

Where and How of Student Travel

By MARGARET E. SHERMAN

THOUSANDS of students are now planning to go abroad in 1967, possibly as many as 275,000. The U.S. Passport Office reports that during the first nine months of 1966, 246,000 students applied for passports, surpassing the total of 221,990 for the entire year 1965. The objectives of these students in going abroad will vary from a summer tour or independent travel in Europe to a period of academic study at a foreign university or study center. Many young people will be venturing overseas for the first time, and will need assistance in planning a trip that is exciting, profitable, and at the same time inexpensive. The quest for information should begin early, because organized programs frequently complete bookings several months before departure, and because transportation and other arrangements have to be made well in ad-

vance by the independent traveler. Also, it takes time to gather all of the information. There appears to be a shortage of literature on student travel that is readily available in bookstores or in libraries. One must dig deeper by writing to the various organizations that serve student travelers. In addition to publishing a good part of the existing literature on student travel, organizations such as those listed below issue a number of pamphlets, brochures, and mimeographed materials which are distributed free of charge in answer to student inquiries.

INSTITUTE OF INTERNATIONAL EDUCATION. 809 United Nations Plaza, New York, N.Y. 10017. IIE initiates, develops, and administers exchange programs between the United States and more than 100 other countries. It serves as a clearinghouse of information on educational systems and study opportunities abroad, and administers scholarships and fellowships for Americans to study abroad. A free list of publications, with order form, is available from the Publications Division.

COUNCIL ON STUDENT TRAVEL. 777 United Nations Plaza, New York, N.Y. 10017. A membership federation of more than 150 North American institutions and organizations active in educational exchange, the Council arranges transportation on chartered student ships during the summer and on regular passenger liners throughout the year, coordinates orientation-recreation programs on its charter sailings, and serves as a clearinghouse of information on all aspects of student travel. A list of Council publications, with order form, is available on request.

The following organizations are all actively engaged in arranging overseas programs for college undergraduates, as well as some opportunities for high school students. Catalogues or brochures are available from each sponsor giving details on the programs it offers.

U.S. NATIONAL STUDENT ASSOCIATION. 265 Madison Avenue, New York, N.Y. 10016. USNSA is the official national union of students in the United States and is associated with student organizations in more than forty countries. USNSA-Educational Travel, Inc., provides American college students with guidance and information on low-cost



educational travel, and makes detailed travel arrangements for both individuals and small groups. During the summer USNSA-ETI conducts a number of general and special-interest tours and study programs for college students, as well as pre-college study tours. It also administers a "Summer Jobs in Europe" program in cooperation with the Council on Student Travel.

AMERICAN YOUTH HOSTELS, INC. 14 West Eighth Street, New York, N.Y. 10011. AYH is one of forty-one hostel associations that belong to the International Youth Hostel Federation. It sponsors summer hosteling trips to Europe, Israel, North and South America, and Japan for college students, and special high school trips to Europe. A list of AYH publications is available on request, including an order form.

THE EXPERIMENT IN INTERNATIONAL LIVING. Putney, Vermont 05346. An educational exchange organization, the Experiment sponsors home hospitality programs during the summer in forty-five countries for young people aged 16-30. Its regular programs include a one-month homestay followed by an informal trip, which is generally shared with young members of the host family. A variety of special programs will be offered during 1967, including cooperative work projects, opportunities to teach English as a foreign language, social service projects, and special-interest programs. The Experiment also offers for their spring semester programs of independent study in several countries for college undergraduates.

For those who wish to join an organized group, there are several good directories of work, study, and travel programs conducted by colleges, universities, and educational organizations:

Work, Study, Travel Abroad. U.S. National Student Association-Educational Travel, Inc. 176 pp. with illustrations. \$1.95. A comprehensive reference which contains information on every aspect of student travel including preparation for the trip, organized or independent travel, study abroad—both summer and academic-year programs—and working overseas. Includes suggestions on how to select the best tour, lists helpful organizations and publications. This would be a good book to start with, for both group and individual travel.

(Continued on page 67)

2 Treasures

for those select few who read French

**THE BRAND NEW
PETIT LAROUSSE 1967**

yours for only **\$1⁰⁰***

**DICTIONNAIRE
MODERNE 1967**
English-French
French-English

yours for only **\$1⁰⁰***

* IF YOU JOIN NOW

SELECT EITHER of these two great works, plus one of eight great French books, when you join the French Book Guild. No fees, no dues, choose only 4 books a year, fiction and non-fiction, all in original French, many not available in translation, all at amazingly low cost.

SEND NO MONEY—MAIL COUPON TODAY!

FRENCH BOOK GUILD, 101 Fifth Ave., N. Y. 10003
Please send me without obligation information regarding membership in The French Book Guild.

Name SR

Address

City State Zip

MARGARET E. SHERMAN is a member of the Information Service Department of the Council on Student Travel. (Other articles on student travel begin on pages 50 and 83.)

The Question Was Slavery

***The Invention of the Negro*, by Earl Conrad (Eriksson. 244 pp. \$5.95), examines the ways in which white institutions and leadership created the race problem in America. William Loren Katz is the author of "Eyewitness: The Negro in American History" and "A Teacher's Guide to American Negro History Materials," both to be published this year.**

By WILLIAM LOREN KATZ

THOMAS BRANAGAN, a Dubliner who became a slave-trader during the 1790s, described the dehumanizing character of the commerce in Africans that built New and Old World fortunes:

Children are torn from their distracted parents; parents from their screaming children; wives from their frantic husbands; husbands from their violated wives. . . . See them collected in flocks, and like a herd of swine, driven to the ships. They cry, they struggle, they resist; but all in vain. No eye pities; no hand helps.

From that day until this most whites have averted their eyes and withheld that helping hand. Earl Conrad's *The Invention of the Negro* describes the conflict between the white man's conscience and his desire for profits from the slave trade, slave labor, and the economic exploitation of free black men and women. He cites Patrick Henry as a slaveholder impaled on the dilemma:

Every thinking honest man rejects slavery in Speculation, how few in practice? Would anyone believe that I am Master of slaves of my own purchase? I am drawn along by the general Inconvenience of living without them; I will not, I cannot justify it.

Earl Conrad, a journalist and author of eight previous volumes on the Negro and civil rights, took his theme and title from James Baldwin's 1964 remark to white TV viewers: "If I am a nigger you invented me." Conrad decided that the Negro's status in America was the product of "white institutions, white history . . . white European and American leadership . . . white concepts, white commerce, and white self-deception."

While the oppression of the Negro was the work of white people, the his-

tory of this oppression cannot be accurately estimated by omitting one-half of the relationship. The part of the oppressed in altering or redirecting their conditions (and those of their oppressors) must be considered. By ignoring the Negro's role in American life and his effect on white people, institutions, and laws, Conrad has misapplied Baldwin's insight and built his concepts on an oversimplified premise.

The author also appears unaware of new scholarly findings. Eugene D. Genovese has shown that the slave's resistance to his condition had a crucial effect on both the institution and its profitability. James M. McPherson has documented the important role of Civil War Negroes (slave and free) in Lincoln's policies and in Union military campaigns, where they served as spies, scouts, and soldiers. C. Vann Woodward has traced the development of Jim Crowism to the white reaction to Negro economic and political gains during the 1880s and 1890s. And certainly the civil

rights laws of 1960, 1964, and 1965 are due more to Negro militancy than to any other cause.

Conrad's historical views are often hazy, confused, and contradictory. While *The Invention of the Negro* frequently breathes with the anger of James Baldwin, it lacks his logic and clarity. Conrad is a difficult man to pin down. On one page he notes that "the depressed character of the American Negro as the [Civil] war opened" created men "so held to the Southern tradition, that they remained shackled to the plantation which fed the men and armies pledged to keep them forever in chains." Two paragraphs later he says: "All through the 1850s the slaves engaged in outbreaks, some fair-sized local revolts. Individual tyrannical slave-owners were slain; the Negroes fled North if they could." In the course of two paragraphs the violently militant man of the 1850s becomes the slave shackled to the plantation by Southern tradition as the war begins. The author's rhetoric often obscures his meaning, his penchant for the facile phrase and glib generality blurs important cause-and-effect relationships.

The Invention of the Negro explores an important subject, one that deserves more thorough and scholarly treatment. It is vital that we understand the historical process by which blacks and whites alike were dehumanized.

A startling novel about the Kennedy generation — the men and women who came of age in World War II

"The year's first literary success."
— John Clellon Holmes

"Probing, suspenseful . . . Uncommonly readable and uncommonly moving."
— The Literary Guild

\$5.95, now at your bookstore
THE DIAL PRESS

