

# PEACE CORPS TIMES



Focus—Honduras

July/August 1984

# From the Director

Many times in this column, I have praised Peace Corps Volunteers. I continue to be impressed with the work you are doing... sharing your talents and skills in an effort to bring about world peace and friendship. My admiration for you during these past three and a half years has grown each day. Your work and the impressions you make in your host countries can never be accurately measured.

Every week something crosses my desk that lets me know you are being recognized for your contributions. I want to share with you excerpts from a recent article in the *Sri Lanka Daily News*, written by Genevieve Vytilingam. (Peace Corps entered Sri Lanka, formerly Ceylon, for the third time in February. PCVs served in that country from 1962 to 1964 and from 1967 to 1970.)

"The Peace Corps Volunteers, when they were last in Sri Lanka, endeared themselves to the community by their active participation in some of our work programs. The Peace Corps is synonymous with service.

The representative of the Peace Corps, James Lehman, and Peace Corps Volunteers are here with us again after fourteen years.

The Government has given priority to upgrade the level of spoken English throughout the country. It is concerned about the lack of qualified teachers who could help in this project. Therefore, the response of the Peace Corps to help out in the teaching of future teachers of English was gladly accepted.

I met some of the Peace Corps Volunteers at their national office in Colombo (the capital). They had already completed ninety hours of intensive instruction in Sinhala and were now following it up with an extra thirty hours in either Sinhala or Tamil.

An informal atmosphere prevailed. It was just like any other 'coffee' morning at a friend's house.



Photo Courtesy of  
University of Notre  
Dame

All these young people were happy they were able to come to Sri Lanka. They liked the country and its people and were interested in learning more about both. Seeing these splendid young men and women who had come to work with us, and for us, one felt grateful, and almost protective towards them—they could be our own sons and daughters.

I was edified that with all the material advantages the Peace Corps volunteers enjoyed back in their own country, they had willingly chosen sojourn in an alien land, in selfless service. They were willing to stretch out a helping hand to another brother or sister on life's troubled way.

The Peace Corps Volunteers are doing a great deal for our people here in the sphere of education. We could wish that when their term of office is over and they return to their own country, they will take away with them memories of a verdant land steeped in sunshine, and of a friendly, smiling people.

Perhaps, hopefully, it might not be 'goodbye,' but 'gihin ennan,' and we could welcome them again as old and trusted comrades."

Loret Miller Ruppe  
Director

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## In Memoriam

Peace Corps is deeply saddened to report the death of Peace Corps Volunteer Jennifer Lynn Rubin, 23, of New York. Jennifer died on June 11 in an unfortunate incident in the village of Defale, Togo in Africa.

She had been working as an agricultural educator in Togo since the fall of 1983.

Jennifer was typical of Peace Corps Volunteers everywhere who are committed to the idea that caring and sharing can make a difference.

Her death leaves a void in the hearts of her family, friends, colleagues... all of us.

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## PEACE CORPS TIMES

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*COVER PHOTO—PCV Mark Conrad and Andres Murillo inspect young fruit trees in their nursery in Los Limones, Honduras.*

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# Older PCVs Bring Valuable Experience

Older Americans are playing an increasingly important role as Peace Corps Volunteers. They bring a variety of tested skills and experiences that can only be acquired with time. Here are the stories of two of them.

For sixteen years Dorothy Osborne, 63, of Columbia Crossroads, Pa., operated a family farm with her husband and three children. Today she is teaching in an Anglican girls' school on the island of Bunana in the Solomons, South Pacific.

Widowed, Osborne says she joined the Peace Corps because she was at a point in her life where her three children were grown and all had graduated and were married. "I decided it was time for me to branch out into a different way of living," says the Volunteer, who is serving in her second Peace Corps assignment. She served in a 4-H training center in Belize, Central America, from 1981 until her transfer to the Solomons in 1983.

Her current assignment is on a remote island where Osborne says transportation is difficult. "We only have a paddle canoe. Bunana has no engine for a boat and paddling takes 1½ hours to the nearest medical clinic and wireless radio," she points out, adding that one can walk around the island in an hour. Osborne is the only non-Solomon Islander on Bunana.

She teaches nutrition, hygiene, current events and geography at the Bunana Training Center. "Current events and geography are of great interest to the students," Osborne observes. "It is hard for them to imagine what cities are like and how different life is. They think in terms of islands, and it is hard for them to visualize locations of countries."

Osborne hopes that her students will benefit from her teaching because she is from a different background. "I will learn a great deal from them and they will learn from me," she maintains.

She says her health has been excellent. "In Belize, I walked about five miles daily round trip to my work," Osborne recalls. "In the Solomon Islands, I help do the gardening and swim daily in the ocean, which is excellent exercise.

Commenting on her Peace Corps experience, Osborne notes, "As a tourist, a person really learns very little, but actually living and being part

of a culture is a tremendous learning experience. I feel most fortunate to be having these experiences and I have learned a very great deal. I hope, in return, I have been able to contribute," says Osborne.

\* \* \*

After operating a livestock and grain farm for 22 years in Clearwater, Neb., George Wrenholt is now helping small farmers plan irrigation systems on the Eastern Caribbean island of Barbados.



*PCV George Wrenholt (left) advises farmer in Barbados on irrigation techniques.*

Wrenholt, 68, helps conduct water surveys on idle acreage by testing wells for quantity and salinity of water. He also determines whether the land is suitable for irrigation, plans water system installation and prepares equipment specifications.

None of the islands in the Eastern Caribbean is self-sufficient in food production and, therefore, have to spend valuable foreign exchange to import food from other countries. The potential for developing small fruit and vegetable farms is substantial and is a high priority in the islands.

"Our project is important to help the island become less dependent on imported foods," says Wrenholt, pointing out that the island government hopes to place 1,100 small farmers on their own land, providing them with irrigation systems where possible. Through the rural development program, the farmers have access to electricity, roads, house plots,

potable water, low-cost loans, equipment rentals, and marketing and agronomic assistance.

The water survey and irrigation planning stages of the Barbados project are nearly complete, according to Wrenholt. "However, there are several more wells to test, many of which are more than 200 years old," he adds. "They were hand-dug through solid coral limestone, by slave labor, 50 to 150-feet deep. Many wells have adits dug horizontally at the bottom, which is about the limit if you are digging by hand.

"When wells are cleaned or deepened today, the same methods are used," he points out. "A hand-operated windlass lowers and raises the diggers and a large bucket hauls up the rocks. Most wells are five feet in diameter."

Demonstration farm plots are maintained as an educational part of the rural development project, says Wrenholt, to show potential farmers cropping and irrigation techniques. "Many of the people who will acquire acreage through this project," he explains, "will be part-time farmers who have no previous experience in agriculture."

During his Peace Corps service Wrenholt says, "I have been uncommonly healthy. I haven't missed a meal or a day's work. One learns that hot water for showers, shaving and laundry is only a pleasant memory, but not a necessity."

*Patti Raine*

# Focus—Honduras

In 1502, Columbus, on his last voyage to the new world, discovered this land and named it Honduras, Spanish for "the depths," for the deep waters he found offshore.

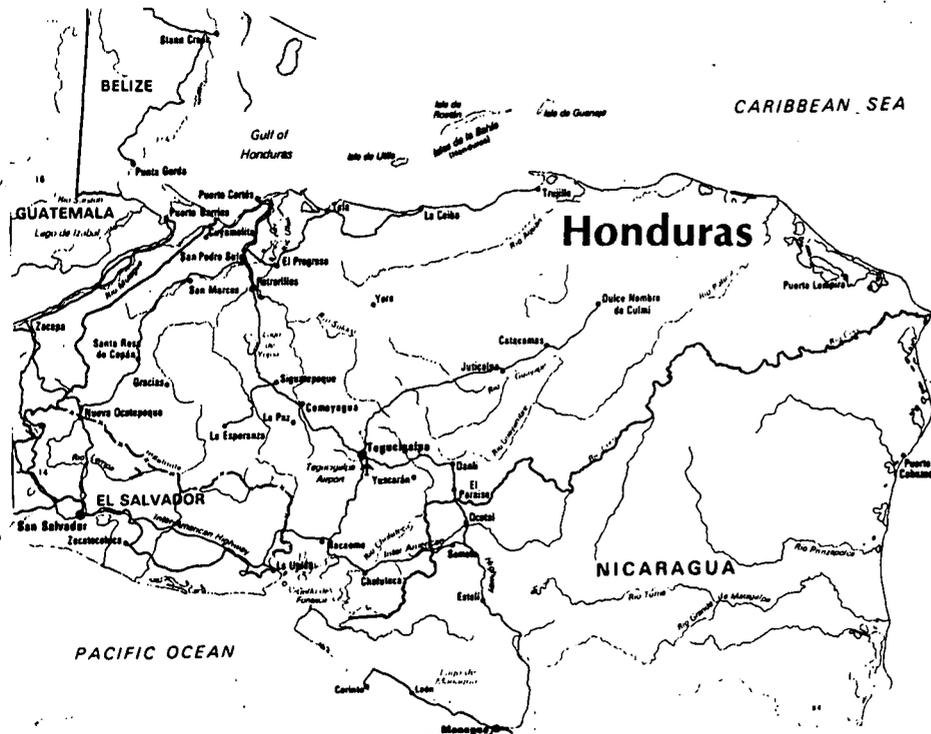
Few nations have been so profoundly influenced by their geography as Honduras. It is characterized by two regions, the jungle lowlands that make up a third of the country and the western highlands which are bisected by two mountain ranges. There is an old story about a Honduran diplomat, when asked to describe his country, crumpled a piece of paper into a ball, opened it up, tossed it onto a table and said, "That's Honduras."

The jungles and swamp land reach inland from Honduras' 400 mile Caribbean coastline. Some of the jungles along the Mosquito (eastern) Coast are among the least explored in the world. The nearby Bay Islands, on the other hand, were settled centuries ago by English buccaneers and slaves from the West Indies.

Honduras has had a colorful history shaped by the ancient Mayan Indians, the Spanish conquistadores, English pirates and interesting politics.



*At the home of the local community leader Andres Murillo, PCV Mark Conrad and Murillo chart progress of his fruit trees.*



Most of its people are Spanish-speaking mestizos of Mayan and Spanish heritage. However, the Mosquito Coast and the Bay Islands are inhabited by Morenos, a mixed English-speaking group of Carib Indian ancestry and blacks. Despite the ethnic and cultural diversity, Honduras has a history of racial peace and has long emphasized ability rather than ethnic origin.

After 300 years of Spanish domination, in 1821, the Central American provinces and Mexico, declared their independence from Spain and four years later formed the Federal Republic led by Francisco Morazan, the Honduran national hero. Then in 1838, the provinces established separate and independent governments.

Tegucigalpa, the capital city, is unique in that it is the only Central American capital that hasn't suffered destruction by earthquake or fire. It was originally a mining town and the name comes from a translation of the Indian words meaning silver hill. The city was settled as early as 1539, but did not become the capital until 1880. The second city of Honduras, San Pedro Sula, is the commercial and industrial center of the country. The major shipping center is Porto Cortez.

## About the country

Population: 3.69 million  
Land Area: 42,300 square miles, about the size of Ohio  
Major Cities: Tegucigalpa (capital), San Pedro Sula  
Language: Spanish  
Religion: Christian, predominantly Roman Catholic  
Exports: Coffee, bananas and lumber  
Climate: Varies with altitude. The Mosquito Coast is tropical, with rain every day from May to December. Temperatures in the highlands average 70 degrees F, but drop in December and January to the low 40s. In the interior, the dry season is from November to May.  
Borders: Guatemala, El Salvador, Nicaragua, the Caribbean Sea and the Pacific Ocean



*Vivienne Thompson (right) works with Honduran speech therapist. Here, they are helping a child in speech production.*

Agriculture and forestry are the basis of the economy and provide 60 percent of all jobs and two-thirds of the nation's exports. The major exports are coffee, bananas, meat and timber. For a long time, bananas were the number one crop in Honduras but coffee, a relatively new crop there, has surpassed them as the major export. Honduras' great forests are one of its most precious natural resources and have long provided the world with fine woods. The country exports small amounts of gold and silver but most of its other mineral resources have remained unexplored and untapped. The mountain ranges which have provided a natural border as well as the forests, have hindered progress in transportation and communication.

### Peace Corps and Honduras

The United States and Honduras have enjoyed cordial relations for generations. In 1962, Peace Corps was invited to Honduras. Since then, over 1,500 Peace Corps Volunteers have served there.

Currently, Honduras has the second largest Peace Corps contingent, about 235 Volunteers, in the Inter-American region. (Ecuador is our largest program.) Volunteers are stationed in the cities as well as the countryside.

### The Volunteers

Peace Corps Times has chosen six Volunteers and their projects in Honduras which are indicative of the work that is in progress.

*Honduras photos by Linda Bartlett*



*In the school barn, Conway Tweedy and Issaul test the cream separator. Milk for the school comes from the cattle the boys tend.*



*Miguel Ramirez counsels boys who have been in trouble with the legal authorities.*

### **Mark Conrad**

Cultivating new types of fruit trees is one of the projects of Mark Conrad, a Volunteer in natural resources, forestry and watershed management in the village of Los Limones. Conrad and Andres Murillo, one of the leaders of the community, spend much time in their tree nursery, a part of the Program for Conservation and Community Watersheds, sponsored by CARE, SANA and the local community. The variety of trees planted at their nursery came from Guatemala as apple trees are almost unknown in Honduras. Orange trees are also fairly new to the area.

Conrad, from Beaverton, Ore., received a degree in forest technology from Mt. Hood Community College. Stateside he was a member of the U.S. Forest Service and worked at Mt. Hood National Park and Wallowa-Whitman National Forest.

### **Vivienne Thompson**

Vivienne Thompson, speech therapist, works directly with students and trains therapists and teachers in special education. Honduras has recently developed a national sign language manual, with the assistance of Carol Ann Sahn (see National Volunteer Week) which was greatly needed by those in special education.

Thompson is from Connecticut. She holds a bachelor's degree in speech communications and psychology from Ohio Wesleyan and a master's degree in speech and language pathology from Columbia Teachers College. Her husband, Wesley Wubbenhorst, is also a PCV in special education in Honduras.

### **Conway Tweedy**

The main headquarters for vocational education specialist Conway Tweedy of Minnesota, is the Escuela El Sembrador, a school for underprivileged children, grades one through six, in Catacamas.

The children at the school spend one half of their time in classes and the other half learning trades such as cabinet-making and wood-carving. They also learn about gardening and tending livestock.

PCV Tweedy is responsible for instruction as well as keeping the school running. Possessing many skills, this member of the Teamsters Union can repair everything from household appliances to major machinery. His talents have piqued the interest of the

children who have become eager students.

### **Miguel Ramirez**

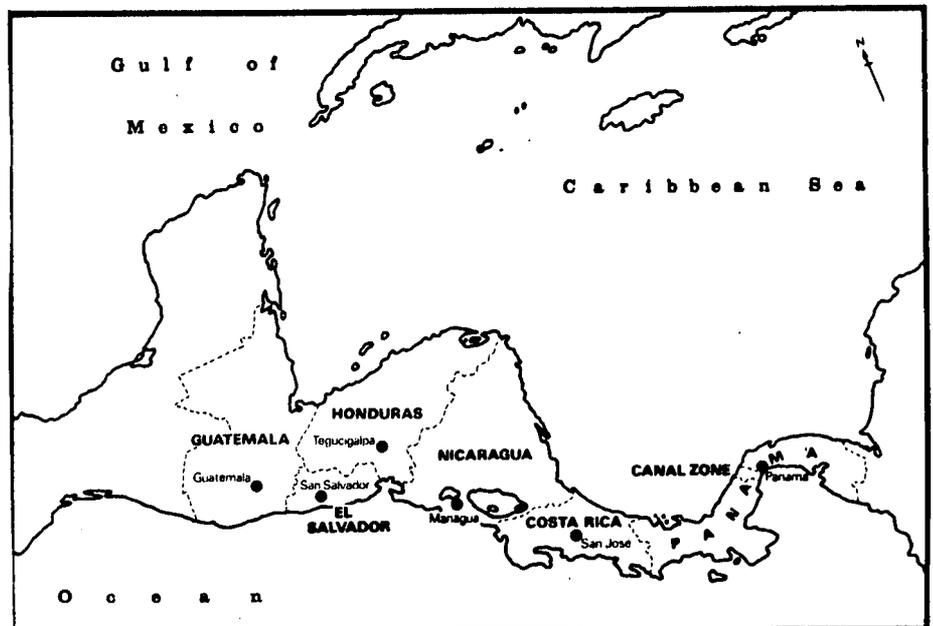
Texan, Miguel Ramirez is a community services/youth development Volunteer in the capital city. He spends much of his time counseling young boys at the Junta Nacional de Bienestar Social Centro Nuevos Horizontes. He also works at a similar center for older girls and acts as agricultural advisor for older boys.

Ramirez's home is in El Paso. He graduated from the University of Texas with a degree in social work and a minor in community development. He came to Peace Corps with an extensive background in teaching and counseling.

### **Mary Ann LeBaron**

Community service/youth development specialist, Mary Ann LeBaron works at the Centro Humuya, an orphanage for girls from broken homes. These girls, 15 to 18 years old, have volunteered to work with children recovering from polio and malnutrition at the local hospital. LeBaron instructs the girls in personal hygiene, hospital procedures and their responsibilities as volunteers.

A resident of Santa Barbara, Calif., LeBaron received her bachelor's degree from UCLA. She did graduate work at Stanford University and holds a master's degree in international education from the University of California, Santa Barbara. She is the mother of nine children, one of whom is a PCV in the Philippines.



### Jeanette Dickson

Jeanette (Dixie) Dickson serves as a Volunteer in education at the John F. Kennedy School in Las Quebradas. In addition to her regular agenda, Dixie holds classes twice a week in horticulture, sanitation, health and nutrition. She also works with village women making cinnamon rolls in their beehive ovens and supervises hand sewing. In the town of Talanga where she lives, Dixie conducts English and cooking classes for both children and adults.

Dixie hails from Baton Rouge, La. She earned a degree in education with a minor in Spanish from Central State in Oklahoma and did graduate work at Louisiana State University. No stranger to our neighbors to the south, she spent 10 years as a teacher in Venezuela.

### Programs

Some of the most successful projects have been forestry, rural health and nutrition education and teacher training.

**Health**—Volunteers serve in a child nutrition program that seeks to reduce malnutrition in rural areas. Programs include nutrition education, family gardens, food preservation and fish culture. Volunteers also work in health extension services.

**Education**—PCVs work with the Ministry of Education's program in developing new curricula and training teachers. Some serve in special education schools such as those for the deaf and blind. Others work with adults in the literacy program.

**Agriculture**—Small farmers are benefiting from the work of Volunteers in extension services. Forest Volunteers are working in environmental studies, watershed management and pollution control.

**Community Development**—A number of Volunteers act as planners, engineers and architects in such projects and surveying, road and school construction and the development of water systems.

**Social Development**—PCVs assist civic and charitable organizations helping orphans and youth groups and are involved in crafts and sports projects.

### Country Director

Peter Stevens, Honduras Country Director, is perhaps the most experienced country director in Peace Corps. His record as country director includes Guatemala, Venezuela and Colombia.



PCV Mary Ann LeBaron instructs her young volunteers before their first visit to a Tegucigalpa hospital.

"My entire career has been devoted to working with our neighbors to the South, and some of my most rewarding experiences have been with Peace Corps," Stevens said.

His tour of duty in Honduras began in December of 1983. Prior to that time he was program director for the Pan American Development Foundation, a non-profit organization in institutional development, vocational training and health services in Latin America and the Caribbean. He also

has worked in the private sector in Mexico, Peru and Ecuador.

D.L. Dodd

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*What's coming up? The next issue of Peace Corps Times will feature Senegal Volunteers in training.*

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"Dixie" Dickson and 5th and 6th graders in Las Quebradas prepare soil for planting.

# National Volunteer Week

National Volunteer Week is especially meaningful for Peace Corps. While it was not created exclusively for Peace Corps, the thought behind it is of special significance.

The honoring of Volunteers is something we do every day, because without the dedication of the Volunteer, there would be no Peace Corps.

This year Peace Corps selected six outstanding people who work in special education projects for the disabled to be honored. Three of these PCVs are themselves disabled.

## Honorees

**William Eiffler** of Scio, Ore., a deaf Volunteer who is training teachers in the use of sign language in Ecuador;

**Marsha Martin** of Fresno, Calif., a blind Volunteer in Ecuador, who is an education advisor for the blind;

**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 teacher-training programs;

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

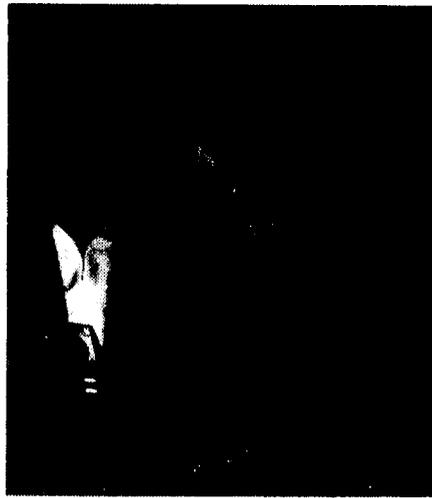
## Fedor Award

William Eiffler was also chosen to receive the first Michael Fedor Memorial Award, designed to recognize a disabled Volunteer working in the Inter-America region.

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 as Associate Country Director in Ecuador from August 1983 until his death from cancer in October 1983.

## Awards Ceremony

The highlight of the National Volunteer Week festivities was the awards luncheon held at the Mayflower Hotel.



*Eunice Shriver (right) makes special presentation to Mr. & Mrs. Ed Fedor, parents of the late Mickey Fedor.*

Peace Corps Director Loret Miller Ruppe opened the luncheon ceremony with special remarks and recounted the deeds of the Volunteers

being honored. (All remarks at the ceremony were simultaneously translated into sign language.)

RPCV and Congressman Tom Petri of Wisconsin, made the presentations.

Monies from the Mickey Fedor Memorial Fund were presented by Inter-America Region Director Luis del Rio to the Ecuador Volunteers, represented by Marsha Martin.

During this event, Mrs. Eunice Kennedy Shriver, Executive Director of the Joseph Kennedy Special Olympics Foundation, presented an award to Mr. and Mrs. Ed Fedor in honor of the work of their late son, Mickey.

Special awards were also given by the foundation to Peace Corps Regional Directors in recognition of Peace Corps' work with Special Olympics through the years.

Peter McCloskey, former member of the Peace Corps Advisory Council, acted as master of ceremonies.

Remarks were also made by Harold Johnson, Senior Vice President for Human Resources of Federated Department Stores, Inc., who were the sponsors of the luncheon.

The ceremonies were attended by many Ambassadors from Peace Corps countries as well as representatives of the Organization of American States.

Peace Corps and the OAS Foundation of the Americas for the Handicapped signed an agreement for future project cooperation.



*Ecuador PCVs Marsha Martin and William Eiffler with Julio Hinojosa of the Ecuador Ministry of Education (left) and the Ambassador from Ecuador Rafael Velasco.*



*Peace Corps Director Loret Miller Ruppe (center) with PCV Lance Matteson, Mahamane Maiga of the Mali Association for the Blind; Sekouba Cisse, First Counselor of the Malian Embassy and Dr. Toye Byrd, Associate Director for the Africa Region.*

# National Volunteer Week

After the awards, the group was entertained by dancers from Gallaudet College, a college for the deaf, in Washington, D.C. They were introduced by Dr. Ruth Mondschein, special advisor to the Secretary General of the OAS, on loan from the U.S. Department of Education:

## Host Country Officials

Two host country officials accompanied the PCVs to Washington.

Julio Hinojosa, the Director of Special Education at the Ministry of Education in Ecuador, came with William Eiffler and Marsha Martin.



Honduras PCV Carol Ann Sahn (center) pictured with Maria Antonia Vazquez, Minister Counselor of the Honduran Embassy and RPCV Congressman Tom Petri of Wisconsin.

Accompanying Lance Matteson from Mali, was Mahamane Maiga, Secretary General of the Malian Association for the Blind.

Following the ceremonies, the Volunteers toured Gallaudet College which assists Peace Corps in recruiting for special education programs.

Other activities in Washington included a luncheon for the honorees' parents and a reception for Washington area parents of Volunteers.

During the remainder of the week, Director Ruppe and two of the Volunteers made public awareness visits around the country.

In Kansas City, Mo., James Quinn was honored by the mayor who proclaimed the day, "James Quinn Day."

Director Ruppe and Carol Ann Sahn made several appearances in Sahn's home state of Texas.



Philippine PCV James Quinn (center) with Rowena Sanchez of the Philippine Embassy and Jody Olsen, Associate Director for the North Africa, Near East, Asia and Pacific Region.

Volunteer Week photos by Emma Rodriguez



Jamaica PCV Al Wiesel (center) with Luis Del Rio, Associate Director for the Inter-America Region and the Ambassador from Jamaica Keith Johnson.

## Peace Corps Adopts a School

Peace Corps has chosen Washington-Lee High School in Arlington, Va., to be its partner in the "Adopt a School" program. Peace Corps joins 30 other federal agencies in response to President Reagan's Partnership in Education program. The program was established last year to promote active participation and cooperation between government personnel and public schools.

With 1522 students, Washington-Lee's international enrollment makes it compatible with Peace Corps' outlook and programs. The school is one

of seven in the state nominated by the Virginia Board of Education for the US Department of Education's Secondary Recognition Program.

Peace Corps staff and RPCVs will make presentations to geography classes, PTA meetings and public-access television as a part of the program.

The ceremonies to kick off the new partnership were held during National Volunteer Week and several of the Outstanding Volunteers were on hand for the festivities.



Peace Corps/Washington-Lee School ceremonies—holding document are PCV Lance Matteson, Malian Mahamane Maiga, Director Loret Miller Ruppe, Principal Dr. William Sharbaugh and PCV Carol Ann Sahn.

# Peace Corps Partnerships

The Peace Corps Partnership Office recently matched several U.S. organizations with communities in the developing world needing assistance with local projects. Following are some highlights of these people-to-people partnerships.

## Nepal School

In the small Himalayan community of Chapakot, six hours' walk from the nearest road, PCV Michael Bologna of Plymouth, Mich. one day noticed that the villagers were digging up the ground near his home and making bricks. He learned that the community was working to build a new primary school to bring free education to the local children. There is currently only one school in Chapakot Village Panchyat, reports Bologna, and the primary level classes have as many as 150 students under one teacher. "Another primary school is badly needed to pick up our overload," he says.

But building the three-room schoolhouse is not an inexpensive project for the poor community. It will cost over 126,000 rupees (\$8,000 U.S. dollars), mostly collected in the community. "Those who can't afford to donate money are donating their labor," Bologna notes. UNICEF will provide funds for the roofing, but a substantial amount was still needed to complete the structure.

Bologna saw that the community was determined to build the school, and that the new facility would bring basic education within reach of many more children, especially young girls, who in Nepalese society are not as likely as boys to be encouraged to go to school.

Bologna turned to the Peace Corps Partnership Program for assistance in purchasing bricks, lumber, doors, shutters, benches, tables and chairs, cement, locks and paint for blackboards. He requested \$1,660 U.S. dollars, and the Global Writers Club of Corcoran High School in Syracuse, N.Y. responded by donating \$830 towards that goal.

Under the direction of social studies teacher Jim Miller, the Global Writers Club sold buttons to raise money for the pledge. With each button, they included a card with information about Chapakot and the proposed school—the first step in the cross-cultural exchange.

As the high school students became

more aware of conditions and lifestyles in Nepal, they shared it with others. Two students went to a class of first-graders to talk about their Nepalese partners, and included the children in the exchange. They put together a book of drawings and descriptions of themselves, their families and homes, school, animals and weather to send to Chapakot's first-graders. The Roberts Elementary School Parent-Teacher Organization also sent paper and crayons so the Nepalese students may reply to questions and comments such as: "This is the tree where apples grow,"; "Do your houses look anything like ours? My house is big and it has a lot of windows,"; "We get deep snow sometimes"; "What kind of dances do you do?"; "Is your sun hot?"; and "Do you have any clocks in your house?"



*PCV Michael Bologna is pictured here with laborers building the kiln which will bake bricks for Baidi Primary School in Nepal.*

The exchange will continue over the life of the project, and as the students learn more about their partners in Chapakot, they will gain a more realistic picture of life in a developing nation.

## Other Projects

—PCV Donald Moore of Bellefonte, Pa. applied for funds for the people of Santa Barbara, Honduras to properly equip the kitchen facility of a new 18-room school so that future primary school teachers could be trained in healthy nutrition practices. The Spanish Club of the Chambersburg Area Senior High School in Chambersburg, Pa. pledged \$500 to help purchase an electric stove, a small refrigerator, wood for tables and chairs, and small kitchen utensils.

—PCV Nancy Olson of Hillsboro, N.H. applied for funds for the people of 25 de Diciembre, Paraguay to construct a building which will house an industrial arts and home economics workshop for 400 elementary school students from five villages. The students of Alhambra High School in Martinez, Ca. pledged \$1,821 to purchase bricks, tiles, cement, windows, doors, beam and roof supports and other materials to begin construction.

—PCV David Lockshin, of Canton, Ohio applied for funds for the people of Palomo, Orosi, Cartago, Costa Rica to repair three major parts of the town's deteriorating water system. The Round the World Writers Club of Linden Junior High School in St. Albans, N.Y., one of four co-sponsors of the Palomo project, pledged \$350 to fix one major part of the system to bring fresh clean water to 50-75 homes.

—PCV Michael Quinn of Framingham, Mass. applied for funds for the people of Zowienta, Liberia to construct a six-room dormitory for students who live in adjacent villages and often cannot finish school because it is too difficult to walk several hours each day on inadequate roads. The students of Jefferson High School in Shenandoah Junction, W.V. pledged \$700 to initiate construction of the dormitory.

—PCV Marcus Hartley of Salem, Ore. applied for funds for the people of Nanupatti, Nepal to build a new five-room schoolhouse for the village, adding grades four and five. The students of Lower Merion High School in Ardmore, Pa. pledged \$1280 towards the purchase of cement, clay tiles, beams, windows and some classroom furniture for the new facility.

—PCV Kenneth Dirst of Mt. Prospect, Ill. applied for funds for the people of Herediana, Costa Rica to finish the construction of a town community center to provide health and dental care, agricultural demonstrations for farmers, and government-sponsored courses such as typing and nutrition, plus meeting rooms for various local organizations. The Brownstown Central Spanish Club of Brownstown, Ind. pledged \$350 towards the purchase of roofing and cement blocks, chain link mesh, electrical wire, plywood, nails, paint, tables and chairs for the new building.

*Patricia Seaman*

# AID and Peace Corps Form Committee

USAID and Peace Corps have established a joint Coordinating Committee to improve the effectiveness of U.S. development projects in Third World countries.

A special ceremony for the signing of the committee's charter by Peace Corps Director Loret M. Ruppe and AID Administrator M. Peter McPherson, was held at Peace Corps headquarters. (McPherson was a PCV in Peru.)

"Peace Corps/AID agreements have had a dramatic effect on our programs," stated Ruppe. "They have enabled Peace Corps to embark on new types of development activities and to use new technologies and have graphically demonstrated that AID and Peace Corps can develop joint programs."

Over the past five years, AID has invested more than \$10 million in

program agreements with Peace Corps. One example of AID/Peace Corps cooperation is the Small Projects Assistance Fund which was jointly developed in 1982. AID funds up to \$40,000 per country each year for small scale projects involving Volunteers.

The committee, composed of an equal number of AID and Peace Corps personnel, will meet quarterly.

McPherson and Ruppe also signed an agreement for cooperation in small enterprise development.



Olympic Games staffer Bea Alford, RPCV (Belize '64 and Jamaica '79) gives Sam, the Olympic eagle, a squeeze.

## RPCVs And The Olympics

Athletes from around the world came to Los Angeles this summer for the world's premier international athletic event, the 1984 Olympic Games.

Although no one is exactly sure how many RPCVs were involved in preparing for the games, almost a dozen former Volunteers served as staff of the Los Angeles Olympic Committee's offices in Santa Monica. Working in both voluntary and paid positions, RPCVs from Ghana, Ecuador, Guatemala and a variety of other past and present Peace Corps countries helped plan or service the many Olympic events. Returned PCVs served as training coordinators, translators, electrical systems designers and in many other capacities.

Typical of the RPCVs involved in the games was Genaro Sornoso who, in 1968 and 1969, worked in rural electrification in Ecuador. As a utility engineer for the Olympics, Sornoso described his function by stating, "I helped design and coordinate the 27 event venues and transportation sites. It was a 24 hour a day job but I enjoyed every minute of it."

Chris Adams

## Personnel/Personal Notes

Jack Burgess has been named Associate Director for International Operations. Burgess was Country Director for Micronesia from 1975 to 1978.

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Jan Nichols-Hinkley has been appointed Congressional Relations Director for Peace Corps/Washington. She has extensive experience on Capitol Hill and has been on the staff of Senator Ted Stevens of Alaska.

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Steven Grant, RPCV Togo, 1976-1979, has been named APCD for Agriculture in Mauritania.

\* \*

Lahoma Smith will be returning to the Central African Republic as APCD for Health. Smith was a Volunteer in CAR from 1980-1982.

\* \*

After several years of working in the Office of the Associate Director

## New Country Directors

Edward Slevin returns to Peace Corps as Country Director for the Philippines.

During the mid 70's Slevin was Country Director in Western Samoa and Malaysia. After those tours he served as Regional Director for NANEAP.

\* \*

Joe and Joan Lovingood have been transferred to Belize in the Inter-American Region as Co-Country Directors. They are one of two such co-director teams in Peace Corps.

The Lovingoods previously served in Botswana.

for Management, Joyce Connix-Wright will assume the duties of APCD for Administration in Kenya.

\* \*

Former VISTA Volunteer Peter Hubbard has been named APCD for Administration in Sierra Leone.

\* \*

Howard Opper has transferred from APCD for Education in Morocco to Country Desk Officer for Mauritania, Senegal and Sierra Leone in Washington.

\* \*

Ann Hitch, a Volunteer in Benin from 1981 to 1982, has been named APCD for Education in Morocco.

\* \*

Arlene Mitchell, most recently special assistant to the Associate Director for International Operations, formerly Chief of Operations for Africa and a Volunteer in Mauritania, is now with the Department of Agriculture as the Acting Deputy Assistant Administrator for International Research Development.

\* \*

Peace Corps Director Loret Miller Ruppe received an Honorary Doctor of Laws degree from the University of Notre Dame and the President's Cabinet Medallion from the University of Detroit.

Patti Raine

## Reminder to PCVs

If you have not yet received information about the Federal Post Card Applications for registering to vote or to have a ballot sent to you, contact your Country Director.

## Eggs in Ecuador

*The following article was written by Peace Corps Volunteer Janine Ihssen, 24, of Ft. Wayne, Ind., now serving in the second year of her integrated rural development-home extensionist project in Ecuador.*

The SPA (AID Small Projects Assistance) chicken project now in operation in Pechiche had its beginnings when a friend from the village and I arrived from the market in a "camioneta" (the small truck used for public transportation), and discovered the eggs we had bought had arrived scrambled, smashed amongst the vegetables somewhere along the bumpy road.

That was not the first time it had happened, and it made us mad enough to comment, "It sure would be nice if we could buy eggs right here in Pechiche."

I organized a group of eight women whom I knew well and who lived close by. We bought ten-week old chicks from an experienced chicken breeder from the area. He was extremely helpful in giving us advice, lending feeders and waterers, and generally being around to help out.

The women of the group work in pairs. Each pair is responsible for the hens during a one week shift. Care includes going three times a day to give feed and water and to collect eggs. If there are big projects to do like vaccinating, everyone helps. The group has elected a president, a secretary and a treasurer. Meetings are called when there is a need.

The sale of the eggs and purchasing of feed and vitamins is also handled by the women. Two of the women sell eggs in their homes at all times, one sells small quantities and the other sells to those who want to buy by "cubeta" (which holds thirty eggs). The buyers are primarily from Pechiche and nearby small towns. Eggs also are taken to the bigger town to be sold, about a 45 minute trip. Everyone helps out with the sales, yet there is no specific designation of the job.

We have economic security because the same person from whom we buy the feed also sells eggs, and he buys all the eggs we take to him. Often we simply change eggs for feed without even dealing with money. He's also a veterinarian and is helpful when the chickens are sick.

Now that we have been selling eggs for a while, people come searching

## Letter From Levi's President Brings Business Scholarships For RPCVs

This past spring, Robert D. Haas, the newly-elected President and Chief Executive officer of Levi Strauss & Co., sent a letter to the deans of over 200 graduate schools of business encouraging them to set aside financial aid or offer graduate credit to returned Peace Corps Volunteers.

Haas, a Volunteer in the Ivory Coast from 1964-66, wrote: "At that time the Peace Corps was very new, and few thought that someone might draw on that experience to complete an MBA with distinction and go on to senior executive positions in business. Yet I was persuaded then, and believe even more strongly now, that the challenges a Peace Corps assignment provides can be an extremely good proving ground for a business career."

The response to Mr. Haas' chal-

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for us, and we no longer have to look for clients. We keep the eggs at a low price. The idea is to have eggs available and encourage their consumption here in the community, especially in the families with malnourished children. As a result, however, the profits aren't much. At first the women of the group worked for nothing. They were given a chicken at Christmas-time, but now they have recently started receiving a sort of "salary" for the week they work. This had helped them to take the project more seriously and be more concerned about the care and maintenance of the animals.

All bookkeeping is done by the treasurer and one must go to her to ask for money for every purchase. Each pair's shift is recorded weekly with annotations of all profits or losses. A chart is also kept for recording the number of eggs laid daily.

Although a savings account has been established, most of the money is kept as petty cash since the savings have not had a chance to accumulate yet. The price of feed is high, and it seems just when we think we are going to get ahead, the chickens get a sickness or lay less, and we have to spend money on some remedy or vitamin.

I must say I really have enjoyed

leuge has been very successful. So far, over 35 schools have contacted the Peace Corps expressing an interest. For example, the University of Oklahoma will offer a graduate research assistantship to an RPCV admitted to its MBA program. Utah State University is reserving a \$900.00 scholarship for a RPCV who wishes to pursue his/her MBA. Many other schools have written that while they are not permitted to reserve a scholarship or assistantship for one particular group, they will offer special consideration for admission or financial assistance to RPCVs.

For more information on these and other business schools, or on other programs offering educational benefits for RPCVs, write: Returned Volunteer Services, Peace Corps, M-907, Washington, DC 20526.

*Leslie Wexler*

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working with this project. At first, I tended to do everything myself. Now, however, everything is handled by the women. It's impressive how they really put enthusiasm into what they do. The other day one of them made the comment, "Janine, you turned us into real 'machonas' (tomboys). We used to shy away from picking up a shovel or hammer, and now look at us—we even unload those sacks of feed as if they were filled with feathers!"

Of course there are problems, personal ones as well as unexpected disasters with the hens. Hens are very delicate and the littlest things can upset their metabolism so that they don't lay. As for me, I have lots of energy and willingness to work, but on certain occasions feel I lack the technical expertise. Yet, I must say there is nothing like the opportunity to teach and share what I know while learning in the process.

I wish to thank the people from AID and Peace Corps for providing us with the initial capital to start this project. With approximately \$1000.00 we have raised 300 hens, learned to work together ... and there are now eggs in Pechiche!!

## From the Field

# Marking Gauge/Malawi

The following design for a common carpentry tool, the marking gauge, was developed by PCV Jerome Mescher. Mescher, who currently serves in Malawi as Field Technical Advisor to the Development of Malawian Traders Trust, describes his innovation below.

A marking gauge is a tool used by carpenters to scribe a line parallel to and at a set distance from the edge of a piece of wood. The lien sketched in this way serves as a guide for sawing, planing, or chiseling the wood to exact dimensions. The marking gauge is a common tool and is used many times throughout the carpenter's work day.

"Home-made" marking gauges in Malawi use a small piece of wood wedged between the gauge arm and the gauge body to secure the arm while a line is marked. The wedge is removed to change the measurement, then hammered back in place to secure the arm in the new position.

This requires the carpenter to locate and use a separate tool—a hammer—every time he wants to change the measurement. Hammering the wedge can itself alter the measurement by as much as  $\frac{1}{8}$ ". Not surprisingly, the wedge does not last long because of the hammering.

Most of the imported marking gauges in Malawi have plastic tightening knobs to hold the arm in place,

which usually break after a couple of years of use. The imported gauges are also expensive and waste precious foreign exchange.

The marking gauge pictured here was designed so that a carpenter can produce it herself using locally available materials at a minimal price. With the exception of one bolt and nut, this design can be made entirely from scrap materials. If built properly, this gauge will be the equal of the imported types which can cost US \$15.00–\$20.00.

This new design uses a bolt-and-nut combination to put direct pressure on the arm so that the measurement is not altered while tightening. The tightening knob is made of wood and a steel bolt so it can endure many years of rough use. The knob is always on the gauge so it does not require the use of another tool to change measurements. A metal plate protects the arm from the wear of tightening the knob time after time, year after year.

Any carpenter, no matter how big or small his business is, can benefit from being able to produce his own quality marking gauge. Several secondary schools in Malawi now make the gauge as a class project. To carry the idea a step further, a local business could be initiated, producing the marking gauges for import substitution.

The design and construction of this marking gauge is simple. Its simplicity is its attraction.

### TOOLS REQUIRED:

- Saw
- Plane
- Drill
- Chisel
- Metal-cutting saw

### DIRECTIONS

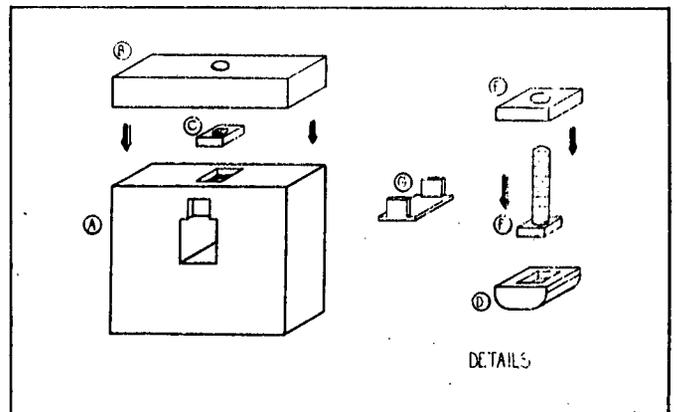
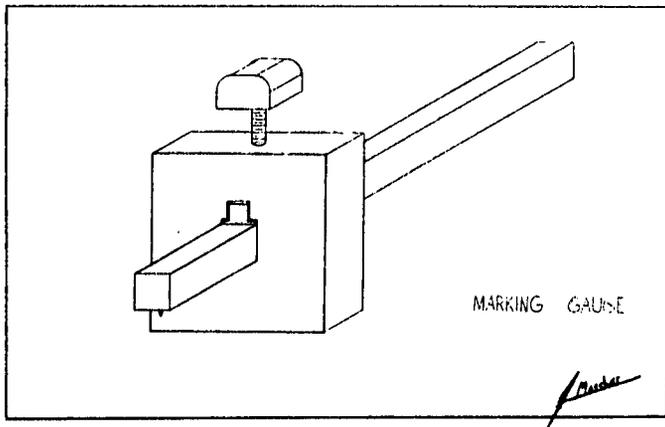
Start by cutting a piece of hardwood  $\frac{3}{4}$ " thick, 3" long, and  $2\frac{1}{2}$ " high (A). Chisel a hole through it  $\frac{3}{8}$ " wide  $\times$   $\frac{1}{4}$ " high being careful to keep the hole 90° to the face. This is the hole that the arm ( $\frac{5}{8}$ "  $\times$   $\frac{3}{8}$ "  $\times$  8") will fit into. (The reason the hole is  $\frac{3}{8}$ "  $\times$   $\frac{1}{4}$ " instead of  $\frac{3}{8}$ "  $\times$   $\frac{3}{8}$ " is so there will be space for the metal plate which will protect the top of the arm from the pressure of the screw.)

Then drill a hole equal to the diameter of the bolt (F) through the top of the wood block to the chiseled hole.

Chisel a small depression on the top of the block equal to the dimensions of the nut (C) so the nut will fit into it snugly.

The next step is to cut another piece of hardwood  $\frac{3}{4}$ " thick  $\times$  3" long  $\times$   $\frac{1}{2}$ " high (B). (This piece will be glued on top of piece (A) to lock the nut in place. The entire body should then measure  $\frac{3}{4}$ " thick  $\times$  3" long  $\times$  3" high.) First drill a hole equal to the diameter of the bolt through the middle so that it will match with the drilled hole in (A). When this is finished, press the nut into the chiseled

(continued on page 21)



# Forestry for Community Needs

Two hundred million people in the developing nations live in forest areas and derive their living from farming. The traditional agricultural practice of shifting cultivation in these countries allowed for intensive use of forest land for food, fodder, fuelwood and shelter. Today, however, a rapidly increasing population has disrupted the environmental balance of the forest ecosystem and caused forest area in almost all developing nations to decline at an alarming rate.

In Paraguay, for example, the forest area is declining at a rate of 175,000 hectares per year. Experts are in agreement that the forest of Paraguay could be totally degraded by 1990.

In Ouagadougou, the capital of Upper Volta, fuelwood shortages have led to the gradual destruction of most savannah woodlands within a fifty-to-sixty-kilometer radius. Because of the fuelwood shortage and rising prices, many families spend up to 30 percent of their disposable income on fuelwood to meet basic heating and cooking needs.

Over the last five years there has been increased world-wide recognition of the need for assistance in dealing with tropical forestry, forest resources and allied natural resource problems. In response, the Peace Corps Forestry/Natural Resources Sector in the Office of Training and Program Support has significantly expanded its efforts to provide for the training and program support of Volunteers to meet the forestry needs of host country nations. Currently 500 Volunteers in thirty-eight countries are working to provide for the basic needs of food, water, fuel and shelter through improved natural resources management.

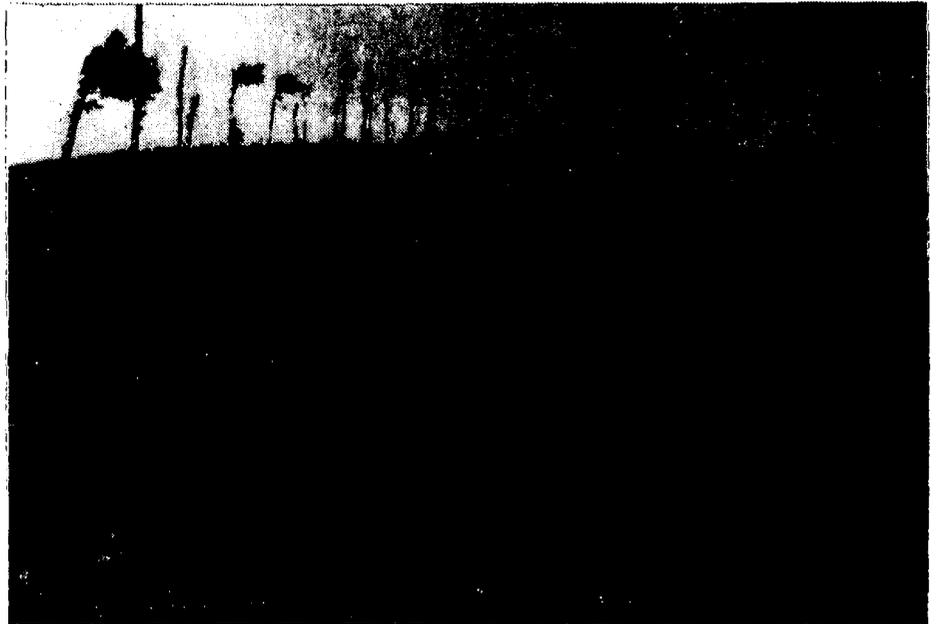
Some of these successful Peace Corps forestry programs include nursery establishment, agroforestry (developing various tree, animal and food crop combinations), forestry extension, forest management, environmental education, national park planning and development, wildlife/wildlands management, establishment of village woodlots and tree plantations, reforestation of degraded areas and fruit culture.

In an effort to increase the delivery of grassroots, village-level forestry as-

sistance, Peace Corps and the United States Agency for International Development (USAID) have combined their expertise to develop a forest resource management initiative. Through a mechanism called a Participating Agency Service Agreement (PASA), signed in 1980, the two gov-

development workers in the settings where they are to be applied.

Several activities were specially earmarked as part of the Forestry Resource Management initiative, with the ultimate goal of improving the worldwide status and practical utilization of renewable natural resources.



**Agroforestry—a scheme which intermixes tree plantings with food crops and/or livestock—is a major area of emphasis in Peace Corps forestry programming.**

ernment agencies are combining resources to more effectively address the problems of natural resource management in developing countries.

Through the PASA agreement, USAID provides the Peace Corps Forestry program with a network of trained technical expertise, established field contacts and resources, materials and training support. These USAID resources are used to encourage the development of new or improved forestry programs involving Volunteers and for training both volunteers and their counterparts in essential forestry skills.

In turn, through the PASA agreement, USAID benefits from Peace Corps' outreach to and feedback from local communities. Results of research is tested, adapted and extended by Volunteers. The Volunteers' skills and knowledge is then transferrable directly to host country

The first of these was the assessment by field consultants of the status of natural resources in twenty-two Peace Corps host countries. With these country profiles completed in 1981, the Forestry/Natural Resources Sector staff was able to plan and evaluate the programming and training needs of Peace Corps forestry programs throughout the world.

In June of 1981, the Sector conducted the first of three regional forestry programming workshops. Representatives from Peace Corps, USAID, host country ministries and several private voluntary organizations from eight Latin American and Caribbean countries participated.

The workshop was designed to improve the ability of Peace Corps, USAID and host country ministries to plan, implement and evaluate forestry projects and to assist them in recognizing the key factors for suc-

cess in these projects. The workshop proved to be an excellent vehicle for encouraging collaboration between Peace Corps, USAID and host country ministries and examining the practical aspects of combining programming and technical knowledge in a forestry project plan.

George Mahaffey, OTAPS Natural Resources Sector Specialist, explains, "The workshop was very valuable for all participants. Each group learned about the skills, resources, projects and constraints of the other. This has allowed for project collaboration and complementary programming efforts."

"Participants from the same country got a chance to get to know each other on a personal basis," he adds. "This enhanced and sustained collaborative efforts when they returned home."

An additional benefit, according to Mahaffey, was that, "other organizations like AID or private voluntary organizations saw the value of including Peace Corps staff in the initial planning stages when designing a collaborative program."

A second programming and technical workshop—this one for the NANEAP region—was conducted in Legaspi, Philippines in November of 1981. Another was held in Mombasa, Kenya for the Africa region in May 1982. Again, the workshops provided a forum for sharing ideas, experience and future programming and technical issues.

The interest generated by the programming workshops led a number of Peace Corps field staffers to request incountry assistance in assessing their forestry and natural resources programs. In response the Forestry/Natural Resources Sector has provided technical personnel on loan from such agencies as the National Park Service, the U.S. Forest Service and the Fish and Wildlife Service to act as field consultants.

For example, consultants were sent to Costa Rica to work in conjunction with the Associate Peace Corps Director (APCD) to identify forestry programming needs, interview host country forestry personnel, recommend future site placements and specify the Volunteer skills needed for specific locations.

While OTAPS programming workshops and consultant services have helped to evaluate, coordinate and implement Peace Corps forestry programs around the world, a simu-

laneous effort has been made to develop a uniform approach to the training of forestry Volunteers. In order to expand and standardize Volunteer training in forestry, the Sector staff has worked with a number of technical experts to develop two pre-service training models designed to give Volunteers a general but well-rounded background in technical and extension forestry practices.

A model for incountry forestry training was first piloted in Ecuador in 1981. It has since been tested in three other Latin American countries and is in regular use in a number of countries in that region.

A separate model for Stateside training of Volunteers headed for Africa was developed and piloted at the University of Arizona in 1982. This model has also been replicated three times and is used on an annual basis by a number of countries in the region.

Both training models emphasize a broad range of technical skills in nursery design and management, plantation establishment, agroforestry, soil conservation and tree identification. To supplement the technical aspects of training, extension and skill transfer methods are woven in throughout the design. (Copies of both training manuals are available through Peace Corps Information Collection and Exchange (ICE).)

Peace Corps staff members incountry have also called on the OTAPS Forestry Sector for assistance in upgrading the skills of volunteers already in the field. They have been particularly interested in providing additional training for Volunteers in the area of agroforestry, integrating tree crops with food or livestock production.

As Jacob Fillion, Associate Forestry Sector Specialist, explains, "agroforestry meets the needs of the small farmer whose production of food, fuel and fodder must all be met on a small parcel of land." Improving traditional systems for mixing trees and other crops is fast becoming a principal programming area for Peace Corps forestry programs.

The Forestry Sector staff has developed an agroforestry in-service training (IST) model to help meet the need for more specific technical training in this area. Three regional training programs were conducted in 1983 using the model—in Upper

Volta, Costa Rica and the Solomon Islands. Each IST attracted participants from several countries within the region.

The focus of these in-service programs is somewhat different from that of the more extensive pre-service training (PST). "IST's are more specific in terms of the technical training delivered," explains Fillion.

"The Volunteers have been in their sites for three to six months and they have an idea of the needs and constraints of their communities. The Volunteers may have commenced work on a project and discovered that they don't have all the technical information and skills needed for the project. Also by this time the Volunteers and their host country counterparts will have started to develop a working relationship."

The relationship between Volunteer and counterpart is an important part of the training; PASA funds from USAID allow PCVs and their counterparts to attend the training programs together, building host country capacity to carry on forestry programs as well as Volunteer skills.

"We view the Volunteer and host country national as counterparts to each other," Fillion comments, "and assume that the technical and skill transfer is a two-way street. So far the ISTs have proven very successful in assisting the development of a strong PCV-HCN counterpart relationship. This has helped to reach the first and second Peace Corps goals of meeting the needs of host country nations for trained manpower and promoting a mutual understanding between Americans and the peoples served."

Partly as a result of the success of the regional IST's many countries have requested individual assistance from OTAPS in developing their own in-service training models. In the Dominican Republic, for example, the Sector recently assisted the staff in designing and delivering an agroforestry IST for fourteen forestry Volunteers and their HCN counterparts.

Of course, forestry Volunteers are not the only ones who may be involved in agroforestry projects. In the IST's planned for the coming year both forestry and agriculture Volunteers will be trained together.

The idea of an integrated training design grew out of the Solomon Is-

*(continued on page 24)*

# PC Renews Efforts in Wildlife Conservation

Governments of the developing world are increasingly recognizing the need for better management and conservation of their wildland and wildlife resources. Among many other benefits, according to Julius Weeks of OTAPS' Forestry/Natural Resources Sector, "Wildlife and parks systems bring in much needed foreign exchange through tourism."

Increasing populations in developing countries place tremendous pressure on these vital resources, reducing wildlife habitat and converting wildlands to agricultural and other uses. "If these resources are to be sustained for continued productivity," Weeks insists, "now is the time for the application of sound management practices."

Peace Corps field offices are being asked by government ministries to lend assistance in the planning, information and development of strategies that will more effectively direct their efforts to conserve wildlife resources. In turn, Peace Corps field offices have been, over the last year, forwarding requests to the Forestry/Natural Resources Sector for programming assistance. Peace Corps Volunteers already working in parks and wildlife management, realizing the need to upgrade their skills in light of the increased interest by their respective host governments, have also requested in-service training to augment their technical abilities in these areas.

In response, the Sector is currently laying the groundwork for a regional Africa in-service training (IST) in wildlife and park management to be held October 14-24, 1984 at Kasungu National Park, Malawi. The participants will include Peace Corps Volunteers and their local level counterparts (park wardens/research officers), host government ministry officials directing parks and wildlife programs and Associate Peace Corps Directors (APCD). The program will combine elements of training for wildlife workers and programming skills for those involved in the start-up of wildlife management programs.

The IST program is funded jointly by Peace Corps and USAID, with in-kind assistance from the U.S. National Park Service, World Wildlife

Fund, the U.S. Forest Service and other conservation organizations.

The IST will have three main goals: —to provide an introduction to wildland/wildlife planning methods and principals within a national development context, consistent with approaches increasingly utilized throughout Africa and the world;

and legislation, landscape classification, law enforcement, public relations and education, crop protection, sport hunting and fire management.

The IST, George Mahaffey, OTAPS Natural Resources Sector Specialist, explains, "will begin with an overall global conservation strategy, then focus on country-specific



Community education efforts which emphasize the importance of maintaining natural resources, such as this school tree planting project, are an important part of Peace Corps forestry programs.

—to bring together representatives of various groups/individuals involved with African wildlife conservation to discuss the overall structure of the wildlands/wildlife management profession and questions of conservation strategy;

—to provide guidelines and technical information for those directly involved in wildlife/wildlands management and applied research or carrying out various procedures in wildlife/wildlands management.

Key areas for discussion will be the problem of population increases and agricultural land development and their effect on wildlife habitats and protected areas, the utilization of wildlife resources and the problem of wildlife and human interaction outside of protected areas. Some of the activities the IST participants will focus on include conservation policy

strategies, and then pinpoint even more specific applications for regional villages surrounding parklands."

While Peace Corps has not conducted an African IST in parks and wildlife since 1977, this program area is not new for Peace Corps. In the late 1960's the parks and wildlife program was at its zenith as part of a joint Smithsonian Institute/Peace Corps programming effort. However, in the mid-1970's, Peace Corps policy shifted to a basic human needs approach and other, village-level assistance programs were given top priority.

The wildlife/wildlands management program is currently undergoing revitalization and expansion as a result of Peace Corps' integrated approach to natural resources devel-

*(continued on page 24)*

# Exploring New Ways to Support Forestry Activities

Community development projects in many parts of the world are supported by the commodities supplied by food-for-work programs. The U.S. contributes substantially to these efforts through food programs established under "Public Law 480." PL 480 programs support both bilateral assistance projects through USAID and the efforts of private voluntary organizations (PVO's) such as CARE.

In recent months, forestry programmers in both USAID and Peace Corps have become increasingly aware of the potential development impact of PL 480 food programs. Community projects supported by food-for-work often involve forestry-related activities. Recent USAID surveys indicated that PL 480 programs and U.S. contributions to the U.N.'s World Food Programme may actually be responsible for more reforestation/afforestation than all of USAID's direct forestry assistance projects worldwide.

As part of the ongoing Peace Corps/USAID Forestry Resource Management initiative, the OTAPS Forestry/Natural Resources Sector has been conducting a formal examination of opportunities for collaborating with USAID, PVO's and host country groups in community forestry projects supported by PL 480 food programs. The examination has been carried out over the last seven months in close cooperation with USAID's Food for Peace Officer, Forestry Officer and Africa Bureau.

The investigation will serve primarily to identify possible avenues for collaboration, including options for placement of forestry Volunteers; technical assistance to USAID missions, PVO's and governments; and technical "backstopping" for planning and implementing forestry projects supported by PL 480 programs.

A Peace Corps fact-finding team, consisting of three persons with both Peace Corps experience and technical backgrounds in forestry, food-for-work, extension and agriculture, has visited a number of PC countries as part of this effort to examine program possibilities. In each of the visits the team has met with PC staff, USAID staff (especially designated Food for Peace Officers), PC Volun-

teers, host government representatives, PVO's and local village people in an attempt to gain a keener understanding of experience with and prospects for forestry projects supported by food programs. The team has focused on the programming, training, logistical, staffing and institutional aspects of these projects as well as the strictly technical elements.

teers, host government representatives, PVO's and local village people in an attempt to gain a keener understanding of experience with and prospects for forestry projects supported by food programs. The team has focused on the programming, training, logistical, staffing and institutional aspects of these projects as well as the strictly technical elements.

Specific programming considerations that will be discussed in the workshop include site selection criteria (such as the local food and em-



A written report now being finalized by the team will use the information gathered from the country visits and other sources to:

- present a broad overview of existing forestry projects supported by PL 480 food programs as well as projects planned for 1985-1988;
- document specific programming factors that would strongly influence future Peace Corps/PL 480 food program forestry projects;
- discuss the advantages/disadvantages and potential programming benefits/difficulties of collaboration between PC, USAID and PVO's on PL 480 food program forestry projects;
- provide a basis for the development of programming guidelines, strategies and regional programming workshop model(s) around the PL 480-supported forestry project theme.

Planning is underway for a PL 480 programming workshop, tentatively scheduled for January, 1985. The workshop will focus on the major con-

employment situation, available water supply and development benefits); donor collaboration in meeting project needs for start-up capital, training and PCV involvement; and profit potential.

Steve Joyce, a member of the PL 480 fact-finding team, suggests that the PC field assessment and future programming workshop may well result in new approaches to both community forestry and food-for-work projects.

"Through collaboration between PC, PVO's, USAID and host country agencies, forestry projects supported by PL 480 food programs can not only address fuelwood needs but also build village-level management capability and create employment opportunities in the rural sector," says Joyce. "This approach could provide a greater incentive for local-level participation in reforestation/natural resource management schemes."

*This article was prepared by OTAPS Forestry Sector Specialist George Mahaffey, PL 480 team member Steve Joyce and ICE ALMANAC Editor Donna S. Frelick.*

# Networking

## TRAG

What has front-wheel drive, an 8 h.p. Briggs-Stratton engine, and simple "V"-belt clutch drive, looks like an oversized Go-Cart and contains a portable power plant for pumping water?

Give up?

It's a TRAG!

A TRAG (pictured here) is a simple vehicle designed to do the everyday tasks of hauling people and products. It is to the farmer in developing countries what the half-ton pick-up is to the U.S. farmer. It hauls the farmer's family, small livestock, produce, water, feed, seed and other essential items.

The TRAG was developed for overseas use by Earl Miner of Marshfield, Missouri. The first TRAG was built for and in consultation with two missionaries working in Zimbabwe. Since its first stage of development in 1978, the TRAG has been introduced in some 20 countries. It is even being locally produced in Zimbabwe under the name "Shumba" and progress is being made toward production in other areas of the world.

The TRAG development program is based on the following simple strategy:

- Introduce the TRAG into an area of need and enable it to be tested.

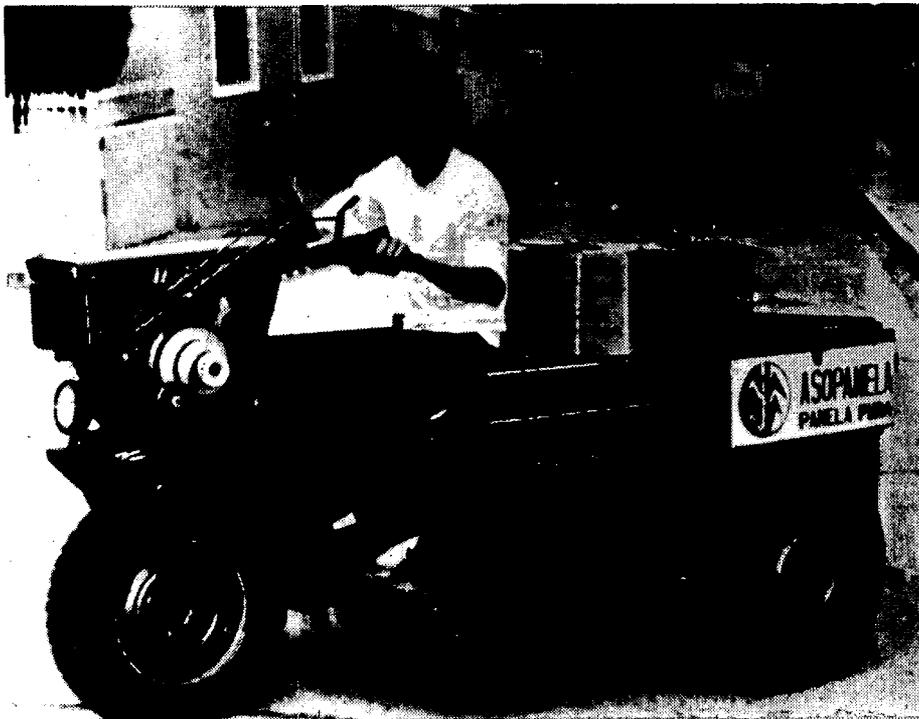
- Establish a small manufacturing plant, when feasible, and produce TRAG in that area.

- Supply machines and parts to areas where local production is not possible.

In Ghana, for example, TRAGs are used to enable low income people to grow vegetables and haul them to market some eight miles away. In Nicaragua a TRAG hauls the materials for 50 homes being built by families who have lost their homes. In northern Colombia a "taxi-cab" model of the TRAG takes sick people to and from an outpost health clinic. In Costa Rica folks say a 5 h.p. model burning kerosene has been hauling five 100-lb. sacks of cement up a hill "without complaining."

Dr. Melvin West of the United Methodist Church has been managing the TRAG program, seeking donations to support TRAG efforts overseas. Anyone interested in further information on the TRAG can direct questions to Dr. West at the following address:

Dr. Melvin West  
TRAG  
Box 733  
Columbia, Mo. 65205  
U.S.A.



## Newsletters from ICE

As always the ICE staff is working behind the scenes to provide up-to-date resources for the field. We have identified a number of newsletters and magazines that we feel have a wide appeal to Volunteers and staff. ICE acquires these in bulk, either by purchase or on an exchange basis for distribution to PC offices/resource centers incountry.

The following list represents a round-up of those journals and newsletters that ICE makes available to the field. There are certainly a multitude of other good newsletters in circulation that are not on this list. We welcome suggestions from the field for any specific publications that may also be of interest to a wide range of Volunteers working worldwide.

### Organic Gardening

Rodale Press, Inc.

Published monthly in English.

Offers anyone interested in fruit and vegetable growing a myriad of facts, pointers and encouragement in the tough but rewarding job of getting the garden to grow. Also contains information on preserving, cooking and other related topics.

**Distribution:** At least one copy to each incountry office; additional copies as requested by PC staff.

### Mother Earth News

Mother Earth News, Inc.

Published bi-monthly in English.

A magazine dedicated to the search for alternative energy and lifestyles, working with nature and doing more with less. Contains articles on any topic from raising rabbits and beekeeping to solar energy.

**Distribution:** At least one copy to each incountry office.

### The Tribune

International Women's Tribune Center

Published twice a year in French, Spanish, and English.

Highlights projects and ideas of interest to those working with women in development projects. Also keeps an

up-to-date listing of groups cooperating and assisting in WID efforts.

**Distribution:** Two English copies sent to each incountry office; six Spanish copies to each Spanish-speaking country; six copies to each French-speaking country.

#### **International Health News**

National Council for International Health (NCIH)  
Published bi-monthly in English.

Offers the international community working in health a round-up of current health issues, conferences, and projects worldwide. Also highlights specific country projects and introduces new pertinent publications.

**Distribution:** Ten copies sent to each incountry office as a one-time introductory offer.

#### **ECHO Development Notes**

Educational Concerns and Health Organization  
Published monthly in English.

Published by Dr. Martin Price of ECHO who operates a five-acre experimental farm in south Florida. Offers great insights into research and experiments being conducted on tropical fruits and vegetables at the farm and elsewhere. Provides a forum of exchange on tropical food production problems in the developing world.

**Distribution:** At least two copies sent to each incountry office.

#### **BOSTID Developments**

Board on Science and Technology for International Development/National Research Council  
Published quarterly in English.

Presents updates on science and technology development projects supported by BOSTID internationally and includes news on conferences, publications, and renewable energy technologies.

**Distribution:** At least two copies to each incountry Peace Corps office.

#### **Waterlines**

Intermediate Technology Publications, Ltd.  
Published quarterly in English.

Addresses the problems of technology as it relates to water and sanitation in developing countries. Offers insights into ongoing projects and suggestions for tools and equipment. Also includes a section on useful technical publications.

**Distribution:** At least two copies to each incountry office.

#### **Diarrhoea Dialogue**

Appropriate Health Resources and Technologies Action Group, Ltd. (AHRTAG)  
Published quarterly in English, Spanish, and French.

Reviews new developments and research concerning diarrhoea and its effects on both children and adults. Includes suggestions on treatment, prevention and nutrition, and an informative question-and-answer section.

**Distribution:** Two copies sent to each Peace Corps incountry office; six Spanish copies sent to each Spanish-speaking country; six French copies sent to each French-speaking country.

#### **L.I.F.E. Newsletter**

League for International Food Education  
Published bi-monthly in English.

Provides an update of projects and research findings in areas relating to food and nutrition in the developing world. Reviews new publications related to health and food issues.

**Distribution:** two copies sent to each incountry Peace Corps office.

#### **Mothers and Children**

American Public Health Association  
Published three times a year in English, French, and Spanish.

Written for health professionals, nutritionists, and government workers in Third World countries. Addresses the issues of nutrition and infant

feeding and contains excellent suggestions for preparing educational materials and curricula on this subject.

**Distribution:** Two copies in English to all incountry Peace Corps offices; six Spanish copies to each Spanish-speaking country; six French copies to each French-speaking country.

#### **Development Communications Report**

Clearinghouse on Development Communication  
Published quarterly in English.

Outlines important applications of communication technology to development problems. Includes valuable tips on using such technologies as the hectograph and the radio in distributing information. Extremely useful to information managers and those working in materials development for community education projects.

**Distribution:** Two copies to each incountry Peace Corps office.

#### **Countryside**

Countryside Publications, Inc.  
Published monthly in English.

Deals with a variety of issues related to "living off the land" and "doing more with less." Especially useful for folks interested in small livestock and farming.

**Distribution:** At least one copy sent to each Peace Corps office incountry; additional copies as requested by Peace Corps staff.

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

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Due to an unfortunate breakdown in communications, we erroneously reported the name of the author of "Beekeeping/Ghana" (From the Field", December/January, 1984). The author of the report and originator of the methods described is Christopher Walker, former PCV/Ghana. We sincerely regret any inconvenience this may have caused the author and our readers.

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# Resources for Education

Education has traditionally been one of the Peace Corps' largest program areas. According to a sectoral study undertaken by the agency in 1980, some 40 percent of all Peace Corps Volunteers work in education around the world.

Volunteers are active in English teaching, math/science teaching, agricultural and vocational education, special education, curriculum development and teacher training. Most of these PCVs work in more or less formal classroom settings as part of their host country school systems.

Another large group of Volunteers works in the area of nonformal education, organizing adult literary efforts, out-of-school youth programs, and other educational activities outside school systems.

Not surprisingly, given Peace Corps' long experience in this area, the ICE Resource Center boasts a large collection of Volunteer-generated reports, lesson plans, curriculum guides, and other education materials. The Volunteer contribution is also strongly felt in the education manuals and reprints available to the field through ICE.

Some of the materials available through ICE to support education programs are described below. Those which have been developed by Volunteers are marked (PC). (Special Education materials are not included, but will be the focus of a separate article in a future issue of the ALMANAC.) Except where indicated, these materials are available to all Volunteers working in related projects.

## General and Early Childhood Education

- *Audiovisual Communication Teaching Aids*—A packet of how-to materials on the design and use of AV aids. Contains information on how to make supplies and teaching aids from locally available materials and lists sources of slides, films, and other audiovisuals. (PC)
- *The Photonovel: A Tool for Development*—Describes how to make and use this teaching tool for newly literate readers. (PC)



- *Education for Self-Reliance*—Tanzanian President Julius Nyerere authored this classic discussion of the role of education in developing countries. Must reading for all PCVs, whether or not they serve in education programs.
- *The Role of the Peace Corps in Education in Developing Countries*—An agency sector study done in 1980. Evaluates Peace Corps' history, role and impact on education in developing countries and makes recommendations for future programming. Primarily of interest to Peace Corps staff, but also available to PCVs. (PC)
- *New Games Book*—A collection of terrific games for kids of all ages. All provide healthy channels for competitive energy and can be played with little or no equipment. Easily adaptable for use with pre-schoolers, students, youth groups, or even that rowdy new group of Peace Corps trainees!

- *Stimulation Activities: Age Birth to Five Years*—Activities designed to encourage a young child's mental and physical development by PCVs in Jamaica for use in a day-care program (PC)
- *Primary School Arts and Crafts*—Step-by-step lesson plans for teachers with little or no training in arts and crafts. (PC)

## Math/Science

- *Preserving Food by Drying: A Math/Science Teaching Manual*—Teaches concepts of conduction, evaporation, nutrition, etc. through class construction of a solar dryer. (PC)
- *Health Education; A Study Unit on Fecal-Borne Diseases and Parasites*—A simple curriculum guide for introducing health and hygiene concepts in the classroom. (PC)
- *Education Sanitaire: Cours Elementaires/Cours Moyens*—French health education curriculum guide/lesson plans developed by

Volunteers for use in Togo junior secondary schools. (PC)

- *UNESCO Handbook for Science Teachers and New UNESCO Sourcebook for Science Teaching*—Companion volumes provide, respectively, ideas for classroom activities and sources of materials, equipment, and assistance for science teaching. Specifically developed for use in developing countries.

## TEFL/TESOL

- *Resources for TESOL Teaching*—A compilation of techniques for teaching English to speakers of other languages based on Peace Corps field experience. Includes verb list, tips for teaching grammar, etc. (PC)
- *Teaching Reading and Creative Writing*—Formal methods and illustrative materials developed in Belize for teaching reading and writing in elementary school, TEFL, or adult literacy classes. (PC)
- *Tales of Wisdom in Folly: A Course in Controlled Composition*—A collection of traditional fables from Afghanistan, written in series with increasingly difficult structure, vocabulary, etc. Culturally-specific, but useful as an example of adaptation. (PC)

## Vocational/Agricultural Education

- *Vocational Education Manual*—Curriculum and program planning guide developed by Peace Corps/Tunisia for use in secondary schools. Provides outline for design of voc ed program with special reference to French terms and educational systems. Covers metals, woodworking, plumbing-heating, and auto mechanics. (PC)
- *Automotive Operation and Maintenance*—A guide primarily for drivers and novice mechanics. Simple line drawings illustrate basics of repair and maintenance with special reference to four-wheel drive vehicles.
- *Fundamentals of Service Series*—A comprehensive set of 15 manuals covering individual mechanical systems. Describes how to use and repair many types of mechanical equipment. Produced by the John Deere Company.
- *Manual Didactico: Huertos Escolares y Nutritión*—Nutrition lesson

## From the Field

(continued from page 1)

depression of (A) and glue piece (B) on top of that. Any type of glue will do, but white glue is preferred. Set this body aside for the glue to dry.

To make the tightening knob, start with a small piece of wood approximately 1" square (D). Chisel a depression equal to the dimensions of the head of the bolt (F) into the bottom so that the head will fit snugly. Cut another piece of wood 1" x 1" x 1/4" (E). Drill a hole through the middle of this piece equal to the diameter of the bolt. Press the head of the bolt into the chiseled depression of (D) and slip piece (E) over the bolt and glue it

plans developed for use in conjunction with school garden projects. Also provides guidelines for planning and implementing school garden projects (Spanish only). (PC)

- *Tropical Horticulture for Secondary Schools*—Provides outline lesson plans for teaching agriculture in secondary schools, including diagrams, illustrations, and review questions for each chapter.

## Nonformal Education/Literacy

- *Literacy Teaching Methods*—A manual is currently in progress in ICE to provide practical information on how to plan and implement literacy activities for adults. The new manual should be available in several months. Watch this space for future announcements. (PC)

- *About Understanding*—A comprehensive discussion of the problems involved in designing audiovisual materials for use in community education programs. Essential background reading.

**Available to Peace Corps offices/resource centers incountry only.**

- *Perspectives on Nonformal Adult Learning*—A more theoretical introduction to the subject of nonformal education from a leading author in the field, Lyra Strinivasan.

**Available to Peace Corps offices/resource centers incountry only.**

- *Literacy and Basic Education: A Selected, Annotated Bibliography*—A comprehensive guide to references on nonformal education/literacy from the Michigan State University NFE Information Center.

to piece (D). When this is dry, the knob can be shaped to the carpenter's desire with a chisel, knife, or sandpaper.

In making the arm (H), cut a piece of wood 3/8" x 3/8" x 8" making sure that it is planed straight and square. Drive a nail 3/8" from one end 3/8" deep. Cut off the head of the nail and sharpen the nail to a point with a file.

Finally take a piece of scrap metal (approximately 1/16" thick) and cut it to 3/8" wide x 1/2" long (G). Cut notches on the four corners and bend up two tabs measuring 3/8" x 3/8" each. File all sharp edges. On piece (A) chisel a depression on the two faces to equal the dimensions of the tabs on piece (G).

Piece (G) then fits into the chiseled hole on (A) so it will protect piece (H) which slides into the same chiseled hole. The tightening knob screws into the nut on the top of the gauge putting pressure on the metal plate (G) which secures the arm so that a line may be scribed at the desired distance.

The carpenter may choose to apply a little cooking oil to the wood which will penetrate and help preserve this tool.

## GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

# Sector Updates

## AGRICULTURE

**Cultivation of Neglected Tropical Fruits with Promise**, by Narciso Almeida and Franklin Martin. United States Department of Agriculture, Washington, D.C. (ICE Reprint, 1984) 110 pp. Free.

Describes and explains how to propagate and cultivate the tropical fruits mangosteen, mamey sapote, pummelo, lanson, canistel, rambutan, durian, and pejubaye. Individual pamphlets on each fruit collected and reprinted as a single volume.

**Available free through ICE to all PCVs and staff.**

**Environmentally Sound Small-Scale Agriculture Projects**, by Mohonk Trust. 1979 (Mohonk Trust, Mohonk Lake, New Paltz, New York 12561 and VITA, 1815 North Lynn Street, Arlington VA. 22209) 95 pp. \$5.95.

Designed for those who want to plan a small-scale agricultural project, but do not have an agriculture background. Introduces ecology and stresses environmental awareness as part of planning process. Basic information on water supply, soil nutrients, management and pest control are given as a background for design of individual projects.

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

## AT/ENERGY

**The Food and Heat Producing Solar Greenhouse**, by Bill Yanda and Rick Fisher. 1976 (John Muir Publications Inc., P.O. Box 613, Santa Fe, New Mexico 87501) 208 pp. \$8.00

A how-to manual for the design and construction of a solar greenhouse. Includes a variety of designs from the very simple and inexpensive to the very complex. Gives advice on greenhouse gardening and maintenance. Well illustrated, extensive bibliography.

**Available free through ICE in limited supply to PCVs and staff working in related projects only; PCVs please request through your APCD/Program manager.**

**Teknologi Kampungan**, by Craig Thornburn. 1982 (Appropriate Technology Project, Volunteers in Asia, P.O. Box 4543, Stanford, CA 94305) 154 pp. \$5.00.

Promotes appropriate technology as a problem approach rather than a specific package of tools and techniques. Discusses the historical development and current use of many Indonesian technologies used in agriculture, aquaculture, transportation and small industry. Well illustrated.

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

## FISHERIES

**The Biology and Culture of Tilapias, Proceedings of the International Conference on the Biology and Culture of Tilapias**, edited by R. S. Pullin and R. H. Lowe-McConnell. 1980 (ICLARM, MCC P.O. Box 1501, Makati, Metro Manila Philippines) 434 pp. \$25.00.

An up-to-date, comprehensive view of the biology, physiology and culture of tilapias. Discusses the many attributes that recommend tilapias for culture and addresses the problems of feeding, reproduction and general husbandry. Primarily a technical backup reference for fish culture programs. Has complete references and index to the many species of tilapia.

**Available free through ICE to PC offices, resource centers incountry only.**

**Integrated Agriculture-Aquaculture Farming Systems, Proceedings of the ICLARM-SEARCA Conference**, edited by Roger Pullin and Ziad Shehaden. 1980 (ICLARM, MCC P.O. Box 1501, Makati, Metro Manila, Philippines.) 258 pp. \$14.85.

Contains papers which promote use and awareness of integrated agriculture-aquaculture farming systems. Discusses how this procedure, practiced for centuries in Asia, increases production and income of small-scale farming enterprises. Encourages governments and assistance agencies to initiate research and development programs to test and pro-

mote these systems. Focuses on livestock-fish, fowl-fish, and rice-fish farming and crop rotation in fishponds.

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

## FORESTRY

**The Propagation of Tropical Fruit Trees**, by R. J. Garner. 1976 (Commonwealth Agricultural Bureaux, Central Sales, Farnham Royal, Slough, SL2 3BN England.) 566 pp. \$51.00.

Discusses how to establish and maintain a nursery for tropical fruit trees. First half of book explains general techniques of vegetative and seed propagation. Includes detailed description of cutting and grafting methods. Second half of book reviews the specific care, pest control and propagation methods for 18 different tropical fruit trees. Extensive bibliography on each tree species.

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

**Environmentally Sound Small-Scale Forestry Projects**, by Peter Folliott and John Thames. 1983 (VITA, 1815 North Lynn Street, Arlington, VA 22209.) 109 pp. \$3.50.

Designed for those without a technical background. Defines forestry and its relationship to the environment. Also introduces the concept of agroforestry. Reviews basic forestry practices as well as social and institutional limitations to project planning. Gives background on windbreaks, reforestation, afforestation, fuelwood and harvesting management to be adapted for individual, local farm projects.

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

## HEALTH

**Primary Health Care: Immunizations**, by Edward Sabin and Wayne Stinson. 1981. American Public Health Association (ICE Reprint, 1984) 43 pp. Free.

Directed towards health program managers and planners. Stresses the importance of efficient immunization programs and offers a detailed discussion of methods, strategies and cost. Includes annotated bibliography and list of helpful addresses.

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

**Practical Mother and Child Health in Developing Countries**, by G. J. Ebrahim. 1978 (Macmillan Press Ltd., London.) 180 pp. \$15.00

Designed for nurses or other health care practitioners working in rural health centers in the tropics. Describes a preventive and integrated approach to maternal and child health services. Treatment program covers antenatal child care through first five years. In addition gives guidelines for development and evaluation of community health care programs.

**Available free through ICE to PCVs and staff working in health care delivery.**

#### **SMALL ENTERPRISE DEVELOPMENT**

**Expanding the External Market for Third World Crafts: The Role of Alternative Marketing Organizations**, by Jacqui Starkey and Maryanne Dulansy. Consultants in Development, 1976 (ICE Reprint, 1984) 18 pp. Free.

Promotes crafts as a way to bring rural women into the development process. Discusses an alternative approach to marketing Third World crafts through Alternative Marketing Organizations. Identifies obstacles to marketing crafts in the industrial nations and recommends areas for further study.

**Available free through ICE to all PCVs and staff.**

**Factors Which Improve the Viability of Small Business Projects in Developing Countries: The Case of Comarchi**, by Maryanne Dulansy. Consultants in Development. 1981 (ICE Reprint, 1984) 11 pp. Free.

A case study of a woman's cooperative that produces and markets hand-

made wool garments. Analyzes strengths and weaknesses of the business as a guide to developing appropriate assistance programs.

**Available free through ICE to all PCVs and staff.**

#### **SPECIAL EDUCATION**

**Low Cost Aids**, by Don Caston. Appropriate Health Resources and Technologies Action Group Ltd. (ICE Reprint, 1983) 53 pp. Free.

A how-to guide for the design and construction of aids for handicapped children. Includes illustrations for making chairs, beds, walkers, and other equipment from local materials.

**Available free through ICE to all PCVs and staff.**

**Designing With Care: Adaptation of the Built Environment for the Disabled Person**, Assistant Secretary General for Social Development and Humanitarian Affairs. (Vienna International Centre, A-1400, Vienna, Austria) 102 pp.

Designed to aid planners and architects in creating buildings accessible to the physically disabled. Addresses, with attention to the problems of developing regions, three broad areas: basic information on disabled persons and their needs; design and environmental recommendations; legislative and financial considerations. Simple language and easily understood diagrams. Annotated bibliography included.

**Not currently available from ICE. Order directly from publisher.**

#### **TRAINING**

**The Peace Corps Rider**, compiled by Peace Corps/Ghana. 1975 (ICE Reprint, 1982) 42 pp. Free.

A booklet about motorcycle safety and maintenance. An outgrowth of suggestions from Peace Corps Volunteers in West Africa, but also applicable to other areas. Especially useful for training programs.

**Available free through ICE to all PCVs and staff.**

**Maintaining Motorcycles, A Field-Worker's Manual**, by Russell Hen-

ning. 1983 (World Neighbors, 5116 N. Portland Ave., Oklahoma City, Oklahoma 73112.) 26 pp. \$2.50.

A short and simple manual on basic motorcycle maintenance. Includes clear diagrams and instructions for problem-solving for the non-mechanically inclined.

**Available free through ICE to all PCVs and staff.**

#### **WATER/SANITATION**

**Water Treatment and Sanitation**, by H. T. Mann and D. Williamson. 1979 (Intermediate Technology Publications Ltd., 9 King St., London WC2E 8HN, U.K.) 92 pp. \$5.95.

Intended for technicians and community leaders who want to design and develop their own small, independent water supply and sewage disposal system. Gives step-by-step approach, beginning with selection of water source and ending with sewage treatment. Designed for use in rural, tropical environments.

**Available through ICE to all PCVs and staff working in water/sanitation.**

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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.

## Sector Updates

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**Peace Corps Water/Sanitation Case Studies and Analyses**, compiled by Diana E. Talbert. 1984 (Peace Corps Information Collection and Exchange, 806 Connecticut Ave. NW, Washington, D.C. 20526) 380 pp. Free.

Provides an in-depth overview and analysis of Peace Corps water and sanitation projects from 1970 to 1984. Gives case studies of projects in Thailand, Yemen, Paraguay, Sierra Leone, and Togo. Identifies factors that contributed to success or failure of projects. Concludes with analysis and programming guidelines for successful projects in a variety of environments and cultures. Primarily of interest to PC staff.

**Available free through ICE to all PCVs and staff working in water/sanitation.**

**Women, Water, and Waste: Beyond Access**, by Mary Elmendorf. 1980. (ICE Reprint, 1983) 15 pp. Free.

A discussion paper which promotes awareness of the woman's role in water-related health issues. Cites reasons for and recommends ways to include women in the planning and execution of water and sanitation projects. Extensive bibliography.

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

### WID

**The Working Women's Forum: Organizing for Credit and Change**, by Marty Chen. 1983 (SEEDS, P.O. Box 3923, Grand Central Station, New York, NY 10163) Free.

The latest in the SEEDS series of case studies of income-generating projects involving women in developing countries. Describes the effort of working women in Madras, India to organize themselves to obtain credit, improve their business skills, and develop support services such as child care, health, and family planning. Discusses critical issues as well as the details of organizational structure.

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

## Forestry

(continued from page 15)

lands IST. OTAPS Agriculture Specialist Calvina Dupre was invited to participate in that program as an instructor to provide technical support for the "agro" part of agroforestry. As a result strategies are being developed whereby forestry and agriculture Volunteers can be integrated into a single design for both pre-service and in-service agroforestry training.

Says Fillion, "Training both agriculture and forestry Volunteers together provides the opportunity for each to share and complement their specific skills. For example, an agronomist can explain the management needs of a certain crop that is to be planted in an agroforestry design."

In addition to good programming and appropriate training, the Forestry Sector staff has found that material support is often critical for the timely initiation of Volunteer projects in forestry/natural resources. For example, a nursery may be an absolute prerequisite for beginning an agroforestry scheme.

Through the PASA the Sector has been able to provide \$150,000 in start-up money to eight pilot countries for purchase of vital materials for forestry projects. Paraguay, Ecuador, Dominican Republic, Liberia, Senegal, Mali, Botswana, and Fiji have all received grants of \$10,000 to \$25,000 for material support. Each country has its own method for disbursing the monies to Volunteers.

In the coming year the Forestry/Natural Resources Sector will continue to provide training and program support to a wide variety of forestry projects around the globe through consultants, project start-up monies, and PST and IST models. Upcoming activities scheduled for the Sector, in-service training for wildlife and parks management and activities related to the Public Law 480 Food For Work Program, are described in separate articles in this issue of the ALMANAC. These projects and others represent Peace Corps commitment to protection of the environment and the best use of natural resources to meet the needs of host country nations.

*ICE ALMANAC reporter Tracey St. Johns prepared this article with assistance from the OTAPS Forestry Sector staff.*

## Peace Corp Renews

(continued from page 16)

opment/conservation. Wildlife and parks management is becoming recognized as an integral part of the natural resource management required to meet the basic needs of the developing nations. In the last two years new or expanded park management programs have been started in Guatemala, Liberia, Morocco, Kenya, Burundi and Rwanda.

As Weeks concludes, "The current rate of worldwide population expansion will increase the demand for food and agricultural productivity. Governments will have to achieve a critical balance between the management and conservation of wildlife/wildlands and population requirements for a readily available protein source (from hunting/trapping) along with arable land for agricultural production."

In many developing countries Peace Corps wildlife/park management programs will have a significant impact on achieving this critical balance.

*ICE ALMANAC reporter Tracey St. Johns prepared this article with assistance from Julius Weeks, OTAPS Forestry Sector.*

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally and which can enhance program results. The ALMANAC is a free, quarterly publication of the Peace Corps Information Collection and Exchange (ICE). ICE is Peace Corps' principal technical information center. 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 ICE ALMANAC editor. Special assistance for this issue was provided by the marvelous OTAPS Support Staff.