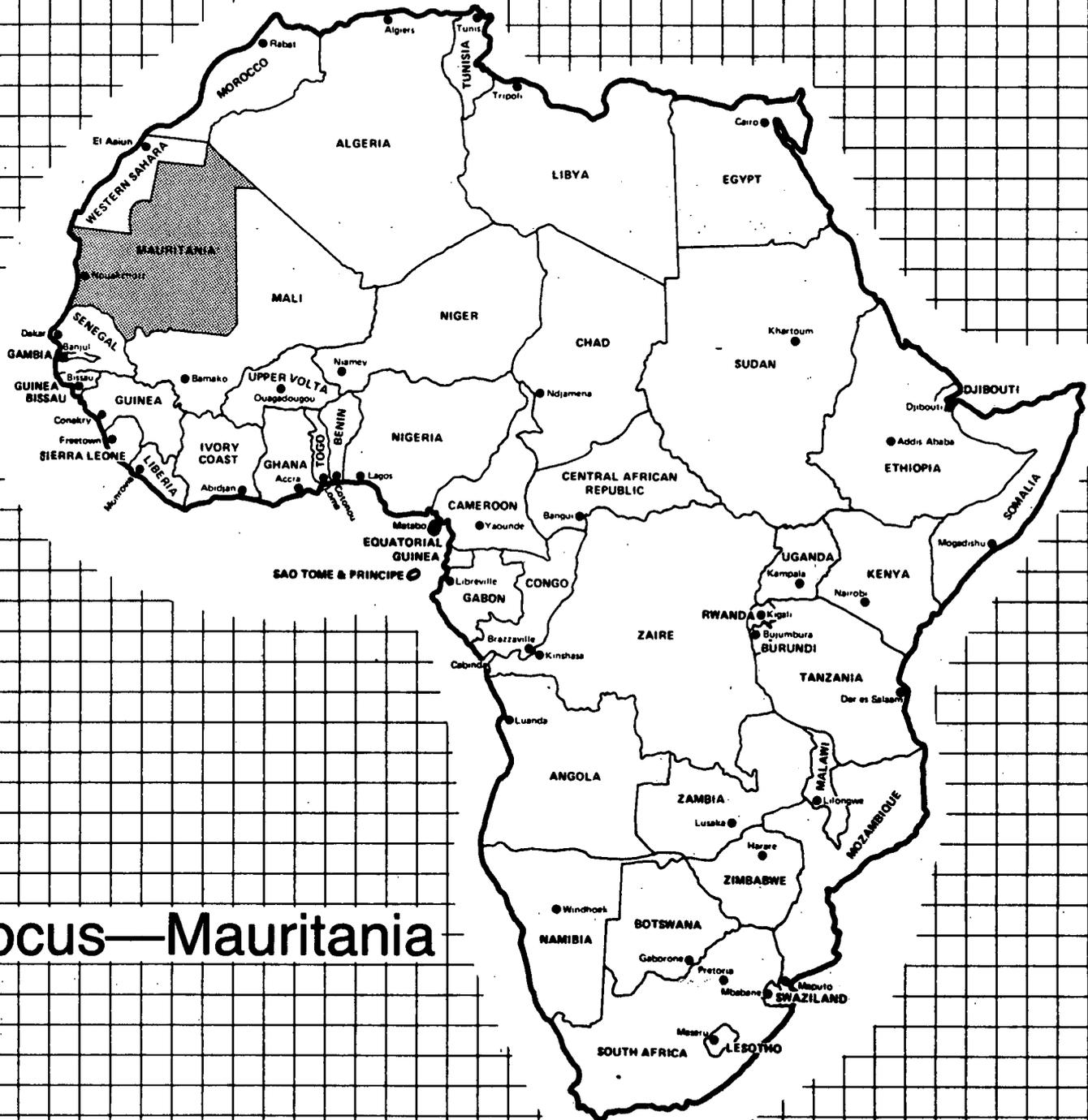


PEACE CORPS TIMES



Focus—Mauritania

The Three Peace Corps Goals

To help the people of interested countries and areas in meeting their needs for trained manpower.

To help promote a better understanding of Americans on the part of the peoples served.

To help promote a better understanding of other peoples on the part of Americans.

PEACE CORPS TIMES

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Cover—map reprinted from *Africa Guide 1983*

From the Director



Recently I received a copy of a story from a friend of mine. In a way, the story was a eulogy of a young man who had died long before his time. It was a sad story. It was also a paean to virtue and goodness ... a story about something of the light of the world. For that reason, it was uplifting and certainly worth thinking about.

The accomplishments of the young man and the fine legacy he left to the people whose lives he touched reminded me a great deal about what you as Peace Corps Volunteers are doing. He didn't move mountains. He made stone fences. He didn't walk on water, but he played an important role in making sure the water people drank was clean and pure. He didn't give away food. He taught people how to grow it.

He was, very simply, living proof that the individual plays an important role ... that he or she CAN make a difference. He was—so like yourselves—a human being who had something to contribute instead of just thinking about it.

I applaud him for it. I also applaud you, the men and women of the Peace Corps, who daily do the same thing.

For some time now, I have been speaking at various forums and have had the honor of giving several commencement addresses including one at the University of Notre Dame, cataloguing the many fine things you have accomplished. I want you to know that you have helped to make my job very easy. You have contributed to the feeling which is once more very much alive and well in this country ... a feeling of pride in this country's goodness. And you have helped stimulate a renewed interest in volunteerism—a volunteerism dedicated to doing more for the impoverished peoples of the world and learning more about them and ourselves.

This is no small feat. That kind of spirit took a day off a while back. You should be proud that you played a significant role in re-kindling it.

It is clear that the challenge of helping to promote peace in this world in a way that is uniquely

Peace Corps, was in decline for a little while. But today, hopefully, we have reversed that decline and through the rest of the '80s we'll see renewed growth.

I want you to know that the enthusiasm you have helped engender in the Congress, in the press and in the hearts and minds of the American people is not going unnoticed.

I predict that Peace Corps activity will continue to be in the forefront of American contact with the third world and that it will serve to educate the American public about the needs of the developing countries. This has always been one of the three goals of Peace Corps.

It is a most worthy goal:

We live in an interdependent world. A world made small by modern communications and travel. It is also a world made small by the vagaries of economics and the limited supply of resources.

It is people like yourselves who bring back with them the first hand knowledge of a wide variety of the developing countries ... a knowledge and understanding we desperately need to promote continued and meaningful involvement in world development. Our country must also continue its development in a meaningful way.

In the long run, that is the way you make your life significant. It is also how you help to make the lives of other Americans significant too.

The young man I mentioned at the beginning of this letter made his great contribution, according to the story, on a "person to person" basis." That is what you do. And you do it so well.

A handwritten signature in cursive script that reads "Loret".

Loret Miller Ruppe
Director

To the Times

Dear Peace Corps Times,
As a former volunteer, I would like to continue receiving copies of the Peace Corps Times.
For the benefit of present volunteers, I would like to report that the *Darien Book Aid Plan, Inc.* is more than happy to send books to PCVs interested in starting or expanding local libraries. I recently completed a tour of their Darien office and was pleased to note that their books are up-to-date and cover everything from literature to agriculture and technical matters. These books would be particularly useful for technical advisory and education volunteers in anglophone countries. There are also some French and Spanish materials available. I might add that, while a PCV in Cameroon, I received several shipments from them. (Count on a 6 to 12 month wait). Interested volunteers should send a list of desired subjects (be as specific as possible and don't be too greedy), to the following address:
Darien Book Aid Plan, Inc.
1926 Post Road •
Darien, CT. 06820
There are no charges for this service.

Sincerely,
Rebecca J. McLain

Dear Poppy,

My name is Andrea. I read your letter in the Peace Corps paper.

Why wait seven years to join the Peace Corps? I am only 9 years old and I am in the Peace Corps.

My Daddy is a bee keeper and is making Fiji a sweeter country. My Mom teaches sewing at my school and bread making and other things to the village people.

All you have to do is have your Dad and Mother pass a few tests and you're in.

I am having a great time here. I can talk Fijian real good but my Dad and Mom have a little trouble so I have to talk for them sometimes. I swim and fish almost every day. I'm in class 5 at Tokimalo District School in Nayaulevu.

If you can get your folks to join ... Fiji is the best place to come.

Moce Mada,
Andrea Green
Fiji, South Pacific

FOCUS—Mauritania

Thousands of years ago, Mauritania was a sea of grassland. Archeologists have found evidence of a pre-Saharan civilization in the area. But about 3,000 years ago, people of that civilization were forced to move south by the advancing desert . . . an advance, which at the rate of nearly 13 kilometers a year, has led to the current food shortages. In addition to the desertification, Mauritania now faces the compounded problems of limited acres of arable, fertile land and the ominous spectre of a recurring drought.

Mauritania must confront another situation which many countries, including the United States, must deal with . . . the migration of its citizens from the rural areas to the cities.

The government and the people of Mauritania are doing their best to cope with these difficulties.

In 1962, the Islamic Republic of Mauritania was established. For the first 10 years of its independence, the country had a viable economy. Then the problems began.

Sixteen long years with little or no rain has taken its toll. Livestock production, which had been a mainstay of the economy, was severely curtailed. Trees, which were used for fuel, disappeared. Farming was restricted mainly to those areas along the Senegal River. As a result of these hardships, the country now produces less than one third of its own nutritional needs.

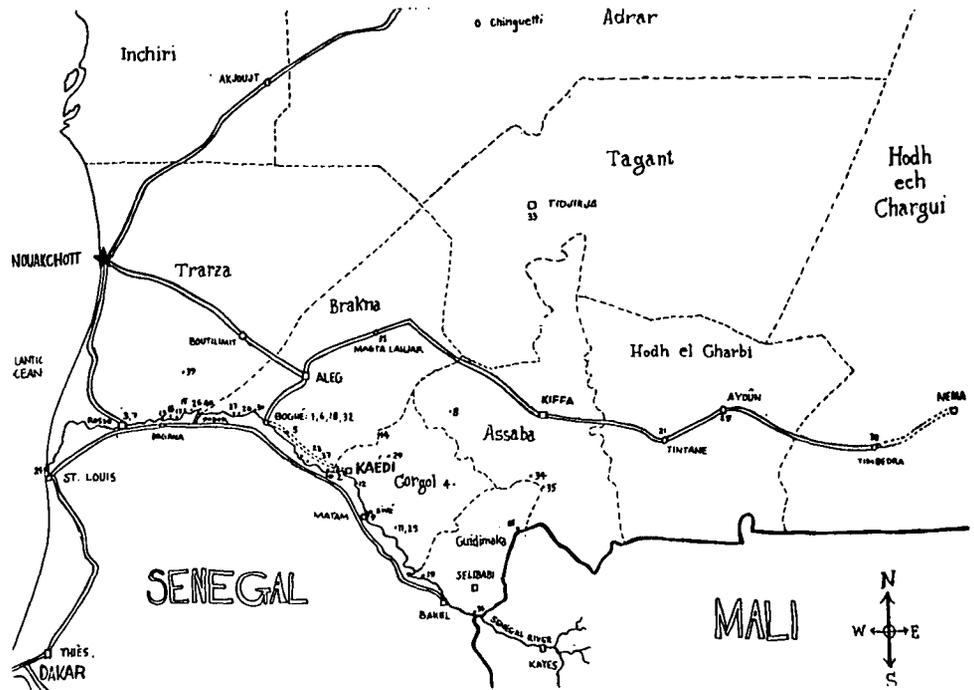
As with many nations of the world, both industrialized and non-industrialized, the depletion of energy sources is creating additional problems.

With her traditional fuel sources being exhausted and not being blessed with inland oil, Mauritania must look toward alternative sources of energy. The most feasible seem to be the wind and the sun.

Thus the problems of Mauritania are the problems of many emerging nations—development of energy, agriculture and population relocation.

Mauritania and the Peace Corps

Peace Corps was first invited into Mauritania in 1967, but left that same year when Mauritania, as a result of the Arab-Israeli conflict, severed diplomatic ties with our country. Peace Corps returned to Mauritania in 1971.



Volunteers and Villages

NAME	SITE	NAME	SITE
Anner, John	1—Boghe	Kuder, Janice	21—Tintane
Anson, Allison	2—Sintiou	Lange, Mary	22—Ould Jenje
Baldwin, Irene	3—garak	Liatti, Paul	23—Soremale
Brooks, Kevin	4—M'Bout	Mancini, Felicia	24—N'Diogo
Caperton, Lawrence	5—Bababe	Martin, Roberta	25—Magama
Capozzola, Christa	6—Boghe	Mora, Ernest	26—Fadde
Clark, Robyn	7—Guidakar	Muirhead, Krista	27—Dar el Barka
Coggins, Christiana	8—Barkewol	Naschak, Chris	28—Aioun
Corbin, Michael	9—Cive	O'Brien, Kelly	29—Lexceiba I
Cox, James	10—Nere Walo	Olson, Bruce	30—Silbe
Doetsch, Nancy	11—Magama	Pecaut, Mary	31—Maghta Lahjar
Farley, David	12—Diowol	Schoultz, Kristan	32—Boghe
Gagne, Lauren	13—Jidrelmorghen	Scollard, Gregory	33—Tidjikja
Garner, Estelle	14—Monguel	Slack, Allison	34—Sani
Gillespie, Kyle	15—Diolli	Smith, Susan	35—Kankossa
Green, Peter	16—Gani	Tapper, Mark	36—Diogontouro
Hasenmyer, Margaret	17—Tekane	Taylor, David	37—M'Bagne
Hoeffle, Iain	18—Boghe	Vassalo, Nancy	38—Timbedra
Hunter, Cynthia	19—Wampou	Vidstrand, Erik	39—R'Kiz
Kavanaugh, Peggy	20—Leboudou	Walz, Daniel	40—Ngaoule

(Technical assistance provided by Mauritania's desk, Angela Williams and Jerry Brown)

About the country

Population: 1.4 million
Land Area: 419,000 square miles
Capital: Nouakchott
Languages: Arabic, French, Hassaniyah, various Niger-Congo dialects
Religion: Islam—the official name of the country is the Islamic Republic of Mauritania.
Major Exports: Iron and copper, livestock, fish products.
Climate: Hot and dry with alternating high and low pressure of the desert. Daytime temperatures exceed 100 degrees for 6 months of the year, Nighttime temperatures drop to 45. The south, where most of our Volunteers live is more humid.
Borders: Senegal, Mali, Western Sahara, Algeria and the Atlantic Ocean.

Working with mothers at the health clinic in R'kiz, Vidstrand checks a young boy's eyes for conjunctivitis.



In Mauritania, Peace Corps' efforts are concentrated in the areas of health and agriculture with an eye to the possibilities in forestry and fisheries in the future.

Peace Corps Volunteers are currently involved in Maternal Child Health (MCH) Care, Community Health Education, Rice Production through the Societe Nationale pour le Developpement Rurale (SONADER), and Community Agriculture Extension.

The MCH program is concerned with improving existing MCH Center services, nutrition education and developing preventive health and community awareness programs.

PCVs act as health educators attached to MCH clinics in the countryside. They also plant and maintain gardens and oversee the implementation of safer water systems. Lorena stoves for sterilizing and cooking have also been introduced.

MCH workers and their villages are:

Estelle Garner, Monguel; Iain Hoefle, Boghe; Janice Kuder, Tintane; Mary Lange, Ould Yenje; Roberta Martin, Magama; Kristan Schoultz, Boghe; Susan Smith, Kan-kossa; Nancy Vassalo, Timbedra and Erik Vidstrand, R'Kiz.

Community Health Education is a pilot project which began last year. PCVs in this program are assigned to villages where they work with local dispensary staffs to make assessments of the health needs, plan strategies and help with the implementation of the programs needed.

PCVs assigned to Community Health Education include:

Christiana Coggins, Barkewol; James Cox, Nere Walo; Cynthia Hunter, Wampou; Felicia Mancini, N'Diogo; Krista Muirhead, Dar el Barka; Chris Naschak, Aioun and Kelly O'Brien, Lexceiba I.

Volunteers reinforcing the services of SONADER, help to increase the production of rice and other grains in irrigated fields along the Senegal River with improved production and management techniques. Our PCVs have given assistance to more than 1,800 farmers and have been instrumental in diversification of the crops grown.

SONADER project Volunteers are:

Allison Anson, Sintiou; Lawrence Caperton, Bababe; Robyn Clark, Guidaker; Michael Corbin, Cive; David Farley, Diowol; Kyle Gillespie, Diolli; Paul Liatti, Soremale; Ernest Mora, Fadde; Bruce Olson, Silbe; Mark Tapper, Diogontouro and Daniel Walz, Ngaoule.

In the area of Community Agriculture Extension our Volunteers work to increase production, consumption and marketing of vegetables. These PCVs have encouraged about 5,000 people in the cultivation of more than 300 acres. They have experimented with varieties of vegetables and in some cases have extended the growing season to year-round.

The benefits of vegetable gardening are numerous. They provide new gardening skills, better nutrition and in some cases cash incomes.

Working in the area of Community Agriculture are:

John Anner, Boghe; Irene Baldwin, Garak; Kevin Brooks, M'Bout; Christa Capozzola, Boghe; Nancy Doetsch, Magama; Lauren Gagne, Jidrelmorghen; Peter Green, Gani; Margaret Hasenmyer, Tekane; Peggy Kavanaugh, Leboudou; Mary Pecaut, Maghta Lahjar; Gregory Scollard, Tidjikja; Allison Slack, Sani and David Taylor, M'Bagne.

The chief difficulty our Volunteers face is trying to get everything accomplished while contending with the daily high temperatures, the drought and the problems of preserving food. It's the basic struggle since time began ... man against the elements.

About the featured Volunteers ...

Erik Vidstrand is a Californian. He graduated with a degree in child development from California State University, Northridge, served as a child development specialist at Children's Hospital in Los Angeles and taught pre-schoolers.

A native Arizonan, Ernest Mora attended Arizona State University where he majored in Spanish and Portuguese. Prior to Peace Corps he was a teacher and worked with the Migrant Opportunity Program in Phoenix.

A recent graduate of Greenville College in her hometown of Greenville, Illinois, Margaret Hasenmyer has a degree in French.

Hailing from Wilmington, Delaware, Margaret Kavanagh graduated with a degree in economics from the University of Delaware.

Mauritania photos by Cynthia Johnson



Ernest Mora in Fadde with SONADER, is involved in rice production. He is shown here with village men threshing rice.



As part of her agriculture extension work Kavanagh encourages villagers to plant vegetable gardens. She is pictured here with village boys breaking ground for a garden.



Margaret Kavanagh, in the village of Leboudou, instructs Mauritanian woman on the use of fuel-efficient stove.

A letter from the village...

The pluses of being a Volunteer in Mauritania far outweigh the minuses... the feeling when you are fully accepted into the village life, the joy of finally learning the language well enough to share a joke, finding a "counterpart" who is eager and willing to learn and finally, the mixed happiness and sadness when something works so well that your job is completed.

To illustrate this last point, Peace Corps Times wants to share this message from PCV Erik Vidstrand.

"I had just returned from a month's vacation and was ready for my first day back at work. The new feeding center for malnourished children had been opened one week before I left for my trip.

(Vidstrand, as would any of us, had misgivings about leaving a brand new project after just one week. But to his surprise, here is what he found.)

"I found a spotless room and my counterpart busy giving lessons on diarrhea. Some of the children's mothers were busy preparing the morning meal consisting of a vitamin-enriched cereal with milk. Several of the children had outgrown the program, having gained enough weight to be out of the danger zone. Even some of the severely malnourished children had gained at least one kilo. I saw much improvement and smiles that weren't there before I left."

His story continues.

"Each morning now the mothers gather for classes on diarrhea, hygiene, nutrition and rehydration. They take an active part in preparing and serving the meals. The children are weighed each week and records are kept to chart their progress. Their medical needs are taken care of at the dispensary next to the center.

The program is running independent of me... something I was hoping for since I'll soon be leaving the village.

It's been difficult: the loneliness, at times, the heat, the flies, the sandstorms. The lack of rain has been the most difficult element to deal with. It drains the spirit and motivation. It has hampered my other projects in gardening, tree nurseries and nutrition classes.

The secret (to getting things done) is... patience, lowering your expectations, learning the local language and knowing the particular way things are done in this culture.

Keeping these things in mind, success, even in the smallest of ways, will touch their lives and yours."

And that, friends, is what Peace Corps is all about.

D.L. Dodd



Vidstrand (right) with colleague, Margaret Hasenmyer of Tekane, supervise preparation of a meal.



Erik Vidstrand checks a child's weight. Several of the youngsters have gained enough weight to be out of the danger zone in the nutrition program.

THE THIRD GOAL

Sitting under your thatched roof, sipping a local brew while you're waiting out a monsoon rain, sweltering in the heat or shivering from the bitter cold, the Third Goal of Peace Corps (educating your fellow Americans about the peoples you serve) is, I'm sure, one of your highest priorities—right?

Well, maybe not your highest, but if comments made by students at the Dwight-Englewood School in New Jersey are any indication, PCVs willing to share what they know about the projects, communities and peoples they serve can have a tremendous impact on the outlooks of folks back home.

Seventh grade students in three classes recently told us that before their exposure to Senegal, West Africa through a PCV and the Peace Corps Partnership Program, they thought of Africa as inhabited by Tarzan, jungle and wild animals.

No longer words in a textbook, Senegal and Africa are now "real places with real people" . . .

But their participation in a cultural exchange has helped significantly alter their views of the Third World. No longer words in a textbook, Senegal and Africa are now "real places with real people," diverse cultures, geographies and economies.

Not all their learning resulted directly from raising \$580 to build a Senegalese school or individually writing PCV Tim Pickering (who responded with 40 detailed postcard messages about village life). But both students and teachers agreed that the direct contact and involvement made them more curious about this once-distant world and encouraged them to learn things which would never otherwise have interested them.

An added learning impetus came from the fact Pickering knew Betsy Carson, a teacher at the Englewood school. As one student put it, "How many kids can say they have a friend in Africa."

When Pickering arrived in Djirack in 1982, the community made it clear that one of their greatest needs and concerns was to build a new school. In March 1983, he submitted a proposal on behalf of the village to the Peace Corps Partnership Program requesting \$5,000 to aid in the construction of the school. Dwight-Englewood was one of three U.S. "Partners" making contributions. Pickering has since played a pivotal role in the coordination of both the building project and the cultural exchange between Djirack and Dwight-Englewood.

This latter activity has enlightened student attitudes. One student commented, "It took away the darkness." Another responded, "Before they (Senegalese cultures and traditions) seemed crazy, but now we realize just because they are different, they are not necessarily worse."

A third young woman commented on the continent and the development process. "The key word is respect. They don't want us to throw a bunch of money at them and say, 'Here's some money, build yourself a school . . . ' They want help as people . . . they want to help themselves."

Highlighting the differences was

not all that students voiced. One young woman shyly commented, "I realized how different our cultures are but I also realized how kids there (Senegal) and here are the same. In the movie (a Peace Corps film) when the African kids looked at pictures they laughed and smiled just like we do."

As Dwight-Englewood's school year closes and the formal learning process pauses, it wouldn't be an overstatement to say that a small seed of curiosity and genuine "understanding for other people on the part of the American people" has been planted.

In the months to come we hope to share with you practical ways in which PCVs have shared their growth and experiences abroad with folks back home. We want you to share your methods and ideas too. Some of the examples will come from returned volunteers and returned volunteer organizations which may help prepare you to share more effectively upon your return home. This is a part of the efforts initiated by Peace Corps Director Loret Ruppe to make the Third Goal and educating Americans (known most recently as development education) a more vital part of the agency's work.

Chuck Wattles

Private Sector Development

BACK TO SCHOOL

A recent survey showed that over 17% of returning Peace Corps Volunteers continue their education following service. Many go on to get graduate degrees in areas influenced by their Peace Corps assignment, such as international affairs, public health, agriculture or TEFL. If you are planning on attending school, Returned Volunteers Services (RVS) can help you.

The RVS Staff offers career and educational counseling and information to current and recently returned Volunteers. They can provide you with lists of schools offering graduate degrees in specific subjects, as well as the educational requirements for your chosen planned career field.

As one of its services, RVS compiles a list of colleges and universities that provide scholarships or

tuition waivers specifically for returned Volunteers, or that offer academic credit based on Peace Corps experience or training. There are currently 37 schools offering scholarships and 14 granting credit.

For example, Columbia University's School of International Affairs has reserved one full-tuition fellowship for a qualified former Volunteer who wishes to pursue their Master's in International Affairs, Florida State University's School of Social Work will award a graduate assistantship plus a non-resident tuition waiver to an RPCV. American University's MA in International Education program may award up to six credits for Peace Corps experience. The list also contains information on general sources of financial aid for graduate studies.

(continued on page 9)



Peace Corps Director Loret Miller Ruppe and the late Michael Fedor. "Mickey's dedication as a Volunteer and later as APCD in Ecuador, was, and is, an inspiration to us all," Ruppe said.

PCVs Honored

Volunteer: one who enters into or offers himself/herself for a service of his/her own free will.

So reads our dictionary's definition of the word, Volunteer.

Peace Corps Times would like to improve upon Mr. Webster's book by offering a few additional words of our own.

Ultimate Volunteer: one who enters into or offers himself/herself for a service of his/her own free will, leaves home and family to go to a foreign land, learns a new language and serves without pay; Peace Corps Volunteer.

During National Volunteer Week, May 6 to May 12, Peace Corps honored six of its "ultimate" Volunteers for their work in special education projects for the disabled. Three of these PCVs are themselves disabled.

Fedor Award

Chosen to receive the first Michael Fedor Memorial Award, designed to recognize a disabled Volunteer working in the Inter-America region, was William Eiffler of Scio, Oregon. Eiffler is a deaf Volunteer in Ecuador who is training teachers in the use of sign language.

The Fedor award is in memory of the late Mickey Fedor, a blind PCV who served in Ecuador from 1978

to 1982 and was instrumental in establishing that country's Special Olympics program. After his Volunteer service, Fedor served Associate Country Director in Ecuador from August 1983 until his death in October 1983.

The following were also honored in Washington for the outstanding service:

Marsha Martin of Fresno, Calif., a blind Volunteer working as an education advisor for the blind in Ecuador;

James B. Quinn of Kansas City, Mo., a deaf PCV teaching deaf education in the Philippines;

Al Wiesel of Plymouth, Mass., who works with mentally and physically handicapped children in Jamaica;

Carol Ann Sahn of San Antonio, Tex., a PCV in Honduras, who teaches deaf and blind children and conducts teach-training programs;

Lance Matteson of Seattle, Wash., serving in Mali as a management advisor to the Institute for the Blind of Mali.

A complete report of National Volunteer Week activities for our very special PCVs will appear in the next issue of PCT.

(Back to School—from page 8)

If you are thinking of going back to school, RVS recommends that you start the process early. When writing to schools, allow enough time for the uncertainties of international mail. To assist you in this, RVS offers a catalogue forwarding service. As many schools will not send catalogues or application materials via air mail, RVS will forward up to five (5) catalogues per Volunteer.

When writing a school for information, have them address it to you as follows:

Your Name/Country of Service,
c/o Returned Volunteer Services,
Room M-907, Peace Corps, Washington, DC 20526.

RVS will then send the information to you via air pouch or air mail. Remember—you must include your country, and they cannot forward more than 5 catalogues per Volunteer.

Most programs require that you take one of the standard examinations for admission. These include the GRE (Graduate Record Examination); GMAT (for business programs); SAT/ATP (for undergraduate work); LSAT (for law school) and MCAT (for medical school). RVS sends a supply of the application forms for all of these to each Peace Corps office. You may request them from your Country Director or by writing RVS.

Department heads at most schools hold Peace Corps experience in high regard and welcome former Volunteers into their programs.

Leslie Wexler

PCP Project Named For Bill Dawson

A Peace Corps Partnership project for Benin has been established in memory of Bill Dawson. Dawson, Director of the Office of Training and Program Support, died May 1, of cancer.

Dawson served as a Volunteer in Benin from 1968-1971 and later was Country Desk Officers for Benin, Togo and Mauritius. He left Peace Corps in 1972 but returned in 1982.

Those wishing to make contributions to the project may send them to Peace Corps Partnership, c/o Bill Dawson Memorial Fund, Peace Corps, Washington, D.C. 20526.

Government Is Not A Spectator Sport — — VOTE!

The headline for this story is a prize-winning slogan written by Alice Kundert, South Dakota's Secretary of State, for the Federal Voting Assistance Program. It's an apt reminder to Americans everywhere to exercise their rights and privileges by voting.

Election Day, Nov. 6, will be here before you know it. With the time involved in getting mail to and from the United States, you should start taking steps now to make certain you are registered and will receive your absentee ballot.

By now, your Country Director has received copies of the Voting Assistance Guide and Federal Post Card Applications for registration ballots. Please contact your Country

Director as soon as possible for information on the procedure for your home state. Do not delay as some states require registration as many as 60 days before the election.

Presidential Candidates

The Democrats will hold their presidential nominating convention in San Francisco, July 16-19. At this writing, the leading presidential contenders are Walter Mondale, Gary Hart, and Jesse Jackson.

The Republicans will re-nominate Ronald Reagan and George Bush, respectively, for President and Vice President, during their convention in Dallas, August 20-23.

Political Information

According to the Voting Assistance Guide, further information

concerning overseas political activities by either the Democrat or Republican party can be obtained by contacting:

Democrats 'Abroad
157 Route du Grand Lancy
1213 Onex, Geneva
Switzerland

OR

Republicans Abroad
310 1st St. SE
Washington, D.C. 20003

Information on the candidates, state and federal, and how they stand on the issues can generally be obtained by writing to the GOP or Democrat headquarters in your state capitol. The responsibility for being an informed voter falls on you, the PCV.

Recruiter on TV Prompts Deluge of Phone Calls

Returned Peace Corps Volunteer Florence "Flo" Brooks was interviewed by Jane Pauley, co-host of NBC's *Today Show*, on March 22 and the agency was flooded with callers wanting information about the Peace Corps. On the day of the national telecast Peace Corps' wats line received nearly 1,000 phone calls.

Flo served in the southern African country of Lesotho for 27 months, initially as a community development worker and then as a school teacher. She is now a recruiter for the Seattle Area Office.

Ironically, a few years earlier, Flo was inspired to join the Peace Corps as a result of a *Today Show* telecast. According to Flo, Tom Brokaw was interviewing Sam Brown, the director of ACTION (Peace Corp's former parent agency) when he said, "ever since Ms. Lillian (Carter) joined the Peace Corps we know there's a place for older Americans." Flo says she said to herself, "that's what I'll do, join the Peace Corps."

She left her spacious house in southern California and moved into a mud hut with a thatched roof in a small village in the southern tip of Lesotho. Flo says she was well received by the villagers and they gave her the name "Mamosa" meaning one who is good to others.

Flo spent 19 months setting up a pilot self-reliance project in sur-



RPVC and Seattle Recruiter Flo Brooks is pictured here at her former village home in Lesotho.

rounding villages to teach adults skills needed for daily life such as raising rabbits, knitting, shoe repair and cooking. She spent an additional six months teaching primary school children.

Her first mode of transportation in Lesotho was a motorcycle, something she had never envisioned herself riding. "I had driven Cadillacs all my life," she told Pauley.

When Pauley asked Flo if she thought she had made a difference,

she simply answered, "Probably not. I think no individual Volunteer does. But it's like the pebble on the pond. You drop a pebble in and the ripples start going, pretty soon they become a wave. I think all together we are making a big difference."

Flo says it is her "gift of gab" that makes her feel right at home on talk shows. She also mentioned her experience as a board member of 28 organizations and as a speaker for the American Bar Association as giving her an advantage when speaking to the public.

Patti Raine

Attention Volunteers

PCVs are Peace Corps' best recruiters.

One way you can help to recruit is by assisting Peace Corps in placing articles in your home town newspapers, college newsletters and in professional journals.

Many of you will be receiving "hometown" questionnaires. Please complete them with as much detail as possible. The Office of Marketing will develop your material for publication. And, please send along black and white photos of your activities with host country counterparts. Include captions identifying yourself and what you are doing and where.

(continued on page 11)



Children in their school uniforms performing at the festivities.

Jamaica photos by Penny Rogers

Africa CDs Named

Two new African country directors have been selected. Scott Faulkner will be going to Malawi and Lloyd Pierson will be taking the post in Accra, Ghana.

Faulkner has recently been assistant to the Administrator of the General Services Administration. Prior to that he was executive assistant to the Administrator at the Department of Education.

An avid collector of African art, he has visited Senegal, Mali, the Ivory Coast, Benin, Togó and Egypt.

Faulkner will be taking his new bride, Laurel Birch, to Malawi.

Lloyd Pierson, a native Texan, comes to Peace Corps from the House of Representatives Appropriations Committee's Foreign Operations Subcommittee. Formerly, he was president of the Pierson Group, an international consulting firm and also has served as administrative assistant to Texas Congressman Bill Archer.

Pierson has traveled extensively in Syria, Egypt, Jordan, Israel, Saudi

(continued from page 10)

Editors welcome articles about their community residents serving abroad. Potential applicants read them and can visualize themselves in your place.

Please return your questionnaires as soon as possible.

Arabia and Iran and has lived in Japan and Trinidad.

Accompanying Pierson to his post in Ghana will be his wife, Elida and two infant sons, Gene and Lloyd.

Staffer Cited For Integrity

On May 2, Peace Corps Director Loret Miller Ruppe presented a special letter of appreciation to Robert Burall for his integrity and initiative in reporting an attempted bribe and his cooperation with the Office of Compliance and the Federal Bureau of Investigation.

"Your actions are an example of the high standards of public service we all hope to attain," the letter stated.

Burall began working with the Peace Corps in 1961. He is currently the Supervisory Communications Specialist in the Communications Branch of the Office of Administrative Services.

Anyone wishing to report violations of laws, regulations, waste, mismanagement or abuse of authority may do so by writing to the Director of Compliance, Room M-1107, 806 Connecticut NW, Washington, D.C. 20526.

Anyone may make an anonymous report or request his/her identity be protected.

Mike Wolfson

Jamaica School Gets Funds

Mary Bussanich, or Mary Bee, as she is called, lives in the Jamaica mountain village of Elderslie near the city of Mandeville.

She serves the people of five villages to which she walks four or five miles each day. And, at 73, she is the oldest of the 117 Peace Corps Volunteers in Jamaica.

Mary Bee is the counselor for the village schools where she works with teachers and parents in an effort to get the entire community involved in nutrition education. Her challenge is to make the villagers aware of the affect good nutrition can have on good health. The plan, which is working well, is to educate the parents on good nutrition as a preventive health measure.

Recently, one of her village schools, Maggotty, was the recipient of two checks from AID's Small Project Assistance Fund. A special ceremony to present the monies was held at the school and was attended by many villagers as well as the teachers and students.

Country Director Arlen Erdahl was on hand to make the presentation at the ceremony.

According to Erdahl, the funds are being utilized for books and literature on nutrition and health.

Mary Bee has completed one two-year tour in Jamaica, extended for a third year and is planning to remain for one more year. She came to Peace Corps from Washington state but for several years managed a fishery in Alaska with her late husband.



Jamaica Country Director Arlen Erdahl and PCV Mary Bussanich were the speakers for the presentation ceremony at Maggotty School.

The Director and Congress

Peace Corps Director Loret Miller Ruppe has testified before the Congress four times this year in support of the Reagan Administration's budget request of \$124 million for Peace Corps for fiscal 1985, which represents an increase of \$9 million over our fiscal 1984 budget of \$115 million.

"The increased level of the 1985 budget request affirms the importance of the Peace Corps not only as a vital component of the overall U.S. approach to international development, but also as an important vehicle of public diplomacy, teaching the peoples of the developing world and the United States about each other," Director Ruppe said.

The 1985 figure includes \$18.2 million for Peace Corps activities in Central America as requested by President Reagan in the "Central American Democracy, Peace and Development Initiative Act of 1984," which is currently under Congressional consideration. The legislation authorizes \$9.2 million for Peace Corps' ongoing programs in Honduras, Costa Rica, Belize and Gua-

temala, and \$9 million for new activities in the region recommended by the National Bi-Partisan Commission on Central America, chaired by Henry Kissinger.

The budget request will allow Peace Corps to recruit 2955 new Volunteers to maintain a level of over 5200 Volunteers.

"The past year has been a very encouraging one for me as Director of the Peace Corps, because I have witnessed a re-emergence of public awareness of the valued place Peace Corps holds in the foreign affairs community and the world at large," Director Ruppe said.

In her testimony, she outlined Peace Corps accomplishments in the past year, noting that 400 Volunteers served as business advisors to cooperatives, credit unions and chambers of commerce; 1800 Volunteers provided technical assistance to agricultural and rural development projects; 900 Volunteers worked in health and nutrition projects; 1275 in energy and appropriate technology projects and 450

Volunteers served as planners, designers and supervisors of the construction of small dams, spillways and irrigation canals in rural areas.

Director Ruppe told the Congress that last year Peace Corps established programs in Haiti and Burundi for the first time and this year re-established programs in Sri Lanka and Grenada.

Two New Projects

She also announced the planning of two new projects:

- The Teacher-Text-Technology (TTT) project, in which Peace Corps works with USAID, Dept. of State and USA to assist selected countries in secondary and higher education development;
- The Combating Communicable Childhood Diseases (CCCD) project between Peace Corps/Africa and USAID to offer technical and training assistance in addressing health issues of immunization, malaria, oral rehydration and diarrheal disease.

(continued on page 24)

Peace Corps Around The World

Some 5,200 Peace Corps Volunteers are living and working in 58 countries around the world. They

Africa

- 52 Benin
- 70 Botswana
- 14 Burundi
- 108 Cameroon
- 94 Central African Republic
- 87 Gabon
- 63 The Gambia
- 61 Ghana
- 284 Kenya
- 81 Lesotho
- 149 Liberia
- 39 Malawi
- 70 Mali
- 40 Mauritania
- 123 Niger
- 5 Rwanda
- 88 Senegal
- 175 Sierra Leone
- 96 Swaziland
- 37 Tanzania
- 141 Togo
- 85 Upper Volta
- 231 Zaire

serve in the following regions:
Africa—the sub-Saharan region;
Inter-America—Central and South

Inter-America

- 146 Eastern Caribbean
 - Anguilla
 - Antigua
 - Barbados
 - Dominica
 - Grenada
 - Montserrat
 - St. Kitts/Nevis
 - St. Lucia
 - St. Vincent/Grenadines
- 80 Belize
- 136 Costa Rica
- 134 Dominican Republic
 - Turks/Caicos
- 296 Ecuador
- 145 Guatemala
- 8 Haiti
- 239 Honduras
- 117 Jamaica
- 160 Paraguay

America and the Caribbean and NANEAP—North Africa, Near East, Asia and the Pacific.

NANEAP

- 8 Cook Islands
- 154 Fiji
- 8 Kiribati
- 101 Micronesia
- 167 Morocco
- 158 Nepal
- 38 Papua New Guinea
- 395 Philippines
- 10 Seychelles
- 54 Solomon Islands
- 13 Sri Lanka
- 226 Thailand
- 38 Tonga
- 70 Tunisia
- 2 Tuvalu
- 79 Western Samoa
- 41 Yemen

ICE ALMANAC

May/June 1984

From the field

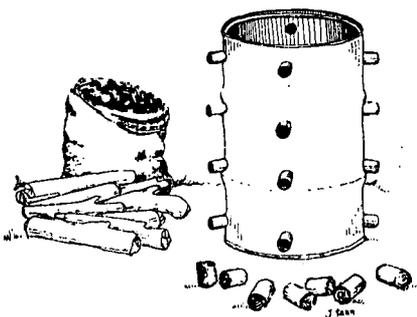
Drum Kiln/ Eastern Caribbean

The following illustrated article was prepared for the Caribbean organization CADEC by PCVs Janet and Steve Kann. The Kanns, who were Volunteers in Barbados, based the article on earlier work by Ed Karch (former PCV/Senegal).

The Oil Drum Kiln was developed to reduce the amount of waste and increase the amount of charcoal produced in small burns. The design criteria were:

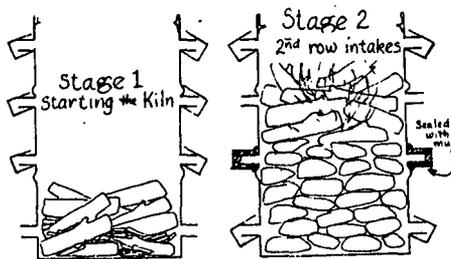
- minimum capital investment
- ease of construction using locally available materials
- efficiency of carbonization
- ease of operation
- durability

A used oil drum forms the basis of this kiln. In addition to the oil drum, the following few materials are required: a small piece of pipe which can be cut into sections, or sheet steel which can be made into small cylinders; sheet steel for a lid flange. The top of the drum should be cut off and kept for the kiln lid (if there is no top on the drum, one can be constructed from sheet metal.)



A number of air intake holes are cut in the drum as shown in the illustration. It is important that the lowest rank of holes be fairly near the bottom to ensure carbonization of the fuel at the bottom level. Cut other holes evenly up the side, leaving some space at the top of the drum.

Next, sections of pipe or other steel cylinders which have inside diameters of 5 centimeters (2 in.) or more are welded to the air intake holes, protruding outside of the kiln. (If smaller cylinders are used, more air intake holes should be placed at each level to insure an adequate supply of air.) These cylinders function as holders for the air



seals which consist of tins filled with mud.

The lid should fit down inside the top of the drum and rest on a rim welded to inside the drum. Alternatively, three or four bolts can be placed with their ends protruding inside the drum to support the lid. In the latter stages of charcoal making, the lid will be sealed by covering it with packed earth.

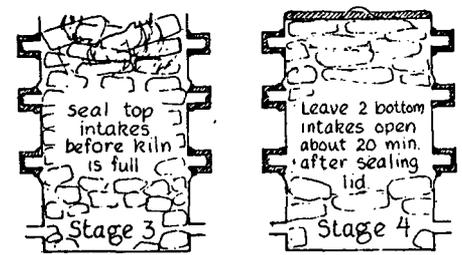
Due to its small size, the Oil Drum Kiln will not retain heat for a long enough period to carbonize larger pieces of fuel. The fuel should therefore be split to approximately 7 cm (2 3/4 in) in diameter. The kiln will handle prunings and brush quite easily and can be put to good use in conjunction with agricultural operations or small brush-clearing projects.

Wood under approximately 7 cm in diameter should be cut to lengths that can be loaded easily and left to dry for several weeks before firing.

The kiln must be loaded and fired in stages rather than all at once. Burning too much fuel at one time causes small coals to bury larger pieces of fuel. The larger pieces are incompletely carbonized, forming "brands." On the other hand, if fuel is added too slowly, much of the wood may be burned to ash.

Begin the firing process by placing loose seals (tins *without* mud) on all air intakes except the bottom

row. Add a small amount of fuel and start the fire. Add fuel in small amounts at regular intervals so that a hot, even-burning fire with a minimum of smoke results. As soon as glowing coals can be seen through the bottom row of air intakes, seal that row loosely using *empty* tins, and open up the next level. Continue adding fuel steadily.



As soon as glowing coals appear in the second row of air intakes, that row should be *sealed with mud* and the next level opened up. Treat the third and following rows of air intakes just like the second, always sealing with mud when the glowing coals appear.

When the kiln is nearly full, the top row of air intakes can be sealed. Sufficient air will be entering through the top of the kiln to sustain combustion. When the kiln is completely full, stop fueling. Allow the fuel to burn freely for a few minutes to complete carbonization of the fuel on top, and then drop the lid into place.

After a few more minutes, when the temperature has dropped, unseal two of the bottom air intakes to allow for gas expansion and seal the lid with earth tamped into place with the flat of a shovel or a machete. After further cooling, seal the bottom air intakes with mud and allow the kiln to cool overnight.

The kiln can be unloaded by removing the lid and dumping the charcoal into a pile. If care is used unloading and burning, the charcoal produced in the Oil Drum Kiln should be equal in quality to charcoal produced by any other method. The yield of the Oil Drum Kiln is the same as the volume of the drum. This may be as much as a 50 percent improvement in yield over traditional charcoal pits.

New Program Combats Childhood Communicable Diseases

One in every four children in Africa dies before the age of five—many of them from diseases which are preventable with current technologies. By focusing on diarrheal disease control, malaria control and immunization against a number of common diseases, a special health program for Africa aims to reduce the incidence of illness and death due to these largely preventable diseases.

Feature

The Combatting Childhood Communicable Diseases (CCCD) program was developed in response to requests from African nations for assistance in improving the health of children under five. To accomplish this goal, the CCCD program strategy calls primarily for the use of oral rehydration therapy to prevent dehydration due to diarrhea, treatment of fever with the drug chloroquine to reduce the incidence of malaria and the increased use of vaccines to prevent communicable childhood diseases.

The Peace Corps will be a major partner in the international effort to implement the CCCD program strategy as part of an agreement signed with the United States Agency for International Development (USAID) in August, 1983. With approximately \$500,000 in USAID funding, Peace Corps will recruit, train and place 120 village-level health education Volunteers and six to ten Volunteer specialists in health planning and communications in CCCD projects over the next three years.

"This is a wonderful opportunity for Peace Corps involvement," explains Colleen Conroy, Director of the CCCD program for Peace Corps. "The program began with a commitment on the part of the African nations to address the serious problem of infant mortality and morbidity. In addition, there is the financial support to accomplish well-defined and realistic program goals. The CCCD project is an opportunity for Volunteers to learn specific skills and have a measurable impact."

The Volunteers will be involved primarily in the health education components of the CCCD projects to which they are assigned, with the goal of helping the host country develop a viable health education capability. The majority of PCVs will promote oral rehydration therapy, immunizations and treatment of fever with chloroquine through community education efforts at the village level.

A small number of specialist Volunteers, who are required to have a Masters degree in Public Health or Educational Media, will work as part of a CCCD team that evaluates and develops national health education strategies. Five specialist Volunteers have already been recruited.

"The focus of the specialist Volunteer will be to help their host

country counterparts set up a national health education system," Conroy explains. "In addition, they might also be involved in training host country mid-level managers in implementation of CCCD activities".

As the first stage in the CCCD project, USAID has contracted the Center for Disease Control (CDC) in Atlanta, Georgia to provide technical cooperation and program assistance in nine to twelve sub-Saharan countries. CCCD activities are already underway in Zaire, Togo, and Liberia and are anticipated this year in Malawi and Congo. While Peace Corps anticipates Volunteer involvement in some of these countries, Peace Corps is not limited to the same geographic area.

According to Conroy, "Volunteer

Dehydration can be demonstrated by the use of a gourd doll. It is best to begin any discussion by talking about something that is familiar to children or adults in a particular village. For example: in many countries people associate diarrhea with "fallen fontanel" (the sinking of the soft spot on the top of a baby's head). Help the children see for themselves that the fallen fontanel results from the loss of water in the baby's body (dehydration).

To demonstrate you can use a gourd like this:



(This illustration was adapted from CHILD-TO-CHILD PROGRAMME, February 1979)

placement, as in all Peace Corps countries, will depend on host country requests. We will give priority to the sub-Saharan countries where CDC/USAID is working because of infrastructure and technical support. However, we can provide program assistance in other parts of Africa such as the Sahel where Volunteers are already working in primary health care with a maternal and child health focus."

Volunteers working in primary health and maternal/child health programs are already familiar with the illness and fatality produced by diarrheal diseases. Dehydration resulting from diarrheal disease is responsible for twenty percent of the deaths among African children under the age of five. One of the CCCD project goals is to reduce dehydration deaths by the use of oral rehydration therapy (ORT). ORT is a treatment program that utilizes a liquid solution of water, salts and sugar to replace the fluids lost by the body during bouts of diarrhea.

You can't prepare effective health education materials unless you understand the local knowledge, attitudes and practices.

Volunteers will promote the use of ORT through demonstrations, training, and the preparation of instructional materials. Volunteers will teach mothers and local health care workers how to prepare and administer the oral rehydration salts (ORS) solution. In addition, they will adapt or create health education materials to promote the use and understanding of ORT.

"Volunteers are in a good position to observe how mothers treat their children when they have diarrhea," Conroy comments. "You can't prepare effective health education materials unless you understand the local knowledge, attitudes and practices."

In the second CCCD strategy area, Volunteers will promote the use of the anti-malarial drug chloroquine as a standard treatment for fever. Each year malaria kills one million African children. Most of these deaths could be prevented if children were treated with anti-malarial drugs. Malaria is so endemic in Africa, that a child with fever can often be presumed to be suffering from malaria.

Volunteers will promote the use of chloroquine to treat each instance

of fever in children under five. As part of their prevention efforts, Volunteers may be directly assigned to an antimalarial campaign, or they may develop health education materials as part of a more general primary health approach. In addition, Volunteers and their counterparts may be involved in surveying the incidence of malaria to help strengthen national health information systems.

Medical interventions such as the treatment of fever with chloroquine or use of the ORS solution, are primarily curative actions, used once illness has begun. Immunizations, however, represent a more preventive approach to disease. The World Health Organization estimates that only 10-15 percent of African children have received any type of immunization. The lack of vaccines has resulted in the spread of diseases such as measles, which claim the lives of 200,000-400,000 African children every year.

As part of the CCCD project, Peace Corps Volunteers will help promote immunization programs to reduce the incidence of measles, polio, tetanus, diphtheria, pertussis (whooping cough), and tuberculosis.

The Solution to the Dehydration Problem

Diarrhea can be life-threatening. It is fatal to one out of every ten children below the age of five in developing nations. The World Health Organization (WHO) estimates that acute diarrhea causes between 750 million and one billion episodes of illness each year in children under five. Dehydration resulting from diarrheal disease is the single largest cause of death among children in the developing world.

Diarrheal diseases like cholera and amebic dysentery can be caused by bacteria, by viruses or by parasites. They are transmitted primarily through fecal contamination of food and water. Since WHO estimates that only one-third of people in the least developed nations have access to safe drinking water, the people of many PC countries are among the prime targets of these dangerous diseases.

Diarrheal diseases primarily act to inhibit the absorption of water and nutrients from the small intestine. The infection causes the intestines

To prepare Volunteers to participate in all these aspects of the CCCD and primary health care projects, Peace Corps Washington will provide both training and materials support. A new training program and training curriculum designed for the CCCD project will be developed and tested by 1985. In January of that year, the new curriculum will be first used in training specialist Volunteers in Liberia and community outreach Volunteers in Mauritania. In addition, seven in-service and seven preservice training programs are planned throughout 1985 and 1986.

The training manual designed for the CCCD project will be available through Peace Corps Information Collection and Exchange (ICE) in the fall. "The new training manual will be developed specifically for the CCCD program in Africa," Conroy comments, "and all the examples used will be from African cultural traditions."

"The CCCD is an exciting project that has both structure and substance," Conroy concludes. "It is a project where Peace Corps Volunteer participation can make a difference."

to secrete fluids. This in itself can be a significant threat to health, but the severity of illness associated with diarrheal diseases often depends on interacting factors.

Malnutrition, for example, can be produced or exacerbated by diarrheal diseases. Chronic diarrhea limits the capability of the intestines to absorb nutrients; repeated bouts rob the body of nutrients and leave it more susceptible to infection. A child suffering from acute diarrhea is thus more vulnerable to common diseases like measles.

Improper treatment methods can also interact with diarrheal diseases to increase their severity and compound nutritional loss. For example, many mothers treat diarrhea in their children by limiting their food intake. This is based on a belief in many countries that feeding will make the diarrhea worse. While feeding can increase the volume of stool, the body continues to absorb some nutrients from the food it takes in. These nutrients are vital if the body is to overcome the disease.

Purges made from local herbs are another improper yet common treatment used by local practitioners to cleanse the body and rid it of diarrheal disease. Purges do not treat the disease, they only accentuate nutrient loss. Additional nutrient loss further weakens the body and increases the risk of another diarrheal infection; each new episode of diarrhea can increase malnutrition.

Dehydration produced by diarrheal diseases can have fatal consequences. The interaction of dehydration and diarrheal diseases causes four to five million deaths each year in children below the age of five. The severity of dehydration is determined by the amount of body chemicals and fluids lost during bouts of diarrhea.

A child with mild dehydration will exhibit signs of restlessness, thirst and a slightly elevated pulse rate. Symptoms of moderate dehydration include a faster pulse rate, dry mouth, sunken eyes and poor skin elasticity (when you pinch the skin it will not return to its original shape quickly). Severe dehydration can cause a child to lose as much as ten to fifteen percent of its body weight in fluids. In this stage of dehydration, the child may lapse into a coma.

Dehydration has traditionally been treated by administering intravenous (IV) fluids in a hospital or clinic. While IV therapy is an effective treatment for dehydration, it requires expensive, sterile equipment. The hospitals and comprehensive health centers where this technology is available are often inaccessible to people in rural villages.

Intravenous therapy is still the only treatment for the severely dehydrated or for those who cannot take liquids orally. But the recent development of a simple, inexpensive oral solution to replace lost fluids has meant a breakthrough in the treatment of the dehydration caused by diarrheal diseases.

It was discovered that glucose added to a solution of salt and water can increase the body's rate of absorption of the fluid by 2500 percent. A solution based on these ingredients can be administered orally to replace the fluids and chemicals lost to the body during diarrhea.

A program of oral rehydration therapy (ORT) using the solution is easily explained and can be carried out by village health workers or by

family members at home. Unlike IV therapy, ORT does not require highly trained medical personnel or sterile equipment. It is an effective treatment when used in the mild and moderate stages of dehydration. Importantly, ORT allows parents to participate actively in the health care of their children, encouraging action in the early stages of diarrheal disease to prevent dehydration.



PCVs assist in promoting child health in the Gambia

A pre-packaged ORS mixture of sodium chloride, sodium bicarbonate, potassium and glucose is available through UNICEF and other sources. Home-made solutions made primarily of water, sugar and table salt can also be used. Home-made mixtures vary depending on the local ingredients that are available to enhance the solution. Papaya juice, for example, will contribute potassium when added to the basic solution.

The major advantage of the homemade ORT solution is that, since it can be prepared from local ingredients, it is inexpensive. Treatment is thus available to more people. Another advantage of the home-made preparation is that it is easy to make. Mothers or local health workers can be taught to prepare and administer the solution.

The disadvantage of the home-made mix is that it must be measured in the correct proportions to be effective. Mothers not familiar with exact measurements can unin-

tionally make an ineffective solution. A solution mixed with too little sugar, for example, will pass straight through the child's body and provide no rehydration.

The pre-packaged ORS solution is preferable to the home-made solution because it ensures the correct proportions of all necessary rehydration ingredients. However, the pre-packaged mixtures can be too expensive for rural families and the

packets are often unavailable in the rural areas.

Current research on "improved" ORT solutions continues to identify effective, local substitutes for the ORS ingredients. Coconut water, for example, is a suitable substitute for the water/glucose component in the solution. This substitute can be particularly important in areas without a clean source of drinking water.

Ground rice powder has also been identified as an effective base for an ORS solution. The powder not only enhances the nutritional value of the solution, it also makes the solution more acceptable to cultures that use rice in their daily diet.

The spread of diarrheal diseases can only be limited through improved sanitation, better personal hygiene practices and safer sources of drinking water. In the meantime, ORT is a way to prevent death due to dehydration. It is a treatment that is both accessible and affordable to families in rural areas.

PCVs to Promote Oral Rehydration Therapy

The eradication of infant death due to dehydration is a top priority of the international development community. That was the consensus of 500 health representatives of host country governments, private voluntary agencies and health donor organizations who met in Washington, D.C. in June, 1983 at the International Conference on Oral Rehydration.

The conference, sponsored by UNICEF, US Agency for International Development (USAID), and the International Centre for Diarrhoeal Disease Research, Bangladesh (ICDDR,B), reached agreement on several points: Diarrhea is a significant killer and debilitator of poor and disadvantaged children. Oral rehydration therapy (ORT) is an appropriate tool for preventing dehydration from diarrhea. A major problem is not how to treat dehydration, but how to make the new ORT technology available to the rural areas.

A collaborative agreement signed recently between USAID and Peace Corps is a direct response to the June conference recommendations. The agreement provides \$460,000 dollars in USAID funding to the Peace Corps Office of Training and Program Support (OTAPS) for programming and technical assistance in ORT over the next two years. The monies will be used for training and programming support of Peace Corps field staff, Volunteers and their counterparts in the prevention of child diarrhea and dehydration and for the promotion of ORT at the community level.

Countries already scheduled for assistance as part of the new initiative are Honduras, Guatemala, the Dominican Republic, Jamaica, Swaziland, Gabon, Philippines, Nepal and Tunisia. Others may be targeted at a later date.

Claudette Kaba, Health Sector Specialist for OTAPS, believes the new Peace Corps/USAID initiative will allow Volunteers to make a greater contribution to reducing infant mortality due to dehydration.

"Peace Corps health Volunteers in a wide range of countries have been involved to varying extents in activities focusing on prevention and control of diarrheal diseases since the inception of our programming

in the mid-1960s," Kaba explains. "This initiative will allow us to better integrate and emphasize ORT and diarrheal disease prevention as an important part of our primary health care focus in areas of maternal/child health, nutrition, community health, etc."

In countries participating in the new initiative, Peace Corps Volunteers will emphasize to a greater extent the prevention of diarrheal diseases and the promotion of ORT. A primary focus will be on the preparation of home-made mixes when pre-packaged mixes are not available or affordable. Health Volunteers will, of course, continue cur-



Volunteers working in health education programs like this one in The Gambia have an important role to play in Peace Corps' new CCCD and ORT initiatives.

rent efforts to organize and educate mothers and other community members to improve health through better sanitation and nutrition.

The funds provided by USAID will be used to train Volunteers and their counterparts in specific methods which increase awareness among community members of the causes and consequences of diarrhea and dehydration in children under five. Volunteers and their co-workers will be taught how to effectively prepare and administer an oral rehydration solution to prevent

dehydration. They will then be taught how to teach mothers and other local health workers how to prepare the ORT solution.

Instruction will also be provided in child nutrition and health care as it relates to ORT and diarrheal disease control. Volunteers and their counterparts will learn how to prepare and use non-formal educational materials to communicate health messages regarding ORT and diarrheal disease prevention.

The ORT/Diarrheal Disease training activities are designed to promote widespread knowledge and application of ORT in rural communities. The goal is to integrate ORT as part of the services provided by rural clinics and primary health care workers.

While the new Peace Corps/USAID agreement will primarily focus on training health Volunteers, training is also available for Volunteers interested in ORT as a complementary or secondary project.

Non-health Volunteers who are interested in ORT as a secondary project will be included in training programs whenever possible. "Fisheries Volunteers may be involved with child nutrition as a primary part of their work," Kaba explains. "If those Volunteers are working with a mothers' club or some other community organization it would be logical to include ORT as part of their training program."

For all Volunteers interested in ORT and diarrheal disease control, an updated ORT/DD resource packet will be available this fall through the Information Collection and Exchange (ICE) office. Resource materials from WHO and the Pan American Health Organization (PAHO) will be included in the packet. In addition to the resource packet provided by ICE, Volunteers and their counterparts will produce country-specific health education materials as part of their in-service training programs.

The new Peace Corps/USAID initiative will provide training and materials support for Volunteers and their co-workers to promote the use of ORT to prevent infant dehydration deaths. Volunteers and their counterparts can thus provide the link between the existence of this new technology and its application.

Ask Almanac

Alternative Pest Control

With the coming of spring in the temperate zones and the beginning of the rainy season in many parts of the tropics, agriculture—and especially gardening—becomes a hot topic.

The use of pesticides to protect both vegetables and field crops is often a necessity in the hot, humid tropics. But many commercially available pesticides can be both expensive and dangerous to use for small farmers in developing countries. Volunteers often write ICE asking for alternative methods of pest control which are less expensive, safer to apply, and less hazardous to the environment.

The following article is excerpted from a manual produced by PCV Joe Leitmann for the Ministry of Agriculture of the Cook Islands in the Pacific. Pesticides and Alternatives outlines a system of integrated pest management which relies heavily on biological, cultural, and mechanical controls, using chemical pesticides as a backup. Some of the alternative methods of control are described below. A list of publications available from ICE on this topic follows.

(Note: Specific methods may be most applicable to smaller plots or to temperate zone crops. Be sure to try new methods yourself on an experimental basis before recommending them to members of your host community.)

Integrated pest management is a system of using chemical and non-chemical means to protect your crops. Non-pesticide alternatives consist of biological control, cultural control, physical-mechanical control, and other non-commercial ways of plant protection. Less lethal types of pesticides are used as a backup to those methods.

Biological Control

These methods involve using disease-resistant seeds and plants and releasing more of a pest's natural enemies (parasites, predators, and diseases) into the affected area.

You can usually obtain certain disease-resistant seeds from local suppliers or through the local agricultural research station.

You can make your own bio-insecticide to spread diseases that kill pests. The way it works is sim-

ple: Insects, like people, have diseases, and by grinding up the bugs and spraying the extract on your crops, you can spread their diseases and kill off the pests. Generally this is considered safe as we are constantly exposed to insect diseases on the fruits and vegetables we eat without harm.

Bug juice seems to work because even if only one ground-up insect is sick, its disease will spread throughout the juice. That one sick pest can be the source of a thousand million disease spores. When the spores are sprayed on plants, almost all of the insects infecting the plants will eat some and many will be killed. The dead pests will provide more spores in the following weeks.

To make your own bug juice, follow these directions:

- 1) Check the damage. Do not use this method if your crop is not being seriously attacked. If there are only a few pests, it is likely that there is a balance between pests that eat plants and good insects that eat pests. Do not upset this balance.
- 2) Identify the major pests. It is important not to kill insects that are not major pests. They provide food for useful insects, birds and animals.
- 3) Collect as many of the harmful insects as can be found in 15 minutes (a minimum of 15 per acre). Protect the collected insects from the sun; they will not make a good bug spray if they die before being ground up. Do this for each type of pest.
- 4) Cover the insects with a cup or two of boiled water that has been allowed to cool. The ratio should be about one part insects to two parts water. Crush or grind up the mixture.
- 5) Strain the solution through a clean rag or tea towel. This will prevent your sprayer from getting clogged.
- 6) Dilute this concentrated solution. For home gardens, you can dilute $\frac{1}{4}$ cup of concentrate with one or more cups of boiled, cooled water. For larger plantations, a dilution as weak as one ounce of concentrate in about 100 gallons of water has worked. Soap powder can be added to the solution to help the spray stick to the plants.

- 7) Spray affected crops with the diluted concentrate, using a crop sprayer. Spray both sides of the leaves and the stems, too. If a rain occurs soon after spraying, make a new batch and spray again.
- 8) Check the plants after spraying. Some effects may not show up for a few days or weeks. Repeat spraying may be necessary.

If you use this method, please follow these suggestions and warnings:

- EFFECTIVENESS: Bug juice quickly loses its effectiveness. Use all of it within an hour or two of being made, or freeze the remainder for reuse.
- ALLERGIES: Some people are allergic to insect parts. If symptoms appear, wear a mask, long-sleeved shirt, pants and gloves when spraying with bug juice.
- PROHIBITION: Do not use the bug juice method against fleas, ticks, mosquitos and other insects that attack people and may carry human disease.
- GRINDING: If a grinder or mortar-and-pestle are used to grind the insects, use them only for that purpose. Do not use them for food as well.
- SAFETY: Wash your hands after handling the insects and the spray. Do not breathe the spray. Wash fruits and vegetables before eating them if the spray has been used recently.

(Source: Jeff Cox & Michael Lafavore, *Organic Gardening and Farming* magazine.)

One of the best "insecticides" you can have on your plants, the ladybug, is another form of biological control. A ladybug can eat as many as 40 to 60 of its favorite food (aphids) a day. When the aphids have all been eaten, a ladybug will go after other insects, eggs, larvae and just about anything else that crawls in its way.

Cultural Control

This consists of a variety of actions a grower can take to reduce or eliminate pest damage. Some basic control measures include:

- SOIL TILLAGE to destroy weeds, soil-borne insects and pest breeding areas.

- **CROP ROTATION**, which leaves behind beneficial conditions for the plants that follow in the rotation and prevents pests that attack specific crops from settling in over many growing seasons.
- **SANITATION** practices which eliminate garbage, rotten fruit, dead or diseased plants and weeds where pests breed.
- **INTERCROPPING** of fast and slow-growing plants, shallow and deep-rooted crops, tall and shade-loving varieties, or vine and supporting plants to reduce the risk of an infestation which could destroy an entire crop.
- **CARING** properly for plant crops by not damaging them with equipment, tools, and herbicides.
- **SCHEDULING** planting times to avoid certain crop pests.

Selective use of **COMPANION**

CROPS is another means of controlling pests by cultural practices. Insects are attracted by odors in plants that serve as clues for the insects to the food value of the crop. Repellent plants can be placed near a vegetable or crop that needs protection. The odors given off by these aromatic plants can interfere with the feeding behavior of pests by masking the attracting odor of valuable crops.

With this method, the age and number of repellent plants used per 100 square feet determine effectiveness. A young plant does not have an aroma strong enough to discourage harmful insects or to attract beneficial ones. Too few herbs will not control a pest, but too many may reduce vegetable growth and yield.

Selective use of **TRAP CROPS** and flowers can also be used to attract harmful pests away from plants. For example, planting corn around a melon field will attract melon flies away from the melons. When these trap crops attract a lot of pests, they may also attract the pest's natural enemies who will help kill them off.

The nectar and pollen of many flowers provide food for beneficial adult insects. Flowers of plants such as cole crops (e.g., cabbage), legumes and sunflowers can serve as food sources for helpful insects.

Finally, **DIVERSE CROPPING** (growing more than one crop in the same field) can limit pests, encourage their enemies and increase yields. One method is companion

planting, a new idea in vegetable growing, which is based on the observation that like people, plants like and dislike other members of the plant family.

It has been observed that some plants are *companions*: green beans and cucumbers thrive better when they are grown together than when

Other controls

These include home-made preparations that prevent damage to plants by giving them a taste or smell that is offensive to insects. Two of these recipes which can be made from locally available materials are given below:

Vegetable	Companion	Antagonist
Beans	Potatoes, cauliflower, carrots, cabbage, cucumbers	Onions, garlic
Bush beans	Potatoes, cucumbers, corn, celery, strawberries	Onions
Pole beans	Corn	Onions, sun-flowers
Cabbage family	Potatoes, celery, onions, aromatic plants and herbs	Tomatoes, Strawberries, Pole beans
Carrots	Peas, leaf lettuce, onions and tomatoes	Dill
Corn	Potatoes, peas, beans, pumpkins, courgettes	
Cucumber	Beans, corn radishes, peas, sunflowers	Potatoes, aromatic herbs
Eggplant	Beans	
Lettuce	Carrots, strawberries, cucumbers, radishes	
Onions	Tomatoes, lettuce, strawberries	Peas, beans
Peas	Carrots, cucumber, corn, radishes, beans	Onions, garlic, potatoes
Potatoes	Beans, corn, cabbages, eggplant, horse-radish	pumpkins, courgettes, tomato, cucumbers, sunflowers
Pumpkin	Corn	Potatoes
Radishes	Peas, lettuce, cucumbers	
Spinach	Strawberries	
Squash	Corn	
Sunflowers	Cucumbers	Potatoes
Strawberries	Bush beans, spinach, lettuce	Cabbage
Tomatoes	Onions, carrots	Potatoes, cabbage

they are grown separately. Other plants are *antagonists*: onions slow the growth of beans and peas.

Physical-mechanical control

These methods use different artificial barriers to block or repel insects. Some methods are:

- traps for rats, mice, and birds
- ratbands and other barriers
- fire and smoke
- hand-picking weeds and pests
- pruning disease-infested plant parts
- adhesives such as flypaper

The effectiveness of these measures will vary depending on the pest you are trying to control.

Tobacco Spray

- 1) Mix a handful of tobacco (cigarette or cigar stubs) into a gallon of water and let stand for 24 hours.
- 2) Dilute with water to the color of tea and spray on affected plants. Be sure to spray the underside of leaves where many insects hide.
3. Drench the soil with this mixture to further control centipedes.

This is good for controlling fungus diseases and centipedes and other ground pests. NEVER use the tobacco spray on plants in the tobacco family, such as tomatoes, as it may spread mosaic virus from the tobacco to the plants. Also, if you are a smoker, always wash your

hands with soap and water to deactivate the tobacco mosaic.

Oporo Spray

- 1) Take a large handful of oporo (red chillies) and grind them.
- 2) Add enough water to cover the oporo and let sit for one hour.
- 3) Strain into three times as much water.
- 4) Add some soap powder or liquid and stir well.

This is good for keeping many pests off of all kinds of cabbage and for other leafy green vegetables.

The soap is important because it helps the oporo water stick to the plant leaves. The liquid can be sprayed directly on your affected plants.

CHEMICAL CONTROL

The last option for pest control is to use pesticides, preferably less dangerous ones. If the pest damage is so bad you feel you must use an agricultural chemical, try to use one that is effective, inexpensive, and safe.

The pesticide you choose should do the least harm to humans, livestock, the natural environment and honey bees and other beneficial insects. (A general guide for how poisonous a pesticide is can be found in its LD₅₀ number.) By substituting safer pesticides in place of more dangerous ones, you can protect yourself and the environment as well as your crops.

For example, paraquat (GRAM-OXONE) is a very poisonous herbicide. The Totokoitu Research Station in the Cook Islands has come up with a safer alternative which uses glyphosate (ROUND UP). By mixing glyphosate with urea, you can achieve the same weed control as with paraquat and at a lower cost than with straight glyphosate.

Your local agricultural extension service can help with recommendations for specific pesticides and application rates.

* * *

ICE can offer a number of short articles and pamphlets from the Resource Center on alternative methods of pest control as well as the following titles:

—*Basic Book of Organic Gardening* describes the principles behind organic methods. A central message of the book is that healthy plants are their own best protection against

pests—or the best defense is a good offense.

—*Pesticide Safety* packet outlines simple safety precautions for pesticide use in developing countries and provides toxicity data for some common pesticides. A summary pamphlet is included in both Spanish and French as well as English.

—*Organic Plant Protection* is an encyclopedic compendium of alternative methods of pest control (see annotation in "Sector Updates" this issue). Due to its cost, copies are only available on a two-per-country basis for use in PC offices/resource centers.

—*Getting the Most from Your Garden* discusses companion planting, intercropping, crop rotation, and similar practices in detail as part of a comprehensive treatment of organic gardening. This title is also available only to PC offices/resource centers, two per country.

AT LIBRARY

You may have noticed a mysterious machine about the size of a breadbox sitting quietly in a corner of your PC office or resource center lately. That machine is a microfiche reader and it is the key to a collection of over 850 publications on appropriate technology for development.

Thanks to a purchase made by the Energy Sector of Peace Corps' Office of Training and Program Support, ICE was able to send one complete AT Microfiche Reference Library to each Peace Corps country office. The

Library, consisting of the reader and microfiche copies of almost all of the books listed in the well-known *Appropriate Technology Sourcebook, Volumes One and Two*, was developed by the organization Volunteers in Asia, which publishes the *Sourcebook*.

NOTE: If your reader screen seems to be poorly lit, you may have received one of several units mislabeled by the manufacturer. These units are actually wired for 220/240 volts, but the serial label reads 120 v. Instructions for adjusting these machines have been sent to each PC country that may have received one.

Sector Updates

Agriculture

Manual Scolaire d'Education Agricole, by Peter Boon, et al. 1974 (Ministere de l'Education National, Togo, et Corps de la Paix des Etats-Unis) ICE reprint, 1982. 44 pp. Free. (French only).

A series of lesson plans for teachers of agriculture, specifically aimed at the instruction of secondary school students in the tropics. Covers implements, soil preparation, types of plants, and insects and diseases that affect the tropical garden.

Available through ICE to all PCVs and staff.

Organic Plant Protection, edited by Roger B. Yepsen, Jr. 1976. (Rodale Press, Inc., 133 East Minor Street, Emmaus, PA 18049) 688 pp. \$18.95.

Provides an introduction to organic control of pests and diseases in the garden, including correct plant feeding, interplanting, resistant varieties, sanitation, cultivation, and timed planting. Describes gardening methods which protect the environment, such as biological controls, physical traps and "natural" repellents and poisons. Includes both "preventatives" (ways to avoid trouble) and "controls" (what to do when things go wrong). A separate section alphabetically lists plant species, common diseases, and recommended remedies. (Developed for U.S. gardens; practices should be introduced on an experimental basis

in tropical countries to determine limiting factors.)

Available through ICE in limited supply to PC offices/resource centers incountry only.

Build Your Own Beehive, Garden Way Plan, P-4. 1983 (Garden Way Publishers, Dept. F159, Ferry Road, Charlotte; VT 05455) 4 pp. \$1.95. Completely illustrated and diagrammed plans for building a Langstroth-type hive. Provides step-by-step instructions for the hive, using standardized parts which are interchangeable with commercial hives used in the U.S. Most useful for those working with large-scale beekeeping projects where Langstroth-type hives are already in use.

Available through ICE in limited supply to PCVs and staff working in beekeeping as a primary activity.

AT/Energy

At Home With Alternative Energy, by Michael Hacklemann. 1980 (Peace Press, Inc., 3828 Willatt Ave., Culver City, CA 90230) 145 pp. \$9.95.

Covers small-scale solar and wind energy systems as well as wood, water, and methane systems. Discusses energy principles as applied to heating, cooling, electricity, and refrigeration. Emphasizes distinctions between essential and auxiliary components of alternative energy systems. Can be used for designing new systems or modifying existing ones to meet specific needs. Includes an annotated bibliography of solar, wind, water, and methane energy resources.

Available through ICE to PC offices/resource centers incountry only; two copies per country.

The Bountiful Solar Greenhouse, by Shane Smith. 1982 (John Muir Publications, Inc., P.O. Box 613, Sante Fe, New Mexico 87501) 221 pp. \$8.00.

A comprehensive guide to greenhouse management. Covers principles of solar greenhouse environment and interior layout design. Includes an analysis of light, temperature, and space requirements for a variety of common vegetables and herbs. Discusses the basics of propagation, pollination, crop scheduling, and soil nutrients. Contains an encyclopedic guide to common pests and diseases. An excellent resource for the beginner, but also contains information helpful to the experienced greenhouse gardener.

Available through ICE to PC offices/resource centers only; two copies per country.

Methane Digesters for Fuel Gas and Fertilizer, by L. John Fry. 1973 (1223 North Nopal Street, Santa Barbara, CA 93103) 47 pp. \$4.00. A technical analysis of the principles of methane digesters for production of fuel gas and fertilizers. Covers the basics of digester design, but is primarily aimed at those who possess hands-on experience with small-scale models. Includes complete instructions for construction of two

small-scale models—the sump digester and the author's own inner-tube digester design. Both can be built inexpensively with simple materials. Contains many helpful diagrams and photographs.

Available through ICE to all PCVs and staff working in related projects.

Concepts in Thermal Comfort, by M. David Egan. 1975 (Prentice Hall, Inc., Englewood Cliffs, NJ) 203 pp. \$15.00.

Comprehensive overview of thermal systems. Discusses principles of thermal energy as it applies to building heat loss/gain and mechanical heating and cooling systems. Useful to PCVs working in design and construction of schools, community centers, etc. Includes many helpful charts, graphs, and diagrams.

Available through ICE in limited supply to all PCVs and staff working in related projects.

Renewable Energy: The Power to Choose, by Daniel Deudney and Christopher Flavin. 1983 (W.W. Norton and Company, Inc., 500 Fifth Ave., New York, NY 10110) 431 pp. \$18.95.

An overview of practical, here-and-now technologies in renewable energy. Charts the progress to date in this field and suggests a strategy for shifting more of our energy demand to renewable energy. Covers solar and wind energy, hydropower, and the utilization of wood and waste for energy. Also discusses geothermal energy.

Available through ICE to all PCVs and staff working in related projects.

Forestry

Eucalypts for Planting, Food and Agriculture Organization. 1979 (Via delle Terme di Caracalla, Rome, Italy) 677 pp. \$60.50.

Complete technical volume on eucalyptus planting. Includes extensive coverage of all aspects of cultivation and utilization of the various species. Also contains area reports for all eucalyptus-growing countries.

Complete with yield tables, climatic information, and glossary.
Available through ICE to PC offices/resource centers incountry only; two copies per country.

Tree Planting Practices in African Savannas, Food and Agriculture Organization. 1974 (Via della Terme Caracalla, Rome, Italy) 185 pp. \$40.00 (Also in French).

Covers afforestation practices and species particular to Savanna climates, including subdesert and dry, semihumid or humid tropical areas. Discusses a variety of afforestation methods including taungya and enrichment planting. Includes cost analyses for nurseries and plantations. Complete with bibliography.
Available through ICE to PC offices/resource centers only; two copies per country.

Health

Primary Child Care: Book Two—A Guide for the Community Leader, Manager, and Teacher, by Maurice King, Felicity King, and Soebagio Martodepero. 1979 (Oxford University Press, Walton Street, Oxford OX2 6DP England) 194 pp. \$10.95.

Stresses the quality of primary care programs—its definition, measurement and improvement. Many instruments for measuring and evaluating programs are discussed.
Available through ICE to all PCVs and staff working in health.

Training and Support of Primary Health Care Workers, National Council for International Health. 1981 (2100 Pennsylvania Ave., N.W., Suite 740, Washington, D.C. 20037) 318 pp. \$6.00.

Proceedings of the 1981 International Health Conference on the training and planning aspects of health care. A useful review of new concepts and practices in health training, management, and programming. Covers a variety of program support options for such operations as vaccine supply and pharmaceutical procurement. Papers are based on experiences of primary health care workers in developing countries.

Available through ICE to PC offices/resource centers incountry only; two copies per country.

Resources

TAICH Directory 1983, Technical Assistance Information Clearinghouse. 1983 (American Council of Voluntary Agencies for Foreign Service, Inc., 200 Park Avenue South,

New York NY 10003) 584 pp. \$15.00.

Updated edition of directory includes descriptions of 497 non-profit organizations working in international development. Lists addresses, directors, objectives, programs, countries of assistance and financial and personnel resources. Useful as a guide to possible sources of funding, technical assistance or materials for community projects. **Available through ICE to PC offices/resource centers incountry only; two copies per country.**

Water/Sanitation

Slow Sand Filtration for Community Water Supply in Developing Countries, by J.C. van Dijk and J.H.C.M. Oomen. 1978 (WHO International Reference Center for Community Water Supply, P.O. Box 140, 2260 AC Leidschendam, The Netherlands) 175 pp. \$8.00

Written for those involved in the design and construction of communal slow sand filtration plants. Discusses the application of slow sand filtration for biological purification of surface water polluted by human or animal excreta. Covers design and construction of several typical models including circular ferroce-ment filters and protected, spring-wall filters. Also includes background information on water quality criteria and water-related diseases.

Available through ICE in limited supply to PC offices and resource centers incountry only.

WID

Information Kit for Women in Africa, 1981 (African Training and Research Center for Women, United Nations Economic Commission for Africa, 305 E. 45th St., New York, NY 10017) 192 pp. \$5.50. (Also in French.)

A practical guide to initiating and funding women's programs in agriculture, education, development planning, income generating skills, management, credit and small-scale industries. Contains hints on how to write a successful project proposal and an extensive list of funding sources, both public and private. In-

cludes background on the African Training and Research Centre for Women and the Center's publications list.

Available through ICE in limited supply to all PCVs and staff working in related projects.

Visual Aids For Composting

World Neighbors, a non-profit development assistance organization, has recently added a flipchart on composting techniques to its series of visual aids for development. Designed for use with farmers in developing countries, the composting flipchart is the ninth in a series which also includes flipcharts on soil conservation and health-related topics, such as tuberculosis, guinea worm, infant feeding, disease transmission, human anatomy, and hygiene.

The flipcharts are composed of a series of pictures which illustrate specific techniques or processes in a step-by-step manner. Accompanying narrative text is available in English, Spanish, and French. Price \$4.00 each.

These materials are not available through ICE. Please order directly from World Neighbors, 5116 North Portland, Oklahoma City, OK 73112, U.S.A.

Childbirth Education For Adolescents

New Futures, Inc., a non-profit program for pregnant and parenting adolescents, has produced a new series of booklets and manuals in English and Spanish on teenage pregnancy. The materials were designed for use in the U.S., but could easily be adapted for use in special maternal and child health programs in developing countries. The series includes:

● *Teenage Pregnancy: A New Beginning*—

Covers the basic facts that every pregnant teenager should know about health and nutrition during pregnancy. Also includes a discussion of the psychological and social adjustments adolescent

mothers must make before, during, and after pregnancy. Price \$10.00 (accompanying student study guide \$2.00).

● *Working with Childbearing Adolescents*—

Accompanies *Teenage Pregnancy: A New Beginning*; outlines goals and concepts of each chapter. Includes teaching suggestions for each chapter. Also gives background information on adolescent parents and their needs. Contains an annotated bibliography of printed and audiovisual resources. Price \$10.00.

● *Exercise Booklet*—

Covers pre-natal strengthening and relaxation exercises, breathing exercises for labor and delivery and postpartum exercises. Good illustrations and diagrams. Price \$0.60.

● *Breast Feeding: Something Special for Mother and Baby*—

Outlines health, nutritional, and psychological benefits of breastfeeding for both mother and baby. Explains preparation techniques for breastfeeding and methods for weaning babies. Price \$0.60.

These materials are not available through ICE. Please order directly from New Futures, Inc., 2120 Louisiana NE, Albuquerque, New Mexico, 87110, U.S.A.

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-701, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using incountry funds. PCVs should contact their incountry staff regarding assistance in making these work-related purchases.

Networking

Center For International Education

For Volunteers involved in education projects—formal and non-formal, literacy, numeracy and curriculum development—the Center for International Education at the University of Massachusetts can be of considerable help.

The Center offers not only a full program of studies and specialized training in the field of international education but also provides consultants in education to the developing world. The Center conducts documentary and field-based research and maintains an active publications department and resource center. Publications of the Center cover issues and concepts, curriculum aids, media, methodology and technical notes.

The following titles published by the Center may be of particular interest to Volunteers working in literacy projects:

- *Making Literacy Work: The Specific Literacy Approach*
- *Women Centered Training*
- *Math Fluency Games*
- *Letter Fluency Games*
- *Evaluation in Non Formal Education: The Need for Practical Evaluation*

Prices for these publications range between \$1.00 and \$5.00 and a 10 percent discount can be arranged for orders of 20 or more single titles.

Volunteers who would like to receive a complete listing of publications or more information on the Center can direct their requests to:

Center for International Education
Hills House South
University of Massachusetts
Amherst, Massachusetts 01003

AT in Papua New Guinea

In the rush to "modernize," many developing countries have left behind valuable traditional methods, tools and technologies. But in Papua New Guinea, several organizations have drawn on a rich history of innovative traditional technologies, as well as the best of modern tools and methods, to create truly appropriate technologies.

One of the best known results of this synthesizing process is *Liklik Buk*, a collection of how-to information on many aspects of rural life from crop and soil management, animal husbandry and crop processing to village crafts, housing and health. The book, first published in 1976 by the Liklik Buk Information Centre, has proven to be an invaluable tool for helping the people of the South Pacific to rediscover their native technologies and create new ones.

Since the mid-1970's the Appropriate Technology Development Institute (ATDI) a joint venture of the South Pacific Appropriate Technology Foundation (SPATF) and the PNG University Center (UNITECH), has been a leader in Papua New Guinea's effort to develop and disseminate AT information.

ATDI complements the information compiled in *Liklik Buk* by conducting research and field-testing technologies for small foundries, cooking stoves, food processing, biogas and solar energy, among others.

In cooperation with SPATF they also publish booklets on such topics as how to build a solar drier and coconut oil soap making.

ICE carries the following ATDI/SPATF publications for Volunteers:

- How to Build a Solar Drier
- A Drum Oven
- A Blacksmith's Bellows
- How to Make an Oil Drum Stove

ICE can also provide copies of *Liklik Buk* for Volunteer use.

For more information and a complete list of publications Volunteers can direct requests to:

Appropriate Technology Development Institute
Papua New Guinea University of Technology
Box 793
Lae, Papua New Guinea

Caribbean Basin Initiative

For Volunteers working on Caribbean agribusiness projects, drawing up small business plans and conducting feasibility studies, the U.S. Department of Commerce offers some help.

The Department's Caribbean Basin Business Information Center was recently established to assist in the Caribbean Basin Initiative (CBI). The Center has produced a

handy booklet entitled, *Caribbean Basin Initiative Starter Kit*, which covers business opportunities in the Caribbean. The kit also includes a description of government assistance and regulatory programs, a CBI network of organizations and other pertinent information.

The CBBIC also produces a monthly newsletter, *Caribbean Basin Initiative Business Bulletin*, which contains useful information on investment opportunities, export/import regulations and a special question and answer section called, "The CBI Advisor."

Copies of the CBI Bulletin and the CBI Starter Kit are available through ICE to PCVs working in related projects.

Kathie Judge, ICE Resource Development Specialist and RPCV/Philippines, prepared the Networking section.

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: ICE, Peace Corps, Rm. M-701, 806 Connecticut Ave. N.W., Washington, D.C. 20526.

Donna S. Frelick, RPCV/The Gambia and Coordinator of ICE, is ICA ALMANAC Editor. Special assistance for this issue was provided by Tracy St. Johns, Lisa Cannon, Steve Lintz, and Kathie Judge.

RPCVs and the Peace Corps

A recent Peace Corps personnel report has revealed that almost half of all agency positions, at home and abroad, are held by Returned Peace Corps Volunteers.

"Returned Volunteers bring a unique quality unlike any that can be found in the developed world," says Lon Randall, Associate Director for International Operations. "This quality is derived from the ability to cope with a great deal of responsibility under extreme adverse conditions."

Randall directs the activities of all overseas operations and programming and training support. Within these areas are some 150 RPCVs, including 11 country directors; 81 associate Peace Corps directors, one medical officer, 15 desk officers and the Chiefs-Of-Operations for Inter-America, Africa and NANEAP

"Returned Volunteers bring a unique quality unlike any that can be found in the developed world."

operations.

Returned Volunteers bring other talents outside of language, skills and education says Kaye Boesel, head of the International Operations personnel team. Among those talents are cultural sensitivity, ingenuity and self-reliance, she says.

Returned Volunteers represent 60 percent of all Americans employed by Peace Corps overseas. Some are now staff in the countries where they once served. Lane Smith, Country Director for Nepal, once helped to establish better methods of teaching science in that East Asian country. John Simmons served in an agricultural project in Tunisia and is now directing the activities of the Volunteers there.

"Returned Volunteers are a valuable resource to the agency," says Nadine Plaster, Associate Director for the Office of Marketing, Recruitment, Placement and Staging. "They help us understand Volunteer problems and successes. Their Volunteer experience gives them an exceptional insight on a project or the Volunteer delivery system," she

continued. "Their views can be instrumental in helping to prevent problems."

Plaster's office is one of the largest in the agency handling one of the most vital networks—finding and placing Volunteers in country. She employs 107 RPCVs including 83 in the Office of Recruitment.

"Success in any operation depends on the enthusiasm and commitment to the goals of the operation and that's what RPCVs bring to their jobs" says Bob Jackson, who oversees the day-to-day operations of the Office of Recruitment. "That's not to say," he continued, "that those people who are not RPCVs do not bring these qualities to their jobs but it is clear that people who are RPCVs search out recruiting jobs as one means of continuing their commitment to Peace Corps and international development."

Of the 140 positions in the Office of Recruitment, more than half are held by RPCVs. The director of the Chicago Service Center is an RPCV. There are 15 area offices located throughout the country—the ones in New York City, Atlanta and Minneapolis are headed by RPCVs with seven others being manned by former VISTAs (Volunteers In Service To America).

"Returned Volunteers are a valuable resource to the agency. They help us understand Volunteer problems and successes."

"Overall being a former Volunteer, having been overseas, they recognize just what the experience can mean to the people of the host country and the individual Volunteer. With that perspective as a base, it is clear the recruitment staff *will always* make the best effort to find the right Volunteer," maintains Jackson. Jackson served in Niger in a water well construction project from 1974 to 1976.

President John Kennedy, Peace Corps' founder, realized the unique characteristics of RPCVs when he

issued an executive order giving all returned Volunteers "non-competitive eligibility" for one year after completion of service. This special mechanism allows otherwise qualified RPCVs the opportunity to get federal jobs without the necessity of being selected from the Civil Service Register. It also extends the privilege of non-competitive eligibility to positions in the excepted service, including foreign service.

The Peace Corps has also established a program specifically for RPCVs. The Peace Corps Fellow Program gives recently returned Volunteers the opportunity to learn all facets of the agency through a year-long rotational assignment that includes a brief tour at the Agency for International Development. Four fellows were chosen in 1983 and five will be chosen in 1984.

As Jackson, in the recruitment office says, "when looking for employees to fill agency staff positions we look for someone to do the job and we know that in Volunteer service they often have a great deal of responsibility. They learn how to handle the responsibility and have the creativeness, resourcefulness and self-reliance to get the job done."

Patti Raine

(The Director and Congress—from page 12)

1985 Goals

Peace Corps Goals for 1985 as announced by Mrs. Ruppe are:

- increasing the Grenada program;
- maintaining support for the Administration's Caribbean Basin Initiative by training Caribbean agricultural entrepreneurs in basic business functions;
- expanding the small enterprise development sector worldwide through volunteer's skills and knowledge;
- upgrading the administrative capability of Peace Corps posts by completing the installation of computers in up to ten overseas posts.