

Applied Mathematicians
Operations Analysts
Applied Physicists

CAREER APPOINTMENTS

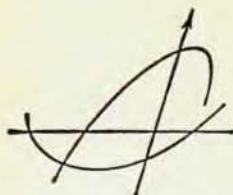


Exhibit A

Achievement is the most conclusive evidence of capability.

At Booz-Allen Applied Research, achievement takes many forms, covers many fields, and is manifest in the successful completion of more than 3,000 projects for 1,200 clients. State-of-the-art technical assignments in astronautics, communications, computer and data handling systems, feasibility analysis, operations analysis, transportation, and numerous other problem areas of equal complexity have demonstrated both the breadth and the depth of our capability.

Continued achievement has meant strong, steady growth . . . inevitably accompanied by demands for additional staff members to help us meet new challenges. A career appointment at BAARINC offers exceptional rewards, both personal and professional. To investigate them and explore the openings for which your background may equip you, please send your complete resume to Mr. Robert K. Flint, Director of Professional Appointments.

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SCIENCE EDUCATION

Consultants program

Last year, the Committee on Physics Faculties in Colleges recommended the establishment of a pilot program of continuing consultants to colleges. "The advice and assistance of established physicists," said the COPFIC report to the physics community (*Physics Today*, May 1964, p 38), "will be helpful to colleges that are seeking to improve their curriculum and the opportunities for faculty research". With the COPFIC proposals as a basis, the American Association of Physics Teachers and the American Institute of Physics applied to the National Science Foundation to have a consultants project included within the NSF-sponsored Visiting Scientists Program. This authorization was subsequently granted, and now arrangements are under way to launch a pilot program this spring in about ten college physics departments, enabling them to secure the continuing services of consultants from larger institutions. If the project is successful and support is available, it will be continued and expanded.

Institutions will be selected for the program on the basis of their interest and of the probability that progress can be made in strengthening their physics programs. Arrangements will be flexible, with the details of each consultant relationship determined jointly by the school and the consultant. Costs of the consulting arrangement will be borne both by the project grant and by the institution itself, with an increasing share assumed by the latter as the consultation proceeds. Inquiries about the program can be directed to the Visiting Scientists Program at the American Institute of Physics.

AAPT cites high schools

Each year, the American Association of Physics Teachers recognizes ten secondary schools in the United States for their excellence in the teaching of physics. Under the program, now in its seventh year, the schools thus honored receive certificates of com-

mendation from the AAPT-AIP Regional Counselors in their location. The winning schools are selected by the AAPT Committee on High School Awards, which this year is headed by Robert L. Sells, chairman of the Department of Physics at the New York State University in Geneseo. Schools are categorized in terms of size and geographical region, with at least one school chosen from each region and four others selected without such restriction.

The winning schools include Berkeley High School, Berkeley, Calif.; Sandia High School, Albuquerque, N. M.; Caldwell High School, Caldwell, Idaho; Lakewood High School, Lakewood, Colo.; St. Louis Priory School, St. Louis, Mo.; Creighton Preparatory School, Omaha, Neb.; Cass Technical High School, Detroit, Mich.; William R. Boone High School, Orlando, Fla.; Rutland Senior High School, Rutland, Vt.; and Cony High School, Augusta, Me.

Circular A-21

The Bureau of the Budget, in consultation with the American Council on Education and the National Association of College and University Business Officers, has prepared a revised edition of its *Circular No. A-21*. This document in its various editions, has, since 1958, served as a policy guide for providing reimbursement to educational institutions of costs attributable to research grants by agencies of the federal government. In defining these costs, the circular seeks to identify those direct costs that can be ascribed specifically to a particular research agreement, as well as those indirect costs not directly attributable to the research grant. These latter include such items as general administration expenses, library expenses, and use allowances for building and equipment. The circular does not try to define the extent of an agency's financial participation in a particular grant. Thus, after the allowable costs have been determined, it is left to the fed-