend. Actually, the picture is not at all as bad as it seems. Where Svboda is concerned, for instance, the great majority of the members need not subscribe unless they desire to do so; this includes all juvenile certificate holders, women, illiterates, American-born, and certificate holders in Canadian branches.

Some UNA branches maintain sick benefit funds into which participating adults pay dues of something like 50¢ monthly. When a member gets sick and qualifies for a benefit under the branch bylaws, payment is made. With some branches participation is compulsory to assure an ample treasury and success of the program.

Almost all of the branches assess their adult members 5¢ and up monthly to defray administration costs such as meeting hall rent, postage, stationery, and the like.

class differences, there were even certain political differences. The only thing Americans had in common was their language and even this was not true of all sections when we consider the Dutch in New York, the Germans in Pennsylvania, and the Swedes in Delaware. It is not difficult to see, therefore, that American culture, if there really is an American culture in the European understanding, is evolving as a kind of rationalization to justify an established political reality.

Faced with a heterogeneous culture from the very beginning, America was forced to unify all citizens. Since the cultural unification efforts of the Anglo-conformists proved difficult, if not impossible; the American "culture" has come to be based on certain more easily acceptable political and economic artifacts.

Even today, the terms "nation" and "nationality" have political rather than deep ethno-cultural significance for most Americans. An American interprets the term "nation" as a politically determined phenomenon but prefers to use the term "country" when speaking of the land of his birth. He finds it difficult to comprehend why Ukrainians, born in Ukraine during the Polish occupation, get so upset when he tells them they're Polish. For him, the important thing is who was the political authority during the time. That, rather than anything else, seems to determine one's nationality for most Americans.

Loan Fund, which should become operational for the academic year 1966. In this way we hope to help those who are willing to take this long road, who are accepted into a medical school of their choice and yet who need and deserve financial support.

Inquiries concerning the Medical Student Loan Fund and medical studies here or abroad should be addressed to: Ukrainian Medical Association of North America, 2 East 79th Street, New York 21, N.Y.

The UNA assesses each adult member 15¢ monthly for its Indigent Fund (8¢), Convention Fund (5¢), and National Fund (2¢). Adults with long-standing illness or disability may make petition to the Indigent Fund for assistance. The UNA pays the costs of its quadrennial conventions from the Convention Fund. The National Fund is used for worthy causes and educational purposes.

The UNA maintains an "Emergency Fund," supported by members through donations of dividend checks, which will be used should a situation develop considered serious by UNA officers.

It is only natural for branches sponsoring affairs to expect the support of their own members. Some of the branches make ticket-buying compulsory to assure the success of the event. Let it be understood, however, that the branches are managed by the members and all rules and regulations were passed by them at official meetings. This includes the sick benefit fund, administration dues, and assessments to cover flowers and the like for deceased members.

There are people who desire to participate in sick benefit funds and who like the idea of helping the branch pay for flowers for deceased members. People who do not want to pay for such things may request transfer papers and enter branches which have no compulsory charges.

In other words, the UNA has all kinds of branches and it is up to the new applicant to "shop around" and select one to his liking. If he finds he made a mistake he can easily transfer to another branch. As for "extra charges"—it is quite possible to be a UNA member and pay for nothing more than insurance plus UNA funds of 15¢ monthly (adults only, and only on one certificate); and, maybe, a small branch administration charge.

We welcome correspondence on this and any other subject involving the UNA. Information material is free for the asking. Address the UNA, Box 76, Jersey City, N. J. 07303. Please mention our column.

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In view of the above, isn't it quite possible that we Ukrainians are fighting windmills and creating problems with our "either-or" approach to the education of our youth?

(To be Continued)

OPPORTUNITIES IN MEDICINE

By Dr. Lubomir Jaony

When in the spring of this year Dr. Bohdan Olesnicki took office as President of the Ukrainian Medical Association of North America, much of his acceptance speech he devoted to the problem of rejuvenation and expansion of this Ukrainian professional society. A great majority of its members both in the United States and Canada are graduates of European medical schools who arrived here following World War II. Through their initiative, hard work and untiring efforts the Ukrainian Medical Association has been able to discharge its duties to the Ukrainian community in North America.

both here and abroad for those who wish to study to become Doctors of Medicine. Medical studies in America are long, physically and emotionally as well as financially exhaustive; despite this, and the increasing popularity of other professions, it is still difficult to gain admission into one of the 83 medical schools in the United States. By 1968, ten more medical schools will be in operation, but there are always many more applicants than there are available openings. The ratio of total number of applications to total number of acceptances has risen from three in 1948 to four in 1964, and the Association of American Medical Colleges anticipates that it may in the ensuing years increase even further.

One of the prerequisites for admission to a medical school is the satisfactory completion of a four-year pre-medical course in a liberal arts college. The academic success

which one achieves during these four years may very well be decisive in a student's being admitted to a medical school. This is proven by statistics which have shown that of all accepted by medical schools, 90% were A or B students in their undergraduate years. Thus it is clear that if the prospective applicant achieves only a C cumulative average, his chances of acceptance are hardly one in ten.

Although high academic achievement in pre-medical courses is of primary importance, there are several other factors which may sway the opinion of the Admissions Committee of a particular university. In order to obtain a more uniform basis for evaluating pre-medical students, the Medical College Admissions Test taken by all pre-medical students in their junior year, has been developed and improved over the years. Furthermore, "advisory committees" have been set up in most liberal arts schools offering pre-medical courses. Through their more intimate contact with the students, they are able to evaluate the individual student's interest

in medically related subjects, to determine his ability to handle new and unexpected problems as well as his adjustment to changes in his environment. The negative or positive evaluation of an "advisory committee" may have a deciding influence on the Admissions Committee. Last but not least, I would like to mention that a medical student often has a chance to plead his cause personally, for medical college admissions committees generally interview almost all of the applicants to their school.

Most of those that are unable to gain admission to a medical school remain in a field related to medicine; some continue their studies in one of the basic sciences, receive their doctorate and may finally even teach in a medical college; others join one of the many excellent pharmaceutical companies. Still others, however, cross the ocean to enter medical schools in Western Europe. There medical studies may last from five to six years, and frequently those who finish pre-medical courses in the U.S.A. are given full credit for courses completed here. Al-

though some countries (e.g. Holland) are beginning to restrict admissions of foreigners to their schools, others, like Italy and Austria, still welcome them. In fact, the freshman class of 1964 at the University of Bologna had more enrolled Americans than native Italians. In general, medical studies in Europe are less rigid and somewhat more relaxed.

Annual living expenses and medical school tuition are lower in Europe. In Italy a year of study costs less than \$1,000.00. Although this sum may be higher in other West European countries, in the United States it would most certainly exceed \$2,000.00. Even travel to and from the States is reasonable, for upon enrollment in the Swiss Student Union, round trip fares to New York on the Swiss Airline cost as little as \$200.00.

What difficulties lie ahead for the graduates of European medical schools who desire to practice back home? To obtain a license to practice, an American graduate must in most states complete one year of internship before becoming eligible to take



## ON A DIFFICULT PROBLEM...

(The following article appeared in Ukrainian in Svoboda. Because the arguments expressed and questions asked are interesting and important to the readers of The Ukrainian Weekly as well, we reprint it in the hope of stimulating a beneficial exchange of views on the subject.)

Those closely following developments in our Ukrainian press, are aware of a series of articles that appeared recently on the subject of "mixed marriages," which are becoming increasingly common. (By "mixed marriage" the author refers to the marriage of a person of Ukrainian descent to a non-Ukrainian—ed.) Some writers condemn such marriages, others justify them, while still others seek means of preventing them, or at least decreasing their frequency, seeing them as a manifestation contrary to the interests of our community and nation.

I have had occasion to discuss this subject with several young women, and their arguments proved to be interesting enough to warrant mention on a wider scale.

A girl decides to marry somebody who can impress her, who in her opinion is distinct from others, ran the argument of one girl. For the simpler, less educated girls, the most important factor can be looks, physical strength, prowess and agility. For more educated girls with a broader horizon, intellectual or moral factors are called in to play—physical assets no longer suffice. Such a wife wants her husband to be somewhat superior to her. She wants him to be wiser and handier than she. Only then can she honor and respect him.

Marriages in which the husband cannot show intellectual superiority are therefore seldom happy. The attitude of a wife toward such a hus-

band can be flippant, sometimes even disrespectful. This can lead to tears, complaints even divorce, if the misunderstanding is sharpened.

In Philadelphia for instance it so happens, that more women than men study at the university level. Young women receive scholarships and earn degrees, etc., while young men often quit after high school. Even those who register in colleges often drop out, or interrupt their studies. Those who do continue do not always strive for good grades, being more intent upon having a good time.

Consequently, our young men often cannot impress the girls, since empty words, no matter how charming, cannot by themselves have any great effect.

It follows from this that women students or university graduates often cannot find a suitable partner among their friends and must look to "foreign circles."

This reasoning seems very logical, although it isn't easy to agree with it, since it does not correspond to reality. It cannot be taken into account without sufficient statistical or other more convincing evidence. I know from experience that men generally were the more serious, with a more earnest attitude toward the problems of life. Is it possible that such a basic change could have occurred in America?

It would therefore be very useful, if those most interested in this problem, namely young men and women themselves, would express their opinions on the subject. This problem is of great importance to our Ukrainian community, and a discussion of it could clarify many questions which exist in the consciousness of our youth but cannot be openly expressed.

Dr. W. Mackiw

## UYL-NA Foundation Announces Drive to Expand Program

CARTERET, N. J.—The Ukrainian Youth League of North America Foundation is currently engaged in its annual fund-raising campaign, according to chairman Eugene Wadiak who is directing this year's drive.

Mr. Wadiak made an earnest plea to the many members and friends of the UYLNA and those who are eager to help perpetuate the Ukrainian heritage, so proudly preserved to date, and to inspire the Foundation members to continue their work on new projects connected with the Ukrainian people and their culture.

In a special letter sent to all UYLNA members and friends, Mr. Wadiak stated that it was "for the continuation, perpetuation and dissemination of the best of this cultural heritage that the UYLNA Foundation is appealing for financial aid to help maintain its current program and prepare for its expanding cultural and educational projects."

Mr. Wadiak said that donors who contribute five or more dollars to this fund-raising drive will receive a year's subscription to the "Ukrainian Trend."

## Mezzo-Soprano Oksana Bryn

Among Ukrainian artists in America, mezzo-soprano Oksana Bryn is certainly one of the most active and versatile personalities. In addition to appearing in operas and concerts both in the Ukrainian and American communities (in the St. Paul area elsewhere), Mrs. Bryn participates in the Twin Cities Ukrainian Choral Group "Dni-pro" (in which she serves as assistant accompanist, choir master and soloist), writes and edits— together with her mother, Prof. A. Kostyuk — an art and music journal, "Visti", and contributes articles, short stories and critiques to other Ukrainian magazines — "The Ray", "Women's World", "Our Life".



Oksana Bryn

which she recently sang the role of Sister Angelica, in Puccini's opera of that name, and will begin rehearsals for the role of Margaret in Gounod's Faust. In addition, the artist has sung in concerts at the University of Minnesota, at the McFaul School of Music, and at the local Women's Club. She has also performed in Winnipeg, most recently in the role of Odarka in "Kozaks Beyond the Danube," and has had solo concerts in Chicago, New York, and Newark.

This weekend, Mrs. Bryn will appear at "Soyuzivka" in a concert of Ukrainian and international songs during the Sunday evening cultural-entertainment program there.

Indeed, Mrs. Bryn did go out and sing. Since 1963 she has appeared with the St. Paul Opera Workshop, in

## At 'SOYUZIVKA'

DURING SUMMER SEASON

## HOLY LITURGIES

CELEBRATED EVERY SUNDAY IN THE UKRAINIAN CATHOLIC and ORTHODOX CHAPELS

## RESOLUTIONS

ADOPTED BY THE SEVENTH CONGRESS OF THE FEDERATION OF UKRAINIAN STUDENT ORGANIZATIONS OF AMERICA, INC., (SUSTA), HELD ON JULY 9th AND 10th, 1965, IN PHILADELPHIA, Pa.

### I GENERAL RESOLUTIONS

#### 1) Greetings—

The participants in the Seventh Congress of SUSTA (a) send greetings to the President of the United States of America, and to his Administration, and hereby declare support for his efforts to bring peace and order to the world;

(b) send greetings to His Excellency, Cardinal Joseph Slipy, Primate of the Ukrainian Catholic Church, and to all other ecclesiastical leaders of the Ukrainian community in the Free World;

(c) send their most sincere greetings to the Ukrainian people now living in Ukraine, who are engaged in a relentless struggle against the Bolshevik occupation; and condemn the burning of the library of the Ukrainian Academy of Sciences in Kiev, calling it yet another step in the forceful Russification of Ukraine;

(d) send greetings to CESUS, SUSTE, SUSK, SAUS, to all civic and political organizations which tender the principles of the Ukrainian nationalist movement; to all educational youth organizations; to Ukrainian student clubs and associations in the entire world; and to the Ukrainian Congress Committee of America.

#### 2) Statements—

The participants in the Seventh Congress of SUSTA;

(a) regard all efforts to work for the good of the United States and toward the liberation of Ukraine as basic to the goals of the Ukrainian student movement in the United States, and, therefore, declare that the invitation of official representatives of the government of the USSR or of any of its affiliates onto the forum of any Ukrainian student organization in the United States is inconsistent with and contrary to the spirit of the Constitution of SUSTA as well as with the guidelines for activity followed by SUSTA in the past. In this matter the Seventh Congress of SUSTA approves and fully supports the position of the Ukrainian Congress Committee of America as the highest organ of all Ukrainians living in the United States of America.

(b) call upon the Ukrainian students living in the United States to work closely with the Ukrainian Congress Committee of America in its work for the Ukrainian cause; and to support the UCCA efforts to effect a U.S. foreign policy more favorable toward the cause of the Captive Nations, especially Ukraine;

(c) call upon the Executive Board of SUSTA and all local units of the Federation to actively participate in the forthcoming Congress of the Ukrainian Congress Committee of America, to be held in 1966, in order to secure a proper representation of SUSTA in the UCCA;

(d) request the Executive Board of the Ukrainian Congress Committee of America to supplement UCCA organs with representatives of the Ukrainian student body.

### II ORGANIZATIONAL RESOLUTIONS

1) Directives—The Seventh Congress of SUSTA directs the newly elected Executive Board of SUSTA;

(a) to utilize all possible means in bringing the entire Ukrainian student body in the United States into the Federation;

(b) to proceed in the creation of new local Ukrainian student clubs at universities and colleges throughout the United States;

(c) to follow the precedent of sponsoring organizational conferences, and to hold practical leadership seminars for the heads of individual SUSTA organizations;

(d) to adhere to the appropriate provisions of the SUSTA Constitution in accepting new student clubs and associations into the Federation;

(e) to prepare an accurate and complete directory of all Ukrainian students in the United States.

### 2) International Affairs—

The Seventh Congress of SUSTA directs the newly elected Executive Board of SUSTA

(a) to maintain formal and friendly relations with the various American and ethnic student federations and organizations in the United States;

(b) to participate in the next Congress of the United States National Student Association, and to exhibit an interest in the problems and the work of the USNSA;

(c) to continue formal correspondence and to maintain continuous contact with the USNSA;

(d) to continue to educate the American community, especially students, in Ukrainian matters; concerns, interests, and aspirations;

3) Cultural Affairs—The Seventh Congress of SUSTA calls on all members of the Federation:

(a) to develop and deepen their knowledge of Ukrainian language, history, literature, culture, and related subjects;

(b) to help organize Academic Conferences and other scholarly programs for the local student groups that comprise the Federation;

(c) to support Ukrainian scholarly societies and associations, and to make full use of their libraries and facilities;

4) Press and Information—The Seventh Congress of SUSTA

(a) acknowledges the vital need of student publications and, therefore, directs the continuation of publication of the "Student Word" (Studentske Slovo), the "Horizons" magazine, and the "Pre-Collegiate Information Bulletin" (PIB);

(b) call on all Ukrainian students to contribute to all SUSTA publications, to benefit from them, and to help affect their wide circulation, so that these publications will reach all areas of Ukrainian student activity.

5) Financial—The Seventh Congress of SUSTA directs all members to maintain and develop the financial strength of the Federation by paying all membership dues within the prescribed dues periods.

6) Precollegiate Student Affairs—The Seventh Congress of SUSTA directs the Precollegiate Commission

(a) to sponsor such events that will give high school students an opportunity to meet their collegiate fellow students;

(b) to sponsor a Precollegiate Conference;

(c) to encourage Ukrainian high school students to continue their studies on the university level, so that they will be able to broaden their knowledge, especially in the area of Ukrainian studies;

(d) to guide high school students in their impending activity in the Ukrainian organized academic movement.

7) Ukrainian Studies Chair Fund—The Seventh Congress of SUSTA

(a) acknowledges the crucial need for the establishment of the first Ukrainian Studies Chair at a major university in the United States, which will give young aspiring scholars and teachers the means of gaining a thorough academic training in the area of Ukrainian studies. While citing the efforts and noteworthy gains made to date toward the establishment of a Ukrainian Studies Chair Fund, this Congress reminds all that the campaign is far from finished. For this reason the Seventh Congress of SUSTA proclaims the 1965-1966 academic year as "Ukrainian Studies Chair Year," and asks all Ukrainian students in the United States to participate vigorously in this fund-raising campaign by soliciting donations from all benefactors and sympathizers to this cause. Above all, the Seventh Congress of SUSTA invites the general Ukrainian community and the Ukrainian press to extend all their support so that the goals of this campaign may be met within the prescribed period of time.

8) CESUS—Because the CESUS Federation is the highest governing body of Ukrainian students in the

## YOUTH OPPORTUNITY DEPENDS ON EDUCATION

On August 21, President Johnson announced a major campaign to get young Americans to return to school. He appointed Vice President Hubert H. Humphrey to direct the campaign, and he called upon employers, unions, civic, trade and religious organizations and state and local governments to "exert every influence that they command to bring our young people facts on the importance of education."

There was a time in this country when a young man or woman could leave school with a limited educational background, and still have a reasonable expectation of building a rewarding career. This, unfortunately, is no longer true.

The number of unskilled jobs in America today is declining steadily, and the jobs created by technical advances almost all require the minimum preparation of a high-school education. Secretary of Commerce John T. Connor in an open letter to employers reinforced this statement with figures: Last fall, there were 3.1 million young people 16 through 21 who didn't complete high school. Their jobless rate was almost four times the unemployment rate of the entire labor force.

This year, unless steps are taken immediately, at least three-quarters of a million youngsters will drop out of school, many of them will not even start the fall term.

The young people who drop out of school at the first opportunity do not begin to realize the seriousness of their step. Quite apart from the intellectual, cultural, and social deprivation, the financial loss is great. This was emphasized by the President, who estimated that the lifetime earnings of a high school graduate are over three-fourths more than those of a person who did not finish eight years of school, while a college graduate earns two-thirds more than a person who only finished high school.

The program headed by the Vice President is dedicated to the effort to get as many youngsters to school this September as possible. The other side of the same coin is the campaign to provide school year part-time jobs for youths, especially in those cases where such a job might spell the difference between finishing school and dropping out.

In enlisting support on all sides for this effort, President Johnson said, "I ask the employers, the unions, the civic, the trade, the religious organizations, the state and local governments, to exert every influence that they can command to bring these young people the fact about how important it is to stay in school. Because once the importance of education is impressed upon them, this Administration will do everything in its power to see that they get it."

## Pauline Burey Awarded Master's Degree in Education

PHOENIX, Arizona. The distinction and honor of leading the procession of 155 candidates receiving Master's Degrees at the 111th annual commencement exercises at Westminster College, New Wilmington, Pennsylvania, recently fell to Pauline E. Burey. She is the daughter of Mr. and Mrs. Andrew K. Burey, Phoenix, Arizona, who were formerly residents of Youngstown, Ohio. She was conferred the degree of Master of Education with a major in guidance and counseling.



Pauline Burey

While at Westminster, Miss Burey was named for membership to Psi Chi, the national honor society in psychology. She also has completed requirements for the state of Ohio for a special certificate in Pupil Personnel Service and is now licensed to perform duties of a School Counselor.

Miss Burey attended high school at the Raven School in Youngstown, where she graduated as a member of the Honor Roll, which is the upper 10% of the graduating class and is based upon scholastic achievement only.

She received the degree of Bachelor of Science in Education "Cum Laude" from Youngstown University with a major in secondary education. At Youngstown University, Miss Burey was elected

to and is a member of Kappa Delta Pi, honor society in education. She was junior women's advisor and a member of the Student Education Association. She maintained a 4.0 average for her last year in college and was named to the dean's list of the University. She has the distinction of being the first woman student to receive the Duestheimer Award in Astronomy.

Formerly on the staff at Raven School, Miss Burey is now on the faculty at Princeton Jr. High School, where she teaches ninth grade English as well as Speech and Dramatics.

## UKRAINIAN ARTIST IN CALIFORNIA

Los Gatos, California. — Mrs. Nastche Milan, daughter of Jurij and Justina Kashuba of Oliphant, Pa., is holding a one-man exhibit of her oil paintings at the El Gato Gallery in Los Gatos. Mrs. Milan has an interest-

ing background in art, choral groups and classical ballet. She studied at the University of Rochester and the Rochester Memorial Art Gallery, then continued her studies in New York for several years before moving to the Santa Clara Valley in 1958. Here Mrs. Milan has had a number of successful one-man shows, has had her paintings exhibited in various museums and galleries, and has won awards both in watercolors and oils.

About her paintings the artist says, "I love pure, vivid, exciting colors in my palette and to experiment with variations of color and form... Most of my paintings are contemporary, but in others I enjoy capturing a mystic quality. It is important to me that the mood of my painting be conveyed to the viewer or art lover, therefore I try to deepen their appreciation through the colors I employ."

Mrs. Milan has painted scenes from many countries which she has visited, she traveled extensively throughout the U.S., Puerto Rico, Haiti, the Dominican Republic, British West Indies, and Mexico.

## SPORTS SCENE

BY OLEH ZWADIUK



## Puskas Feels Sorry for U.S. Soccer

New York—"I really feel sorry for the future of American soccer," said Ferenc Puskas, the great Real Madrid player, after the disgraceful match between Real and Independiente of Argentina on Friday, August 27, at Downing Stadium, Randall's Island, which threatened to end in a riot.

"If they want to have International games in the U.S. then they have to get referees with International experience," said Puskas, adding "the way the officials handled this game was disgraceful. I have played everywhere and have never seen such a poor job of officiating."

The fact that the officiating left much to be desired is no secret. Every soccer buff in the United States knows that refereeing is one of the weak points in American soccer. But what is more surprising is that a player of the caliber of Ferenc Puskas would permit himself to be goaded to perform so disgracefully on the field in an International competition.

It was mainly because of Puskas and his teammate Francisco Gento that the whole mess started. From the best players in the world one expects a high quality of sportsmanship, especially since the two are models for young players throughout the world.

For the record, the match ended in a 1-1 tie. To everyone's surprise, Real Madrid which was badly outplayed by Independiente, was the first to score at 31 minutes of the first half. The goal came as a result of a powerful kick from 30 yards out by Antonio Tejada. It hit the net behind the outstretched hands of Argentinean goalie Miguel Angel Santoro.

Argentina tied the score midway in the second half on a shot by Raul Savoy from close range. Savoy intercepted a pass across the goal mouth from teammate Mario

Rodriguez and then nudged it into the open corner.

### Why?

It is always hard to explain properly the real cause of fighting on the field. This reporter suspects, however, that two things combined to light the spark that Friday. One, of course, was the poor performance by Aldo Clemente, the man with the whistle. Another is the fact that Independiente's players, particularly in the first half, completely dominated play in midfield.

When one saw such players as Puskas and Gento being outwitted and left standing helplessly while a small Argentinean was speeding toward the goal, it was easy to understand the frustration of these performers. The only reason that Argentina did not score more than they did was because for some reason they dribbled too much, perhaps hoping to walk the ball into the Spanish goal.

It was apparently too much to take for the Spanish stars and they began to throw vicious tackles. When Clemente ordered a penalty against Spain for one of the fouls, Gento promptly kicked him in the leg. Puskas, not to be outdone, kicked even higher, in the stomach. Both were ejected. As a result Real Madrid was left with nine men. Fights continued to break out, and the referee finally threw up his hands and called it quits with nine minutes left to play. Then after 27 minutes of taking the referee agreed to resume play, but it was no longer anything resembling soccer. The ball mostly was just passed between players and kept under control by Independiente.

Argentina could have won them match had they converted the penalty awarded them by Clemente, but the shot seemed intentionally to be put into the hands of the Spanish goal tender.

## SOYUZIVKA

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# Український Вільний Університет 1965-66

## СТУДЕНТ В УКРАЇНСЬКОМУ ВІЛЬНОМУ УНІВЕРСИТЕТІ

Справу відновлення навчання в УВУ остаточно рішенням 14 серпня ц. р. на Професорських Зборах Надзвичайного скликання. Це рішення із задоволенням прийняли чинники Баварського Міністерства Навчання й Віроповідань. Прихильний відгук цей крок знайшов у німецькій університетській opinio. Познакою такого ставлення німецьких кіл є те, що ректор Людвіг-Максимилянс Університету, проф. д-р Вебер погодився дати свою кандидатуру на обрання до Кураторії УВУ, а з ним таку саму згоду дали шість німецьких науковців та визначні представники баварського адміністративного світу.

Шляхом енергійних сміливих заходів удалося в колах українських учених в Європі пробудити інтерес до відбудови УВУ, наслідком чого вже зараз поновлено склад професорської колегії 7-ма викладачами, лекторами й асистентами та є підстави сподіватися на дальше поновлення, особливо з кіл молодішої наукової генерації. Іде діяльна підготовка до початку навчального року.

Колектив Українського Вільного Університету свідомих того, що лише невелике число студентів може зголошиться на зимовий семестр цього року. Про це знають також німецькі друзі нашого університету. Але ми знаємо, що це лише початок, ми дивимося в перспективу років, тому навіть і дуже обмежена кількість студентів ніяк не може спинити нас на вибраному шляху. Студенти в багатьох випадках на тому, що їх буде невелика кількість. Бо в такому разі кожному з них індивідуально буде приділено чимало уваги. УВУ на еміграції ніколи не стане масовим університетом. Але нашу завданням буде перетворити його в університет елітарний. Нечисленні студенти його мають стати патріями української духовності.

Поруч із цими рятівними публічними правилами прийому до УВУ та навчальні плани на найбільшій зимовій і літній семестри. Розуміється, не виключено, що під час семестрів будуть деякі зміни планів, доповнення чи скорочення. Але в основі, в своєму характері, вони вже залишаться незмінними. Плани ці забезпечують однорічне навчання.

Відомо, що в західному світі часто студенти покидають свою матірню високу школу на один рік, щоб студіювати в іншій країні. Особливо поширена практика виїзду з американського континенту на одnorічні студії до Європи. Плани назустріч традиції. УВУ розгорнув річний двоєсеместровий план, щоб студент мав змогу побачити, що він зможе протягом року студіювати. Мій семестровими планами існує внутрішній зв'язок, один семестр доповнюється другим. Але кожний семестровий план сам в собі становить і замкнену цілість. Хто уважно простулює наші навчальні плани, той побачить, що вони побудовані переважно не в площині читання систематичного курсу з дисциплін у всьому їх обсязі, а тематично: з наукової дисципліни береться окрему важливу тему, яка має бути докладно на світлі. Це дасть змогу професорам ввійти в глибину теми, збудити серед студентів інтерес до наукових проблем. Цілий ряд намічених викладів мають виявити методологічний характер: професори мають намір дати студентові розуміння наукової методи дослідження науки та прищепити молодій людині вміння оперувати методологією.

Головним змістовим ядром програми є українознавство в різних його длянках. Інше й бути не могло. Ми хочемо студентові дати відчуття й пізнання України, масом тісніше зв'язати його нитками духовного зв'язку з життям українського народу. В нашій програмі студентська молодь знайде задоволення

своїх жадоб пізнати край своїх батьків, дідів і прадідів, разом з тим наше молоде покоління віднайде через студії ключ до душі рідного народу й заживе з ним спільними змаганнями, ідеалами, емоціями.

Очевидно, що вивчення українознавства можливе тільки на широкій базі суміжних дисциплін, тільки в такому разі можна здобути широту погляду, яку зобов'язаний прищеплювати університет.

Вивчення українстики в зв'язку зі славистичним комплексом, в простеженні українських відносин до європейської культури та до східноєвропейської проблематики взагалі є дуже доцільним. Оця широта заступу студії потрібна нам ще й з іншої причини. Наша молодь мусть достосуватися своїми знаннями до вимог життя в західному світі. В західних університетах звертають велику увагу на студії російської мови, літератури, історії, порівняно широкі інтереси викликає совєтознавство, історія Східної Європи. Але не завжди ці студії позбавлені впливів певних тенденцій, односторонності. Ігноруються багаті аспекти сучасності та історичного буття цілого ряду народів східноєвропейського простору. Тут перед УВУ велике покликання — виховати такою славіста, совєтознавця, історика Східної Європи, який би з повною науковою об'єктивністю бачив життя в українській, і російській, і білоруській, і інших націй та міг би по-науковому оцінювати храм науки від імперіалістично-ідеологічного небагатух явищ сучасності та історичного буття цілого ряду народів східноєвропейського простору. І тут перед УВУ велике покликання — виховати такою славіста, совєтознавця, історика Східної Європи, який би з повною науковою об'єктивністю бачив життя в українській, і російській, і білоруській, і інших націй та міг би по-науковому оцінювати храм науки від імперіалістично-ідеологічного небагатух явищ сучасності та історичного буття цілого ряду народів східноєвропейського простору.

3. Прийом зголошень на зимовий і літній семестри 1965-66 рр. тривав від 20 серпня до 1 листопада 1965 р.

4. Студії в Українському Вільному Університеті в основі своїй є доповнювальними до студій в інших, так європейських, як і позаєвропейських університетах. Ці студії можуть бути доповнювальними також для студентів деяких коледжів.

5. Особи, що посідають ступінь магістра іншого університету або закінчили університетського типу в ССР, або інших східноєвропейських країнах, чи склали державний іспит в одному з німецьких університетів, мають змогу завершити університетські студії в УВУ шляхом аудиторного навчання протягом двох семестрів (в окремих випадках — протягом одного семестру) та потім готувати докторську дисертацію. Підготовка дисертації не кінчає зв'язку з перебуванням у Мюнхені. \*)

6. Студенти зі ступенем бакалавра, мають змогу перейти в УВУ доповнюючі одnorічні (два семестри) студії та скласти іспити з ряду дисциплін чи отримати, наслідком складення після одnorічного навчання іспитів, ступінь магістра.

7. Український Вільний Університет приймає в студентів тих осіб, які хочуть удосконалитися в знаннях з українстики, славистики, історії Східної Європи, з східноєвропейських правних норм та інституцій.

8. Для вступу на вищезгадані семестри потрібні:

- а) заява охочого стати студентом УВУ;
- б) життєпис із матрикюлянта власною рукою писаний, із докладним навігаторним попереднім студії та власноручним підписом;
- в) 3 світлинні 6.5x4.5 см.;
- г) матуральне або ріднозначне йому свідоцтво (можна замінити фотокопією);
- г) засвідчення про студії за відповідним фахом в іншому університеті чи коледжі, з зазначенням освітніх ступенів та з відзначенням оцінок за окремими дисциплінами.

9. Вступник має платити 40 доларів вписового, якщо він походить з північноамериканського континенту чи з Австралії, 40 нім. марок чи рівновартість їх, коли він мешкає в будь-якій іншій країні східного світу. Вписове слід надіслати негайно після повідомлення про готовність УВУ прийняти вступника до складу студентів. Семестральна оплата дорівнює 150 дол. та відповідає для мешканців країн поза північноамериканським континентом 150 нім. марок чи рівновартість їх в іншій валюті, звільнення від оплати чи зниження їх можливе у виняткових випадках за рішенням Ректорату.

## ВІДКРИТТЯ ЛІТНІХ КУРСІВ УВУ



Відкриття літніх курсів Філософічного Факультету УВУ у Мюнхені. Промовляв ректор проф. д-р Юрій Бойко.

## Повідомлення щодо прийому в студенти Українського Вільного Університету

1. Український Вільний Університет у Мюнхені оголошує прийом на зимовий семестр 1965-66 рр на факультеті Філософічний та права і Суспільно-Економічних Наук. Рівночасно йдуть вписи на літній семестр 1966 р.

2. Час тривання зимового семестру з 15 листопада 1965 р. до 15 березня 1966 р.; літній семестр триватиме від 1 липня до 1 вересня 1966 р.

3. Прийом зголошень на зимовий і літній семестри 1965-66 рр. тривав від 20 серпня до 1 листопада 1965 р.

4. Студії в Українському Вільному Університеті в основі своїй є доповнювальними до студій в інших, так європейських, як і позаєвропейських університетах. Ці студії можуть бути доповнювальними також для студентів деяких коледжів.

5. Особи, що посідають ступінь магістра іншого університету або закінчили університетського типу в ССР, або інших східноєвропейських країнах, чи склали державний іспит в одному з німецьких університетів, мають змогу завершити університетські студії в УВУ шляхом аудиторного навчання протягом двох семестрів (в окремих випадках — протягом одного семестру) та потім готувати докторську дисертацію. Підготовка дисертації не кінчає зв'язку з перебуванням у Мюнхені. \*)

6. Студенти зі ступенем бакалавра, мають змогу перейти в УВУ доповнюючі одnorічні (два семестри) студії та скласти іспити з ряду дисциплін чи отримати, наслідком складення після одnorічного навчання іспитів, ступінь магістра.

7. Український Вільний Університет приймає в студентів тих осіб, які хочуть удосконалитися в знаннях з українстики, славистики, історії Східної Європи, з східноєвропейських правних норм та інституцій.

8. Для вступу на вищезгадані семестри потрібні:

- а) заява охочого стати студентом УВУ;
- б) життєпис із матрикюлянта власною рукою писаний, із докладним навігаторним попереднім студії та власноручним підписом;
- в) 3 світлинні 6.5x4.5 см.;
- г) матуральне або ріднозначне йому свідоцтво (можна замінити фотокопією);
- г) засвідчення про студії за відповідним фахом в іншому університеті чи коледжі, з зазначенням освітніх ступенів та з відзначенням оцінок за окремими дисциплінами.

9. Вступник має платити 40 доларів вписового, якщо він походить з північноамериканського континенту чи з Австралії, 40 нім. марок чи рівновартість їх, коли він мешкає в будь-якій іншій країні східного світу. Вписове слід надіслати негайно після повідомлення про готовність УВУ прийняти вступника до складу студентів. Семестральна оплата дорівнює 150 дол. та відповідає для мешканців країн поза північноамериканським континентом 150 нім. марок чи рівновартість їх в іншій валюті, звільнення від оплати чи зниження їх можливе у виняткових випадках за рішенням Ректорату.

## ПЛАН ВИКЛАДІВ УКРАЇНСЬКОГО ВІЛЬНОГО УНІВЕРСИТЕТУ

В зимовому й літньому семестрах 1965-1966 р.

### ФІЛОСОФІЧНИЙ ФАКУЛЬТЕТ:

Зимовий семестр 1965-1966

1. Розвиток філософської думки східних слов'ян — 1 год. — Викладач д-р К. Митрович;
2. Вибрані питання з психології (психологія мови і творчості) — 1 год. — Проф. д-р О. Кульчицький;
3. Окремі проблеми з укр. педагогіки — 1 год. — Викл. д-р Г. Васильевич;
4. Українська вдача в насвітленні українських етнопсихологів — 1 год. — Проф. д-р В. Янів;
5. Проблеми поезити прозових творів — 1 год. — Викл. О. Сулима-Блохин;
6. Порівняльна граматики слов'янських мов — 2 год. — Проф. д-р Е. Кошмідер;
7. Старослов'янська мова — 2 год. — Проф. д-р О. Горбач;
8. Бурлеск і трагедія в українській, російській та білоруській літературах — 1 год. — Проф. д-р Ю. Войко-Блохин;
9. Українські неокласицизм і зв'язку зі західноєвропейськими літературними течіями — 1 год. — Викл. д-р К. Зісс;
10. Історія шевченківства — 1 год. — Проф. П. Зайцев;
11. Нарис географії населення України — 1 год. — Проф. д-р В. Кубійович;
12. Археологія східноєвропейського простору — 1 год. — Проф. д-р П. Курінний;
13. Археологічний семінар: Методологія археологічних дослідів — 1 год. — Проф. д-р М. Міллер;
14. Східнослов'янська історіографія — 1 год. — Проф. д-р Н. Полонська-Василенко;
15. Соціальної устрій України, Польщі й Росії в 17 стол. — 1 год. — Проф. д-р Н. Полонська-Василенко;
16. Український народний календар — 1 год. — Док. д-р О. Вороний;
17. Введення в історію укр. мистецтва — 1 год. — Викл. д-р М. Гоцій;
18. Київські фрески й мозаїка X-XII ст. — 1 год. — Викл. д-р М. Гоцій;
19. Переслідування православної церкви в ССР — 1 год. — Викл. П. Теодоревич;
20. Українська мова — 2 год. — \* \* \*
21. Болгарська мова — 2 год. — \* \* \*
22. Польська мова — 2 год. — Проф. П. Зайцев;
23. Білоруська мова — 2 год. — \* \* \*
24. Російська мова — 2 год. — Викл. О. Сулима-Блохин;

### ФАКУЛЬТЕТ ПРАВА І СУСПІЛЬНО-ЕКОНОМІЧНИХ НАУК

Зимовий семестр 1965-1966 р.

1. Вибрані проблеми українського публічного права — 2 год. — Проф. д-р В. Орельський;
2. Чинне право в Україні... — 2 год. — Док. д-р А. Біляшський;
3. Теоретичні проблеми самоуправління... — 2 год. — проф. д-р І. Панейко;
4. Основи західноєвропейського і совєтського адміністративного права... — 2 год. — Проф. д-р З. Соколюк;
5. Основи податкового права в Західній та Східній Європі... — 2 год. — Док. д-р Л. Ясовський;
6. Соціологічні проблеми в Україні... — 2 год. — Проф. д-р В. Орельський;
7. Системі народного господарства та їх критична оцінка... — 2 год. — Проф. д-р Г. Горя;
8. Характерні риси німецького і совєтського цивільного права... — 2 год. — Док. д-р А. Біляшський;
9. Міжнародні договори і їх значення для України... — 2 год. — Проф. д-р В. Орельський;
10. Міжнародне кримінальне право... — 1 год. — Проф. д-р Г. Горя;
11. Кібернетика та її застосування в ССР... — 1 год. — д-р А. Фіголь;
12. Історія дипломатичної служби... — 1 год. — д-р В. Федорчук;
13. Сировинна база України та її народногосподарське значення... — 1 год. — (Викладач буде призначений);
14. Соціальна наука... — 2 год. — (Викладач буде призначений);
15. Соціологія на Сході і Заході... — 1 год. — д-р В. Осадчук;

### Рекомендовані Деканатом Філософічного факультету УВУ виклади в Людвіг-Максимилянс-Університеті, що їх студенти УВУ можуть відвідувати в ролі студентів-гостей:

1. Християнське життя і християнське майбутнє — 2 год. — Проф. д-р К. Рапер;
2. Історія філософії від Канта до Ніцше — 2 год. — Проф. д-р В. Шульце-Зольде;
3. Філософський семінар щодо проблем мистецтва — 2 год. — Проф. д-р К. Шплінг;
4. Введення в грецьке мистецтво — 1 год. — Прив. доц. Г. Вальтер;
5. Давньохристиянські мозаїки — 2 год. — Проф. д-р К. Вессель;
6. Месіянзм Сходу і соціальна філософія Заходу — 2 год. — Проф. д-р Е. Вебер;
7. Введення в педагогіку — 2 год. — Проф. д-р Л. Енглерт;
8. Бібліографічне введення в східноєвропейські та південно-східноєвропейські студії — 2 год. — Д-р О. Мах;
9. Введення в історію Східної Європи — 2 год. — Д-р Е. Гьонш;
10. Ленін і початки Совєтського Союзу — 2 год. — Проф. д-р Г. Штадтмюллер;
11. Н. Макферсон, Я. Г. Гердер і слов'янські літератури — 2 год. — Проф. д-р Ю. Войко-Блохин;
12. Російська література 19 стол. — 2 год. — Проф. д-р А. Шмавс;
13. Історія української літератури 19-го стол. — 2 год. — Проф. д-р Ю. Войко-Блохин;
14. Київське літописання 11-13 стол. — 2 год. — Проф. д-р Ю. Войко-Блохин;
15. Російська історична граматики — 2 год. — Проф. д-р А. Шмавс;

### Літній семестр 1966 р.

1. Філософія Сквороди — 1 год. — \* \* \*
2. Загальна психологія (із узгодження психології мови й мистецтва) — 1 год. — Проф. д-р О. Кульчицький;
3. Перетворення людини в Совєтському Союзі як психологічна проблема — 1 год. — Проф. д-р О. Кульчицький;
4. Педагогічні погляди Б. Грінченка — 1 год. — Викл. д-р Г. Васильевич;

### ЛІТНІ КУРСИ УВУ

1. Спадкове право в Україні... — 2 год. — Док. д-р А. Біляшський;
2. Родинне право в Україні... — 2 год. — Док. д-р А. Біляшський;
3. Проблеми державної етики... — 2 год. — Проф. д-р Ю. Панейко;
4. Етика і кара смерті... — 1 год. — Проф. д-р Ю. Панейко;
5. Міжнародно-правне становище України в період 1-ої світ. війни... — 1 год. — Проф. д-р В. Орельський;
6. Реалізація правних норм адміністративними органами на Заході і в ССР... — 2 год. — Проф. д-р З. Соколюк;
7. Проблеми азильного права в модерному кримінальному праві... — 1 год. — Проф. д-р Г. Горя;
8. Розвиток кредитової політики на Заході і Сході... — 2 год. — Проф. д-р Г. Горя;
9. Загальне вчення про промислового господарстві вкл. до новітнього рахівництва в Федеративній Німецькій Республіці і в Східному Бельюку... — 2 год. — Док. д-р С. Ясовський;
10. Податкове вчення в промисловій господарстві з податковим та торговельним правом (різниця між Федеральною Нім. Республікою та країнами Східного Бельюку)... — 2 год. — Док. д-р С. Ясовський;
11. Основні риси податкового права в Західній та Східній Європі... — 2 год. — д-р Г. Рейнгард;
12. Фінансова наука... — 2 год. — д-р Г. Рейнгард;
13. Кібернетика та її застосування в ССР... — 1 год. — д-р А. Фіголь;
14. Історія дипломатичної служби... — 1 год. — д-р В. Федорчук;
15. Сировинна база України та її народногосподарське значення... — 1 год. — \* \* \*
16. Соціальна наука церкви... — 2 год. — \* \* \*
17. Соціологія на Сході і Заході... — 1 год. — д-р В. Осадчук;



Слухачі й гості під час відкриття літніх курсів УВУ у Мюнхені влітку 1965 р.