

PEACE CORPS TIMES



25th Anniversary Photo Contest

July/August 1986



About the Cover ...

This photo was a winner in the Peace Corps Portraits category. It was taken by Brian Fox, RPCV Niger, 1974–1976.

The above photo was a winner in the Peace Corps Friends at Work and Play division. It was taken by Joanne Townsend serving in the Philippines. The Volunteer in the photo is Karen Gerdes, Volunteer of the Year from the NANEAP Region, a lucky coincidence.



Women at Work is what we have entitled this excellent photo of rural life in West Africa. It was taken by RPCV Gail Baker, Liberia 1981-1983 and was a winner in the Peace Corps Friends at Work and Play category.



PCV Regina Russo, posted on the central Philippine island of Bohol, took this captivating photo, a winner in the Peace Corps Friends at Work and Play category. The picture of a Filipino woman and Southeast Asian baby in an exotic headdress was taken in Cebu City. Russo COSed in April.

From the Director

In our 25 years of Peace Corps, no small factor in the success we have had is the quality and devotion of overseas staff who are host country nationals. These staffers are recognized from time to time amongst the staff, but recently I received a copy of a tribute to a staffer written by Volunteers, which I would like to share with you. The staff member is APCD Ahmed Morabet of Morocco and the Volunteers were at their Close of Service meetings.

"It is often said that an institution is a shadow of the man whose efforts have turned a vision into a reality. We have been extremely fortunate to have worked with and for a man whose wisdom, insight and compassion have greatly enhanced our service.

"Our APCD Ahmed Morabet is an exceptional individual. A list of those occasions on which Ahmed has gone beyond the call of duty would take pages. A few items must suffice. On learning that two of his female Volunteers were being harassed on the street by a crazy man, Ahmed

went to their site and followed them around hoping to catch the lout and turn him over to the authorities. Another Volunteer learned of his father's impending heart surgery and headed for Rabat. He was met at the train station at ten at night by Ahmed, and taken to his home where he received kind words and a peaceful night's sleep. Ahmed made a plane reservation and paid for the ticket thus greatly expediting the emergency leave procedure and greatly easing a stressful situation. In short, there is little that Ahmed will not do to support his Volunteers.

"Having a host country national as an APCD had been an inestimable help. Ahmed is privy to the often frustrating way the "system" works here and is very effective at transferring to his Volunteers the importance of viewing our work as part of the process that is institution-building. His willingness to persevere in pursuit of quality services for the disabled in Morocco has been unailing.

"It is not unusual to find sensitive, hard-working, intelligent people in Peace Corps. We just thought it was time to sing the praises of one such man. We thank you for hiring him, as we thank him for helping make our time here so worthwhile."

The COSing Rehabilitation
Volunteers

Rabat, Morocco

I would like to join these Volunteers in thanking Ahmed Morabet and those many, many other host country staff who have helped make Peace Corps and our programs successful throughout the past 25 years.



Loret Miller Ruppe

* * *

Anniversary Contest Winners Announced

Peace Corps Times is delighted to present the winners of the 25th Anniversary Photo Contest. The winning photos are featured on the four cover pages and on pages 1, 2 and 24.

We would like to point out that some photos reproduce in print better than others. In some cases the contrast in a color photo is what "makes" the picture. Unfortunately, the *Times* only prints in black and white so a bit of the impact may have been lost in the transformation.

The categories and winners are as follows: Portraits—Brian Fox and David Hardenbergh; Humor—Nancy Kelly; Peace Corps Friends at Work and Play—Regina Russo, Gail Baker, Jeremy Clark and Joanne Townsend. We thought you might like to know a little bit about the winners.

Brian Fox served in Niger from 1974 to 1976 in a reforestation project, Operation GAO. The goal of the project was to plant the nitrogen producing *Acacia albida* trees in cul-

tivated fields to improve soil fertility and thus, land productivity.

David Hardenbergh was a math and English teacher from 1981 to 1985 in the village of Rumjatar in eastern Nepal. When he submitted his entries he was in the master's program at the School for International Training in Brattleboro, Vermont.

Nancy Kelly, South Korea 1979 to 1981, worked as a maternal/child health worker in a rural maternity center in Kosong. Kelly did her undergraduate work in Asian studies at the University of Virginia and received a master's in health science from Johns Hopkins University in 1984. She is currently with the National Council For International Health in Washington, D.C.

Regina Russo just recently finished her assignment in the deaf education program in the Philippines where she had served since 1982. She received her degree from Gallaudet College.

(Continued on page 10)

Editor's Note: We hope to feature more host country staff in a future issue of the Times.

Peace Corps Times

Peace Corps Director

Loret Miller Ruppe

Deputy Director

Edward Curran

Public Affairs Director

Hugh O'Neill

Peace Corps Times Editor

Dixie Dodd

The *Peace Corps Times* is published by the Peace Corps, Washington, D.C. 20526.

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget.

A Letter From The Philippines

Greetings to all throughout the Peace Corps world from the Philippines! In light of recent events here I feel compelled to share with PCVs everywhere a little bit of what it was like to witness a "revolution." The experience gave me, I felt, an extra "bonus" lesson in human nature beyond the lessons we all learn as part of the Peace Corps experience.

During the short (by American standards) two months of campaigning, I and my fellow PCVs here somehow remained apolitical, albeit with difficulty at times. The fiesta-like atmosphere of the campaign helped in this respect, making the whole process seem like a big party to which we, as foreigners, were reluctantly not invited. But the seriousness of the matter showed as the party spirit gave way to nervous anticipation in the days just before and immediately following Election Day. Having been in-country for nine months, I was somewhat attuned to the people in my town and could sense the anxiety as I walked around. The normally cheerful, "nothing gets me down," Filipinos were going about their daily business in an almost somber mood, as if in mourning.

Then during the next two weeks after the polling, as the results came in slowly and both candidates claimed victory, the anticipation turned to indignation, the anxiety to anger. The typhoon welled in peoples' hearts and heads. I happened to be in Manila for a part of those two weeks, where I witnessed the burning of an American flag in front of our Embassy, felt the resentment from a normally friendly populace, caught the suspicious glances of passers-by. I read in newspapers and watched on TV from my hospital bed the battle lines being drawn as the National Assembly declared one candidate the winner and the other candidate held a massive rally for self-proclaimed victory. I imagined as a worst-case scenario a civil war exploding with a brother-against-brother blood bath at least on the scale of the current South African situation, if not proportionate to the horrors occurring in post-independent India and Pakistan in

1947-1949. I thought to myself, "These are not the same Filipinos that I've known and come to love!"

A few days after I returned to my province, the revolt by some key incumbent officials happened and it appeared that a massacre would begin. The anxiety returned in a heightened form as a nation leaned over its radios, straining to hear whether or not their President would order soldiers to fire on their brothers-in-arms, in the process unavoidably also firing on the thousands of civilians clustered between the two factions protecting their new found heroes; whether those same soldiers would obey such orders, if given.

Those four confused and tension-filled days were not without comic relief, as people joked that they had inaugurated two Presidents within two hours. The true Filipino spirit still shone through the gloom. But the nation held its collective breath as the radio reported tanks and helicopters advancing on the rebel stronghold and the mass of unarmed civilians surrounding it. Some wept silently for their country as they listened. The tears turned to cheers however, as the helicopters landed inside the opposite camp and the troops within came out brandishing smiles instead of guns, announcing their support for their brother soldiers' show of conscience; and the tank troops disembarked to shake hands with the crowd they were sent to disperse. It now appeared that the few casualties incurred in fighting for control of the TV transmitters and stations would be the only blood spilled.

As this real life morality play achieved its anti-climax, with Marcos leaving the country only hours after his "inauguration," I began reflecting on the wonder of the whole situation. In retrospect, I thank God that my thoughts of a blood bath proved an overreaction. Also, that I underestimated the leadership of Corazon Aquino, the strength of her supporters and the depth of their commitment to peaceful change, to avoid the waste of human lives. I also gained a fuller respect for the Filipino people, much as they gained

a deeper self respect. They achieved a moral victory of world significance, led by a widowed housewife reluctantly turned into a modern day Gandhi. Maybe I'm a naive idealist to believe former loyalists when they talk of cooperation and reconciliation, but the events of February 1986 in the Philippines should make us all, in these cynical times, have just a little more faith in mankind to correct our mistakes.

My own faith in Christian morality, in nonviolent struggles for justice, in women as leaders at least as capable as men, and the basic inherent good of human beings if they would only follow their consciences, have all gotten a booster shot from this experience. I'm proud of the people on both sides who refrained from violence in a very volatile situation. I'm proud of the former loyalists for their spirit of reconciliation and working together. I'm proud to be an idealist once in a while, cherishing this opportunity to work for development where people have a fresh, can-do attitude. And, I'm proud to say that my love for the Filipino people has deepened considerably.

Mabuhay Ang Pilipinas. (Long live the Philippines.)

PCV Todd R. Johnson
Sara, Iliolo
The Philippines

Marsha Swartz, RPCV/Uganda 1967-68 and former Peace Corps recruiter at the University of Oregon, is looking for volunteers to help with data for her thesis. She is preparing work for her masters on the role of women's organizations in development efforts in Africa. She would like to talk with any RPCVs or PCVs in the field about their experiences working in this project area. Please call her at (503) 687-8227 or write to her at: Marsha Swartz, 309 West 22nd Street, Eugene, Oregon 97405.

A Living Legacy—An Energy Farm

April 19 was a very busy day for Peace Corps/Dominican Republic. It was the culmination of many weeks of planning by the forestry Volunteers . . . to give a living legacy, an energy farm, as a gift to the country in celebration of Peace Corps' 25th Anniversary.

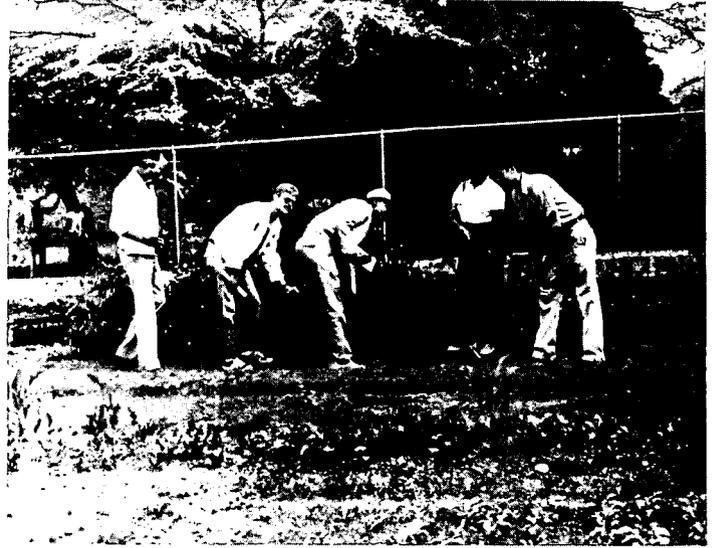
On that special day, 2,000 trees were planted near Rio Arriba on some ten acres donated by Senor Pununo Herrera. Another 3,000 trees are slated to be planted at a later date.

The planting of the tree farm and other activities which included a program by the local students attracted 650 people including members of the community, the U.S. Mission, Girl and Boy Scouts.

The venture was a result of cooperation of the government and the private sector; the Secretariat of Agriculture, the Forestry Commission, Rio Arriba Public School, Bani Rotary Club, San Jose Development Association, Bani School for the Deaf and Rio Arriba PTA.

PCVs supervising the planting were: Richard Trostel, Mark Neggars, Kathy Burns Neggars, Howard Weston, Robert Foster, Frank Adams, Susan Miller, Mark Bagley, Jennifer Cummings, John Weed, Dan Lewis, Dan Forbis, John Malzewski, Bea Crayatta, Brian Wilson, Laura Miller, Cheri Robartes and Chris Jepson.

Since the April event, Peace Corps/Dominican Republic has received three more requests for similar plantings.



Forestry Volunteer Mark Neggars (far right) who was in charge of the project, dispenses seedlings to (l to r) AID staffer; Robert Reid, PTO; Angel Ripol, APCD/Agriculture and PCV Bea Cravatta.

Peace Corps/Dominican Republic held its first conference for non-traditional (50+) Volunteers on June 15, according to Mila Brooks, to discuss their special needs and experiences. The Dominican Republic has 18 Trainees and Volunteers in the non-traditional group which is more than twice Peace Corps' worldwide average of five percent. According to Brooks, the Dominican Republic is developing a pilot language training model in an effort to make language learning easier for this particular group, something Peace Corps has been planning for some time.



Peace Corps/Dominican Republic Director Mila Brooks (in cap) helps plant one of the 2,000 trees.



PCV Brian Wilson (at right in sunglasses) supervises pick and axe groundbreaking work.

Peace Corps Cache At The Smithsonian

Buried in the depths of the Smithsonian is a cache of Peace Corps treasure awaiting discovery. In the catacombs of the Institution's Museum of Natural History are the National Anthropological Archives . . . returned Peace Corps Volunteers' diaries, journals and letters home, photographs and newspaper clippings, invitations to official and royal ceremonies, calendars in strange languages and many other recorded memories.

According to the *Archives Guide*, "In 1975, Herman Joseph Viola, the director of the National Anthropological Archives; Saul Herbert Riesenber, the curator for Oceania ethnology in the Smithsonian's Department of Anthropology and Dirk Ballendorf, assistant chief of programs and training for Peace Corps operations in North Africa, the Near East, Asia and the Pacific, (NANEAP) worked out a program whereby the archives would collect materials of former Peace Corps Volunteers. In addition to photographic and other materials of potential use to many researchers, the collection was intended to document the impact of the Volunteers on host countries and the experiences of the Volunteers in working in foreign cultures."

As with most Peace Corps experiences, the documents record many highs interspersed with a few lows. David Anderson, RPCV/Philippines 1973-1976 had this to say on October 20, 1973. "Today was the hardest day of my life. I had to say goodbye to all of my loved ones." His comment for the next day was, "Today was non-existent due to crossing the international dateline." Two and a half years later, May 5, 1976, half a world from the Philippines and back at home his entry was, "... hitched a ride to Alcester with a guy in a pickup. Surprised everyone (at home). Got to see my new niece for the first time. Cynthia and Larry are expecting a baby of their own in November. It's great to be home!"

From Peter Baran, RPCV/Antigua, 1975-76 there is a single, 17-line poem and a cover design for a Peace Corps medical manual dated November, 1975.

Dorothy Wood, RPCV/Tunisia, 1970-71 contributed 19 letters, drawings of doors and archways and an original hand-drawn map of Tunisia.

Reading between the lines of a two-inch stack of letters written home to "Dear Mom and Dad" . . . averaging two or three times a week,

four or five pages each . . . was an element of sadness and homesickness. But that Volunteer stuck it out for the full two years.

Lula Alice Miller, RPCV/Nepal I, 1962-64, earned her bachelors at Bridgewater College, Va. in 1922 and her masters in biology at the University of Virginia in 1926. Thumbing through her donated collection we came upon her journal entitled "The Yellow Balcony."

In part it says, "When the 70 Peace Corps Volunteers were assigned to eight localities in Nepal in September, 1962, three of us had rooms in an exminister's old Rana house. It was fortunate that I could move from first floor quarters where mildewing would have been unpreventable. Only this house in the Kel Tore bazaar area (of the Kathmandu Valley) has yellow mortar balconies; the middle one is mine. My neighbors have hand carved ones, possibly 13th or 10th century ones. My room has a latrine. On the same level, 11 looms, bamboo-mat protected, begin shuttling by 6:30 a.m.

"This is a land where it is against the law to change your religion, a Hindu-Buddhist stronghold, (but) a land where Christianity is being lived, certainly in the healing ministries of hospitals. Shanta Bhawam (United Mission Hospital) is not only international, but inter-denominational, the first of its kind in the world. At the time of its establishment, 1954, Nepal had four nurses for its nine million people."

Taken randomly from her "Yellow Balcony" are these entries . . . "Some Peace Corps girls prefer their mud floors since they are warmer than raw cement. Food is usually served on the floor.

"When visiting a shrine, always pass from left to right.

"The monsoon is astonishing. If the great black umbrella is hooked on one's arm upon rising, it is good for the sun, good for rain and especially (good) for prestige. No gift for a servant is more acceptable after being with a (local) family for a year than the great black umbrella."

She quotes from a student's paper, "My teacher told me I was a good Brah (man, min). Please check for spelling; one is a cow."



Smithsonian's Museum of Natural History which houses the National Anthropological Archives.



Sample of Peace Corps collection at the National Anthropological Archives includes documents from RPCV Lula Miller.

(Photos—Gloria Ross)

In 1963 this entry appeared . . . “One year has passed since we began training in George Washington University. The second year is going too fast as now I can see some accomplishments. Already plans are being formulated for return to the States.”

On March 6, 1964 she wrote to a friend . . . “Surface (mail) is slow. Tonight I’m celebrating Christmas with your beautiful, slightly too warm pajamas which came today.”

In one of her last letters, RPCV Miller said, “I’m chewing one of my last minute Nepali gifts . . . beetlenut, with slack lime and sen sen folded in a special green leaf. Will my teeth get red chewing this gift just once? Before me (is) a large bronze plate with food . . . sliced masu (meat), a meat patty, two kinds of peas, chuirā (flat rice), a cut of hot meat and potatoes in thick broth, separate bowls of diced tomatoes and onion rings, flat rice in ghee, bone marrow rolled in prickly tissue and (taken) from someplace in a water buffalo. (At

this point I wondered how my *Ascaris*, my large roundworm, was taking it. Lab tests this week showed few eggs. Tonight I take seven more horse-size tablets.)”

Miller’s final entry was . . . “Since departing from the Peace Corps (I’m asked) what do you do with your time? This merits frowns, thus (brings) wrinkles.”

Lula Miller continued to volunteer with local organizations when she came back to live in her hometown of Bridgewater, Va. She built a new home for herself which she eventually gave to the nursing home where she lived her last years. Peace Corps offers posthumous kudos to RPCV Miller, 1901–1986, one of the first Senior Volunteers, with the first group in Nepal and among the first to give her Peace Corps memories to the Anthropological Archives at the Smithsonian.

According to James Glenn, Acting Director of the Archives, the Smithsonian is still seeking personal pa-

pers of returned Volunteers. He shared a press release with the *Times* that we would like to quote in part.

“The Smithsonian is convinced that scholars in the future will discover a wealth of data about relatively little known peoples and events in a heretofore untapped source: the diaries, journals and correspondence of former Peace Corps Volunteers.

“With this in mind, Herman J. Viola, director of the National Anthropological Archives at the Smithsonian, is alerting all present and ex-Volunteers that the Smithsonian Archives is interested in their papers if they care to donate them.

“In addition to Peace Corps journals and diaries, materials of interest to Viola are letters written home, sketches made by Volunteers or people they worked with, photographs of unusual interest and tape recordings. Particularly valuable, he said, are topics dealing with natural phe-

(Continued on page 8)

Partnerships Ready To Fund Projects

When Senegal Volunteers Martha Holleman, Sharon Eddy and Theresa Glowacki sent project proposals to the Peace Corps Partnership Program last year, they had no idea what that simple act would lead to. At first, all went as expected—the projects were accepted and funded. Construction began on a primary school, a women's center, and a new room for a school. Each started a cross-cultural exchange of letters, photos, artifacts, with her respective U.S. Partners.

The surprise came when the three Volunteers learned that their projects would be featured in the new Partnership film. Cameras, sound equipment, and light meters (all with people attached) soon descended on their villages, bringing disruption, confusion, and a lot of fun. The villagers attempted to go about their daily routines although of course it was difficult to ignore all the hulla-baloo. But finally all of the on-site work was finished and the crew returned to complete the shooting and production in the U.S. Life in the villages returned to normal. The final result was two lively, descriptive films, showing the Volunteers and villagers working on their projects, and their U.S. Partners with the cross-cultural packages the villages had assembled.

The films are being used as an introduction to the Partnership Program for prospective donors—schools, foundations, RPCV groups church and community organizations. The Partnership Program has had a very successful year all around. The films have been delivered, teachers and others are more interested than ever in the cross-cultural exchange available through Partnership, and donations are up by 100% over this time last year, to \$200,000!

That means your projects can be funded quickly. Right now, there's money waiting for projects in Maternal-Child Health Care in Africa; for projects of any sort in the Philippines, Ecuador, Costa Rica, Thailand, Honduras or Paraguay. Your Peace Corps office should have Partnership Volunteer Handbooks describing the proposal guidelines and the exchange with your U.S.



The pupils at N'Diane's new school wait patiently as cameraman Russell Pariseau and his assistant, Nick Blair, prepare to film a new scene.

Partners. If not, please write Partnership (via the pouch or international air mail) at: Peace Corps Partnership Program, Room M-1107, 806 Connecticut Avenue NW, Washington, D.C. 20526. One final thing:

a thousand thanks to all the Volunteers who are already helping their U.S. Partners get to know their corner of the developing world a little better.

(Cache—from page 7)

nomena, cultural norms, narratives, eyewitness accounts of historical events and anthropology.

"I am simply astounded at some of the events of significant historic interest that Volunteers have been associated with in one way or another," Viola said, "The Peace Corps Volunteer who works in a foreign society for several years often has an entirely different perspective of an event or development than has a visiting scholar."

"The Smithsonian has been associated with the Peace Corps since 1971 in a cooperative program which seeks to identify qualified applicants in the fields of ecology and the environmental sciences and to help develop suitable assignments to employ their skills in developing countries."

Acting director James Glenn advises that Peace Corps Volunteers wishing to contribute their papers wait until they have returned to the United States. Then they should write to him at National Anthropological Archives, Smithsonian Insti-

tution, Washington, DC 20560 describing what they have. Glenn will respond with advice on what is desired and will supply a short legal form to the donor. In some cases upon request copies of material contributed will be made and returned with the originals retained by the archives. Postage charge within the United States will be covered by the Smithsonian.

Glenn said that access to the archives is limited to qualified scholars who are conducting research. Materials may also be designated "restricted" by contributors wishing to retain a copyright.

Keep those letters, lesson plans and mementos, COSing Volunteers. And to the RPCVs already at home, look through those shoe boxes of Peace Corps papers. You, too could be a part of American history.

"Test Your Peace Corps Knowledge," a special ongoing feature, will begin in the next edition. Save your back issues of the *Times*.

Peace Corps Receives International Award

The National Arbor Day Foundation has chosen Peace Corps as the recipient of its International Project Award. George Mahaffey, forestry and natural resource program manager, accepted the award at ceremonies held recently at the foundation's headquarters in Nebraska City, Neb.

"For 25 years the Peace Corps has been one of the few international volunteer organizations to offer forestry assistance to developing countries by working directly with the rural poor. Five hundred volunteers are now working in forestry and natural resource programs in 43 nations, teaching people to help themselves toward better lives," the foundation said.

Two Scholarships Honor Memory Of Carl Malmberg

Two of Carl Malmberg's life-long ambitions were to be a part of the Peace Corps and to bicycle across America. Unlike many of us, Malmberg realized both of his goals. He served as a Volunteer in Lesotho from 1980 to 1982 and, in the summer of 1983 he cycled alone from California to New York in 43 days.

In February of 1984, RPCV Malmberg was killed while biking home from classes at the University of Maryland.

At a ceremony at the University of Pittsburgh on May 22, 1986 two scholarships were established in the memory of RPCV Carl Paul Malmberg/Lesotho 1980-1982.

The program included the presentations by Malmberg's father, Dr. Paul R. Malmberg with acceptances by Dr. Roger Benjamin, Provost of the University and Larry Knapp, Episcopal Church Administrator. Remarks were made by E.S. Khoali, First Secretary of the Embassy of the Kingdom of Lesotho and Judith Hermanson, Chief of Program and Training for the Africa Region, Peace Corps/Washington.

In recognition of RPCV Malmberg's dedication to the people of Lesotho, his family established from his estate the Carl Paul



Pictured with George Mahaffey are Maxine Morrison, coordinator of the national awards ceremonies and Elise Cunningham, chairman of the Arbor Day National Awards Committee.

Malmberg Memorial Fund at the University of Pittsburgh for graduate students from Lesotho. Interest from the \$50,000 ongoing fund will support one full-time graduate student each year.

That recipient will pursue studies in science, agriculture, conservation, water resource management or other areas relevant to the pressing problems of Lesotho. The student must demonstrate academic abilities necessary for successful graduate study as well as the resolution to return to Lesotho to teach or engage in other pursuits which would benefit the people of that country.

The second, the Carl Paul Malmberg Scholarship Fund for students at St. Stephen's High School, Molele's Hoek, Lesotho was created in consideration of his strong interest in the students whom he taught while he was a Peace Corps Volunteer at that school.

Valued at \$20,000, it is estimated that the interest from that fund will be sufficient to pay for fees, books, uniforms and other expenses for three or four recipients each year. Those chosen will be selected by a committee chaired by the headmaster from applicants who evidence ability, need and character.

RPCV Malmberg was born in Pittsburgh in 1957 and received his bachelors degree in molecular and cellular biology from Carnegie-Mellon University in 1980.

Tuvalu RPCVs And Stamp Collectors

The Pacific Island nation of Tuvalu has issued a stamp commemorating Peace Corps' 25th Anniversary. Designed by RPCV Gloria McConnaghy, the First Day Covers (envelope with a blow-up of the stamp, the stamp and a special cancellation) are available by sending \$1 to Frank Hoy, MBE, General Post Office, Funafati, Tuvalu, Central Pacific. The stamps and covers will make a nice addition to any collection.

Peace Corps has served in Tuvalu since 1974.

If your country is issuing a special stamp in honor of Peace Corps' 25th Anniversary and it is available to RPCVs as in the instance of Tuvalu, please let the *Times* know.

Personnel/Personal

Robert Nicolas, originally from Haiti and more recently from Washington, D.C., has been named Country Director for the African nation of Togo.

A graduate of the University of California at Santa Barbara, he received his juris doctorate from the University of California, Davis. Prior to Peace Corps Nicolas was vice president of the Development Assistance Corporation.

Long-time Peace Corps veteran George Evans is the new Country Director for Costa Rica.

For the past year Evans has served as Acting Director of the Inter-America Region in Washington, D.C. He also served a tour as Inter-America's Chief of Operations.

Evans was a Peace Corps Volunteer in Chile from 1962 to 1964. Peace Corps served in Chile from 1962 through 1981.

Also leaving Washington for Costa Rica is Gene Rigler, who will be the new APCD for Programming and Training.

Rigler was formerly the Desk Officer for the Eastern Caribbean which includes: Anguilla, Antigua, Barbados, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Lucia and St. Vincent/Grenadines.

Another Volunteer returning as staff is Russell Morrison, the APCD for the Yemen Arab Republic where Peace Corps has served since 1973.

Morrison was a PCV in Tunisia from 1979 to 1981. His wife, Karyl, was also a Volunteer in Tunisia. He holds a degree in history from Hiram College and an MBA from George Washington University.

Cecilia Otero has been selected as the APCD for Training in Honduras.

Otero was born in Bolivia and grew up in Washington, D.C. She graduated from Georgetown University with a degree in languages and linguistics.

Francisco (Paco) Guzman formerly Administrative Liaison Officer for the Inter-America Region, is now the APCD for Programming and

Training in Ecuador. Guzman is originally from Ecuador. Peace Corps entered Ecuador in 1962.

Christine Leggett has been named Country Desk Officer for Sri Lanka and Nepal. She had served one tour as Desk Assistant.

Leggett was a Volunteer in Nepal from 1981 to 1983. She is a graduate of the University of California, Berkeley.

New on the Sri Lanka/Nepal staff as Desk Assistant is Helen Davenport, RPCV Liberia from 1981 to 1984.

A graduate of William and Mary College, Davenport was with the Office of Medical Services for the past year and a half.

Elizabeth A. (Penny) White is the new Director of Special Services. She was a PCV in Tunisia from 1964 to 1966 and later worked for Carnoy International Building Corporation in Tunis. She was the first woman to become a member of the Tunisian-U.S. Chamber of Commerce.

From 1970 to 1975 White was a Desk Officer in Peace Corps' Africa Region. She is a graduate of Wells College and speaks French and Arabic.

IA Regional Director Named

Country Director for Ecuador since 1984, Jose Velasco has been named director of the Inter-America Region. Inter-America includes the countries of Belize, Costa Rica, Dominican Republic with Turks and Caicos, Ecuador, Guatemala, Haiti, Honduras, Jamaica, Paraguay and the Eastern Caribbean serving Anguilla, Antigua, Barbados, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Lucia and St. Vincent/Grenadines. The region fields about 1750 Volunteers.

Prior to Peace Corps, Velasco was Administrative Assistant at the White House's Office of Public Liaison. He has extensive management experience which he acquired while on the

(Photo Contest—from page 3)

Gail Baker, Liberia 1981 to 1983, taught English at the elementary and junior high levels in the town of Jurazon. When last we heard, Baker was in graduate school in Boston studying educational media and technology.

Jeremy (Jay) Clark just completed his second tour for Peace Corps in Kingston, Jamaica where he was an administrative officer with the Public Health Department. His first tour was as a geography teacher in a rural secondary school in Sierra Leone from 1968 to 1970. Clark did his undergraduate work at Hamilton College and received a master's from the University of North Carolina. His wife, Kathryn, was a PCV working with mentally retarded children in Kingston.

Joanne Townsend has been a health worker in Tarlac, north of Manila in the Philippines since Feb. of 1985. Townsend holds a degree in journalism from Arizona State University. She was a reporter in Las Vegas and later worked in public relations in Nevada and California. Talk about your "nose for news"—the woman in Townsend's photo was chosen as the Volunteer of the Year from the NANEAP Region.

Judges for the photo contest were Cynthia Johnson of *Time* magazine, Amanda Zimmerman of *Newsweek* magazine and Jim Moore, formerly the official photographer for the U.S. House of Representatives.

We would like to take this opportunity to thank all those who entered the contest for sharing their photos. We encourage current and future Volunteers to record their host country friends and activities on film.

A final note—the winning photos will be on permanent display at Peace Corps/Washington.

staff of the City of Pasadena and the University of California at Los Angeles. He has been a policy analyst and contract administrator in both the public and private sectors.

Velasco holds a degree in political science from California State University.

ICE ALMANAC

Feature

Educating for Development

"It is widely recognized that a solid educational system goes a long way toward explaining a country's success in developing productive resources and in preserving its sociocultural uniqueness," writes Aklilu Habte, Director of the World Bank's Educational Department. Indeed, many countries in the developing world have devoted a large portion of their scarce resources to education. By doing so, these countries have acknowledged that the development of human resources is immensely important to their growth and prosperity. Most see the acquisition of knowledge as fundamental to their efforts to meet the demands of the twentieth century.

During the past 25 years, most developing countries have made enormous progress in expanding their educational systems and increasing student enrollments. Yet the challenge facing these countries to provide universal education to their peoples remains formidable. For example, one-third of primary school-age children and 60% of secondary school-age youth in the developing world still do not attend school. In addition, some 600 million adults are illiterate.

While improving and expanding education are still high priorities for most countries, rapid population growth and troubled economies hinder these efforts. According to Roger Landrum, author of *The Role of Peace Corps in Education in Developing Countries*, "A tidal wave of children is approaching the school systems of most developing countries. It is not at all clear that low-income countries will be able to sustain present school enrollment percentages, much less achieve higher percentages." Hence, the shortages of teachers, educational facilities, and sufficient financial resources are still significant problems in many developing nations.

In response to these shortages, the Peace Corps since 1961 has placed over 50,000 Volunteers in education programs. This number represents nearly one-half of all Volunteers who have served in the Peace Corps. Currently, over 1800 education Volunteers—approximately 38% of all PCVs worldwide—are serving in more than 50 countries.



From *Peace Corps Literacy Handbook*.

Sub-Saharan Africa hosts approximately 50% of all education Volunteers. The North Africa, Near East, Asia and Pacific (NANEAP) Region accounts for another 34% of education PCVs while the remaining 16% serve in the Inter-America region.

The majority of host country requests are for teachers of English as a Foreign Language (TEFL), math and science. An increasing number of PCVs, however, are becoming involved in teacher training, vocational education and special education programs. Over 150 Volunteers participate in non-formal education projects, encompassing all out-of-school education efforts such as literacy and adult education. Other PCVs serve as primary school teachers, university professors and physical education instructors.

Education programs vary greatly in scope. For example:

- In Ecuador, special education Volunteers work with mentally retarded, deaf, physically disabled and emotionally disturbed children. In addition to teaching, they also develop appropriate materials and curricula and conduct teacher training programs and public awareness campaigns.
- Math and science Volunteers in Ghana are assigned to secondary schools throughout the country to teach biology, chemistry, physics and math. The objective of this program is to enable more students to pursue math and science at advanced levels. Other countries, such as the Seychelles and Fiji, have started requesting math and science Volunteers to teach computer science in polytechnic schools as well as to train ministry officials and business people in the use of computers.
- Volunteers in Belize participate in a non-formal education program as rural home extensionists. Their main task is to teach home-improvement skills to village women. Some of the skill areas on which Volunteers focus include home gardening, health, nutrition, child care and management of household finances.
- Vocational education Volunteers in Kenya work in village-based technical schools. They teach farm and auto mechanics, cabinet making, metal work, carpentry and plumbing.
- In Sri Lanka, TEFL Volunteers are working in a special program established at District English Language Improvement Centers (DELICs) to upgrade

(Continued on page 12)

From the Field

This section, which highlights projects, reports and articles written by Volunteers, will not be featured in this issue. We enjoy sharing Volunteers' work with all of Peace Corps and we urge you to continue sending ICE your materials.

In place of *From the Field*, we are increasing our *Sector Updates* section to catch up with our backlog of information on new materials which have been purchased/printed by ICE in the past year.

Look for *From the Field* to be in its normal position in the following issue of the ICE ALMANAC.

(Educating from page 11)

the knowledge and fluency of prospective primary school English teachers. The students study at these centers for approximately one year before being assigned to primary schools within their districts.

In addition to their primary assignments, many education Volunteers participate in secondary projects. Such projects allow Volunteers to meet additional development needs in local communities and to establish personal relationships with a broader range of host country people. Also, Volunteers are given the opportunity through secondary projects to utilize special skills and talents that they may not be using otherwise. For example, Volunteers with backgrounds in agriculture or health have initiated projects in small animal husbandry and nutrition education. Others have pursued school-related activities such as textbook development, school gardens, and the construction of libraries and classrooms.

Most notably, involvement in these additional activities epitomizes the Peace Corps' philosophy that the role of the Volunteer should not be

restricted to a nine-to-five workday. Rather, it is a 24-hour commitment to the fostering of personal relationships and cross-cultural exchange, as well as to the transference of knowledge and skills.

Not surprisingly, support from the Peace Corps staff in Washington is vital to the all-encompassing nature of the Volunteer's work. In the Fall of 1984, the Education Sector was established in the Office of Training and Program Support (OTAPS) to facilitate necessary technical support and assistance to education Volunteers in the field. The goals of the sector are:

- to provide direction to the field in educational programming and training efforts;
- to further enhance the Volunteers' capacity to teach effectively in formal and non-formal settings;
- to monitor the quality and direction of pre-service and in-service trainings of Volunteers;
- to coordinate with international development organizations to increase resources; and
- to provide consultants and technical support materials to PCVs and overseas staff.

The sector is staffed by Education Specialists John Guevin and Kathie Judge. They are assisted by Education Technician Beryl Bucher. Peter Kresge, Director of the Program Support Division in OTAPS, believes that the sector is capable and creative. "I think that what we have now in terms of sector support is quite rich. We have people who can cover quite a gamut of program areas." These program areas (see chart) are divided up equally between the two specialists.

The number of Volunteers working in each program area depends on both host country requests and the availability of qualified Volunteers to meet those requests. As has been mentioned, a particularly high demand exists for TEFL, math and science teachers. Says John Guevin, "The global 'Lingua Franca' is now

English, not French. Many host governments now view the teaching of English as vital to their development and modernization efforts.

Meeting host country requests is not always easy. Math and science, vocational education, special education, and university education all have been identified as "scarce skill areas." Often difficult to recruit are Volunteers who have had prior training in these areas. More difficult to find are Volunteers for Francophone countries where demands for these skills must be ac-

(Continued on page 13)

ICE Almanac

ICE Director

Maureen Delaney

Editor

David Thomas

Networking

Trish Heady

S.P.A. Network

Linda Spink & Jim Patterson

Feature

Amie Bishop

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. As such, ICE provides a means of collecting and sharing the best results of Volunteer programs in the field. Volunteers are encouraged to contribute information to the ICE ALMANAC or ICE Resource Center. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

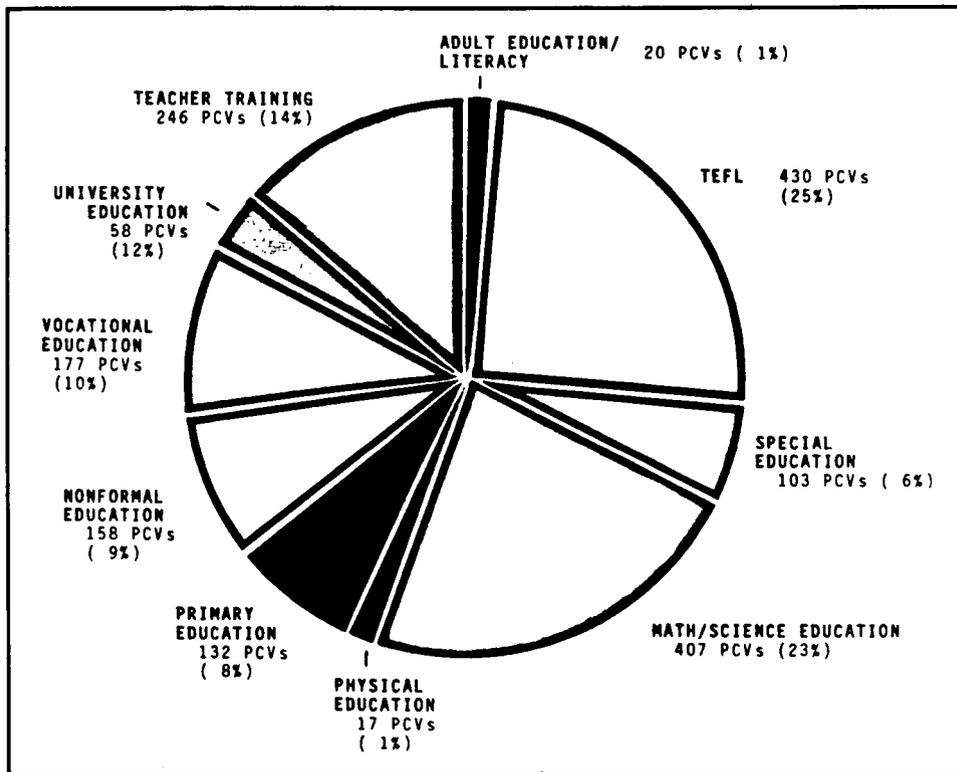
accompanied by some experience in the language. Nevertheless, a serious attempt to recruit "scarce skill" applicants is underway and involves the Education Sector's continued collaboration with the Office of Recruitment to develop strategies for recruiting applicants with scarce skills.

Peace Corps recognizes that its programs must fit the overall development strategy of each country. Says Jon Keeton, Director of Operations for the NANEAP Region, "In all areas of the [NANEAP] Region, I'm trying to push for program analyses. Our Volunteers are too valuable to be taken for granted. When you've been in any program for a number of years, you need to find time to step back and ask why? How does this fit into the development plans of this country at this stage?"

Keeton also emphasizes that, because the Education Sector, like other sectors, is unable to meet every host country request, a balanced approach to programming must be taken. "We need to be balancing the host country requests with the awareness of who we can provide as Volunteers," he says. Judith Hermanson, Chief of Programming and Training for the Africa Region, agrees. "We have a responsibility as a serious development agency to consider where we respond. We must examine each country and, in partnership with them, we must decide whether [certain] programs are appropriate. If they are, [then we must decide] for what period of time and to what end? We must also coordinate our efforts with those of the host country and other donor agencies."

Once the Volunteers have been recruited, one of the biggest challenges facing the Agency is to provide training that is relevant and applicable to the Volunteer's assignment. Says Guevin, "We need to ensure that when the Volunteers are sworn in, they feel that they have the technical skills to do the job to which they were assigned."

Because the majority of education



Volunteers are generalists, the pre-service training that they receive must be rigorous. For example, 45 TEFL trainees will depart for Morocco in June and participate in a 10-week pre-service training program. They will receive intensive language instruction in Moroccan dialectal Arabic and extensive cross-cultural orientation. After three or four weeks, they will begin training in TEFL methodology followed by a teaching practicum. A summer school will be organized for local students so that the Volunteers may acquire valuable classroom experience before being assigned to a school. During the practicum, the trainers, usually second- or third-year Volunteers, will observe the trainees in the classroom and will offer suggestions on how to improve lesson planning and teaching techniques. By the time they are sworn in, they should feel confident and well-prepared to meet the demands that they will face as teachers.

During their subsequent two years of service, Volunteers may also participate in periodic in-service training programs (ISTs) to upgrade

skills and problem-solving techniques, and to discuss country-specific issues and program goals. At Peace Corps' request, a specialist may facilitate the IST. For example, Kathie Judge went to Tunisia in April to conduct several workshops for special education Volunteers. She also helped the Volunteers evaluate their program. In addition, she encouraged them to make suggestions as to how their program and training might be improved. Other ISTs are scheduled this year in Costa Rica, Ecuador, Ghana and Jamaica.

To supplement the technical training that Volunteers receive, the Sector is developing several technical and training manuals, as well as collecting materials for Volunteers in the field. Moreover, Guevin and Judge have devoted much time to leveraging resources from other development organizations and academic institutions. These activities have been planned with one goal in mind: to provide the Volunteers with the best possible technical support and training so that they can be

(Continued on page 14)

(Educating from page 13)

as effective as possible in their assignments.

Indeed, the Education Sector has accomplished a great deal in the past year. For example:

- The Sector is collaborating with the OTAPS Training Division to develop a Teacher Training manual and an IST design to be pilot-tested in two countries.
- In conjunction with the Information Collection and Exchange Division (ICE), the sector is developing an adult education manual, a guide to secondary projects, a companion piece to the *Peace Corps Literacy Handbook* published last year and an English for Special Purposes manual.
- The sector recently compiled a directory of North American organizations active in helping the handicapped in Central America and the Caribbean. Entitled *Disability Resources*, it was produced in cooperation with Partners of the Americas and Peace Corps and published by the International Division of Goodwill Industries. Partners of the Americas has also been contracted by Peace Corps to provide assistance to special education programs in Central America.

Last year, thanks in part to the efforts of the sector, Teachers College of Columbia University began offering fellowships leading to a Master's degree in teaching to RPCVs who taught math or science during their Peace Corps service. This year, twenty former Volunteers—twice the number of last year's group—are enrolled in this program. Teachers College is also sponsoring a summer TESOL (Teaching English to Speakers of Other Languages) program. The program is designed to train selected extending TEFL Volunteers for teacher training activities rather than direct classroom teaching.



From *Peace Corps Literacy Handbook*.

New Directions

During the past several years, Peace Corps education programming has expanded in scope to accommodate the increasing numbers of requests for teacher trainers and vocational and commercial education instructors. In addition, a recognition of the necessity on the part of developing countries to actively participate in a scientific and technological world has prompted an increase in the demand for teachers of English for Special Purposes (ESP). Unlike TEFL, which is considered a subject with no specific goal for using the language, ESP views English as a means of pursuing technical or vocational goals.

Though only a small number of education Volunteers are teaching ESP, their assignments are quite varied. For example, in Rwanda, one Volunteer is teaching technical English to university students majoring in the social sciences, management, agronomy, law and medicine. In Morocco, Volunteers provide English instruction at the School of Meteorology, the Institute of maritime Studies and the Air Traffic Controllers School.

Similarly, The Education Sector plans to increase its support of vocational education programs in the coming year. According to Kathie Judge, who is responsible for vocational education programs, "Many countries throughout the Third World are placing an increased em-

phasis on vocational and technical education because of the importance skilled manpower plays in the development of their economies. Vocational education and industrial arts courses are now being integrated into secondary school curricula in many countries, resulting in a need for foreign teachers and materials." Currently, vocational education Volunteers are teaching a wide range of skills including carpentry, plumbing, small engine repair, welding, as well as civil, electrical, and mechanical engineering.

(Continued on page 15)

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!

Increased attention is also being paid to the kind of opportunities that exist for host country nationals when they complete their vocational education training. Are jobs available? Have the students been adequately prepared to work in their chosen fields? Does the infrastructure exist to support them? Says Judith Hermanson, "Peace Corps has a responsibility to ask these questions, and we must encourage the host countries to ask them as well." Ultimately, the Education Sector seeks not only to improve the quality of vocational education programs, but also to facilitate the transition from training to employment.

While most requests for education Volunteers still center around formal classroom teaching due to the

shortage of host country teachers, a number of host country governments have expressed interest in using Peace Corps Volunteers as teacher trainers. According to Guevin, "Teacher training provides a unique opportunity for PCVs. One of the underlying tenets of teacher training is the transfer of skills which ultimately affects more than simply the persons being trained." Thus, teacher training, with its potential to have an impact on large numbers of people, allows Volunteers to make an even more significant contribution to education during their service.

Presently, about 14% of education Volunteers are involved in teacher training activities, yet no formal mechanism is in place within Peace Corps to recruit Volunteers specifically for training secondary teachers. In the past several months Judge

and Guevin have been working with the Office of Placement to establish a new assignment area under which secondary education teacher trainers would be recruited.

While difficult, training generalists to be teacher trainers is not out of the question. "Not every Volunteer has the ability to become an effective teacher trainer," says Jon Keeton. "Where possible, though, we should permit that kind of development. We need to provide mechanisms for our better Volunteers—perhaps after one year as a standard classroom teacher—to move up into teacher training."

This idea has recently been incorporated into Thailand's Peace Corps education program. During the first year of service, secondary school TEFL teachers are assigned to rural schools to teach English to 7th, 8th

(Continued on page 19)

S.P.A. Network

FROM THE S.P.A. COORDINATOR

Believe it or not, as S.P.A. Coordinator I read all approved project proposals and completion reports sent to Washington. I take the time to review these documents so that I can:

- better understand the exact nature of field projects;
- identify trends and recurring situations which might require policy changes or action;
- provide critique and comments to field staff and Volunteers working on specific projects.

After a year's worth of reading I feel I can now make some general observations and suggestions regarding some common issues.

Observations for Staff

Some PCVs have expressed a feeling of being pressured to have an S.P.A. project. While no one is directly telling PCVs to go forth and

drum up S.P.A. projects, there are subtle ways in which this message may be communicated, such as:

- discussing S.P.A. funds and procedures during PST. This can give PCVs the impression that they are expected to generate S.P.A. projects. PCVs who enter their communities knowing that funds are available may be inclined to quickly identify and initiate projects without taking the requisite time to gain an understanding of the structure and needs of the community.
- public recognition of PCVs who have worked on S.P.A. projects. While we want to recognize the work and efforts of Volunteers, it is important not to single out only those Volunteers who have S.P.A. projects. Many PCVs work very hard and are successful without ever having worked on an S.P.A. project.
- placing PCVs into jobs which do not have adequate support from the host country government and

assuming they will be able to apply for S.P.A. funds to complete their assignments. S.P.A. projects are natural secondary projects for PCVs, but the situation should not develop in which a PCV has no job without having S.P.A. funds.

Observations for PCVs

Many communities are faced with the need for increased income and are eager to undertake activities which hold a potential for income generation. We see many projects which intend to increase production of an item and thus provide a surplus for sale. The completion reports for these projects indicate that often the desired results do not occur.

The 1985 evaluation of the S.P.A. program found income-generating projects were the most likely to encounter problems and to be unsuccessful, while also being very expensive. Starting a business is dif-

(Continued on page 16)

difficult even in ideal situations. It is more difficult in less predictable situations which face many communities. While SED projects are appropriate and the potential is great, the risk is high for everyone. To avoid dashed hopes, loss of capital, and worse, loss of income, a community must ensure that careful planning and feasibility assessments are conducted before a project begins. There are several marketing assessment forms and training materials on feasibility studies available from SED/OTAPS or SPA/OTAPS.

There is concern that PCVs will be seen as "gift givers" if they are involved in an S.P.A. project. While the potential exists for this to happen, there are ways of working with communities and not developing the undesired image.

- Joint ownership of the project. This means the community is involved in the project design, application for funds, and implementation of the project. A comment from one completion report succinctly states the problem, "The community members did not contribute to the project and therefore had no vested interest in seeing the project through..." Some countries require that a community group representative participate in the presentation and review of the project proposal. If they cannot attend the meeting, letters of support and contribution are accepted. If a PCV is solely responsible for completing the application, presenting the project, purchasing the supplies and building the required items, then it stands to reason that the community views the project as a gift.
- Contributions from the community groups. While money may be very scarce in a given community, there are ways to mobilize resources and have the community contribute to the project. A small contribution, when resources are limited, is a strong statement of a community's support and need for the project. Some countries require 25% of the project costs to be contributed by the community.

The following article, written by PCV Richard Marx, outlines his ideas of how to enhance communities' involvement in S.P.A. projects.

Let us hear from you regarding these observations and your own experiences.

Suggested Guidelines: A PCV Experience

As you know we have been interested in exchanging information on PCV experiences with S.P.A. projects. Richard Marx was passing through Washington and stopped by to tell us about his experiences. We asked him to write the following article for the S.P.A. Network. We hope you will learn from him and be inspired to write about your own experiences. Send your ideas, experiences and comments to S.P.A. Coordinator, Office of Training and Program Support, Washington, D.C.

The S.P.A. program can be one of the most effective means of community development in the third world since its projects can be applied directly to improve the quality of life in the villages. Specific S.P.A. projects can be a great source of enjoyment and pride to the villagers as well as to you, the PC project facilitator. These projects provide a sense of accomplishment which can enhance your Peace Corps experience.

Essential Ingredients

There are three essential ingredients for a successful S.P.A. project:

- a well organized, self-motivating village group with a trustworthy project manager;
- a Peace Corps project facilitator who can encourage self-motivation and impart a sense of pride while maintaining enthusiasm for the project;
- a PC S.P.A. funding administration which maintains a positive attitude and shows respect and understanding for both the project facilitator and project manager.

These factors, working together in harmony, can strengthen each other

and increase the chances for success. A system of positive feedback can drive the project towards productive self-sufficiency and make the project an enjoyable experience as well as a worthwhile one.

The following is a procedure you might want to use.

Project Conception

Let the people initiate the project. In The Gambia, as it may be in other countries, the villagers are quite uninhibited about asking the Peace Corps for help. Once the request is made, you can make suggestions and recommendations to improve the benefits of the proposed project, but the initial idea should come from the villagers themselves.

If everyone is asking you for everything, don't be afraid to pick the project that you feel most comfortable with—especially for the first one. Even as a project facilitator you may be kept quite busy and there will be ups and downs to any project. Your positive attitude is vital to the success of the project.

I have found that there are three main functions to the role of project facilitator. They are to serve as motivator (aiming at village self-motivation), expeditor (clearing out log-jams in logistics and paperwork) and innovator (bringing new ideas to the villagers). In each case I feel that it is alright to get involved. In time, however, these skills should be transferred to the project manager and community leaders.

Establishing Trust

It usually takes about three months to get to know the village situation, its organization, leadership and motivation for requesting a particular project. During this time you can identify a trustworthy project manager and become comfortable with the people. Get a sense of mutual trust and become established—then you can begin to apply for S.P.A. funds.

Applying for S.P.A. Funds

The application form may require planning and scheduling which can

be flexible enough to accommodate the village situation. These plans can serve as guidelines, not as hard and fast rules. The establishment of project goals and objectives are very important at this time, and are most beneficial if they are clear, understood and accepted by all concerned. Once the villagers are motivated, and the needed resources are identified, then the process can be carried out by the villagers with a minimum of outside interference.

Submitting the Application

Once the project application has been submitted, enthusiasm for the project can be maintained if the PC administration takes action within a preset time limit. This action can take the form of a *Yes*—The project is approved as is, *No*—the project is not approved (with reasons being cited) or *Yes*—if certain changes are made. Once the project is approved, some tangible work (e.g., ground preparation) can be initiated before the signing ceremony to demonstrate commitment to the project.

The Signing Ceremony

A signing ceremony can be arranged. In The Gambia, the ceremony idea was initiated by a former APCD and was very well received by the villagers. In this ceremony the contract is signed by the PC Administrator, project Manager (or Community Leader) and the Peace Corps project facilitator at the project site. Materials and labor input to the project, general villager responsibilities and project goals are usually stated publicly along with healthy praise of the villagers' spirit of self-help.

The ceremony is seen as the birth of the project and, like a naming ceremony or a christening, it is usually a time for celebration. It can serve to generate pride and enthusiasm for this project and can be attended by an official representative of USAID and the Peace Corps, village leaders and as many of the villagers as possible. Representatives of the district chief and religious leaders can also add to the festivities.



From *Peace Corps Literacy Handbook*.

Coverage by the radio or other form of mass media will make more people aware of the project and strengthen village pride.

Delivery of Materials

Rapid delivery of materials needed for project construction is another important factor contributing to the project's success. Having the materials delivered and ready for distribution at the signing ceremony has the greatest positive impact, but this is not always possible. The next best solution is to have a symbolic amount of materials arrive at the time of the ceremony with the balance arriving within 30 days. Any further delays may dampen enthusiasm for the project.

Project Management

Once the materials arrive work can begin. During the construction phase, you, the PC project facilitator, can make weekly or twice weekly visits to maintain motivation and assure a high quality of workmanship. These visits can be short, but still convey the feeling that you recognize the villagers' good work and are available if they need you.

During the operational phase, visits can be reduced to once a month if all is going well. When problems arise, stand back and let the villagers try to correct the situation first. If they succeed in solving their own problems, they will gain a greater sense of ownership and responsibility towards their project.

Record Keeping

Record keeping is an important part of a project. Even if a project has gone sour, good records can serve to benefit similar projects and the mistakes can become good lessons. The project manager can be encouraged to keep records on finances and organization. The local agricultural extension agent can be encouraged to record production for garden projects. And the PC project facilitator can keep a sort of project log book (monthly reports) to illustrate general progress and other observations.

As a PC forestry Volunteer in The Gambia, I have facilitated a few S.P.A. Projects (garden orchards with tree nurseries) and found them generating some of the highs of my PC service. For the most part, these projects have been fun and can be considered successful in both tangible and intangible terms. The above procedure contributed to the success of my projects.

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

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

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

Networking

INET

The Office for International Networks in Education and Development (INET)—formerly the Non-Formal Education (NFE) Information Center—provides a means of international collaboration among educators to promote international development. INET is a part of the College of Education at Michigan State University but serves an international clientele. In its 10-year history as the NFE Center, this office built up a network of over 6,000 participants from various occupations in 145 countries. With the Center's broadened focus, the network will expand to include those interested in formal as well as non-formal education.

INET builds its network largely through its document exchange program. In this way, INET's materials

reach the field, and information contained in field-generated materials is made available to the entire network.

In addition to its MSU campus services, INET provides technical assistance and documentation to organizations in Africa, Asia and Latin America. Included are regional clearinghouses of non-formal education such as: Institut Africain Pour le Developpment Econmique et Social (Ivory Coast); Fundacion para la Educacion Permanente en Colombia; and the University of the Philippines at Los Banos. INET conducts trainings in resource center management, consultations, and in-country workshops. It also organizes conferences on education and development. Further, INET also assists scholars who are visiting the States and provides individualized research for its participants.

INET is most widely known for its publications which include various papers, annotated bibliographies, manuals and research reports. INET's newsletter, *INET Up-Date*, (formerly *NFE Network Up-Date*) contains bibliographies on special topics, up-dates on acquisitions into the INET library, articles on education and more.

Volunteers involved in any aspect of education may contribute to INET by writing:

International Networks in Education and Development
237 Erickson
Michigan State University
East Lansing, Michigan
48824-1034

Be sure to check the *Whole ICE Catalog* for INET (NFE) publications available free to Volunteers before ordering directly from INET.

IN-COUNTRY RESOURCE CENTER NETWORK

Participants of the ICE-sponsored In-Country Resource Center Workshop, held in Kingston, Jamaica, April 22-24, 1986, felt a need to communicate with other resource centers throughout the Peace Corps world. Because of this need, a new addition to the Networking column will be a forum for the exchange of ideas, and will include questions and answers frequently asked about resource centers. Staff and Volunteers are encouraged to take part in this exchange between field offices, regional centers and—on occasion—ICE.

Costa Rica

Passover

Given the seemingly inevitable transient nature of in-country resource center (IRC) staff, Costa Rica has developed a "Passover" to pass on skills, procedures and other accumulated knowledge to new staff members. The passover is a working

document for the training of current RC staff. It is meant to be dynamic, to be revised and to be improved for the benefit of the next staff member. Costa Rica's IRC is fortunate enough to have access to a word processor,

but the passover document is so useful that even if you must revise by hand, it is worth the effort.

(continued on next page)



Carol Copp, Contractor, annotates Peace Corps publications amidst the shelves of the PCI Washington Resource Center.

(Resources from page 18)

Project Funding

In addition to the routine functions of an IRC (such as storing and retrieving documents), Costa Rica's IRC includes funding information files. Among the information provided in these files are descriptions of various funding sources, how to access them and special considerations regarding each one. The files are very user-oriented and stress the information that Volunteers need about how and where they can receive financial support.

Jamaica

Mental Health Library

The U.S. Embassy in Jamaica has offered its collection of over 101 volumes on mental health to all Jamaican Volunteers. It has also donated duplicate copies of these materials to the Peace Corps Library. The Jamaican staff has developed a newsletter, *Kisko*, to inform the Peace Corps community of such items of interest as well as other IRC news.

RC on Wheels

In addition to their newsletter, Jamaica staff support Volunteers through the use of a vehicle which is loaded with RC materials to conduct training sessions in remote areas of the island.

Qs and As

Question: What are some sources of Spanish audio-visual materials? (The following are merely a few suggestions; additional listings—especially those that are tried and true—are welcome.)

Answer:

- Pan American Health Organization
525 23rd Street, N.W.
Washington, D.C. 20037

- World Neighbors
5116 North Portland Avenue
Oklahoma City, Oklahoma 73112
(Please note: ICE is distributing another batch of their filmstrips)
- Hesperian Foundation
P.O. Box 1692
Palo Alto, California 94302
- Winrock International
Institute for International Development
Rosslyn Plaza
1611 North Kent Street
Arlington, Virginia 22209

Educating from page 15)

and 9th grade students. Then, during their second year, Volunteers who have demonstrated sound professional capabilities join a "Regional Supervisory Unit" and provide ISTs to host country teachers in rural settings. So far, the program has been a success.

Teacher Training in Nepal

In February, 1986, Guevin went to Nepal to help lay the groundwork for a new, integrated program in teacher training. This represents a significant change in Peace Corps/Nepal's education program.

For the past two decades, the majority of education Volunteers in Nepal have served as teachers of English, math and science. Over the years, more and more Volunteers felt that, while they were making a contribution as teachers, they could be more effective as teacher trainers. As a result, a number of Volunteers began developing appropriate teaching materials and conducting informal ISTs throughout the country. The success of these workshops increased the Ministry of Education's enthusiasm for greater Peace Corps involvement in upgrading the skills of its teachers.

Peace Corps/Nepal requested Guevin to work with the education program officers to re-examine Peace Corps' role in education. In conjunction with the Ministry of Education, plans were made for an integrated approach to teacher train-

ing to be piloted in five of Nepal's approximately 80 districts over the next five years. According to these plans, Volunteers will organize week-long teacher training workshops for host country teachers working in these districts. Between the workshops, PCVs will visit teachers in their schools to see how effectively they are implementing their newly acquired skills. At the same time, Volunteers will identify potential host country teacher trainers who would eventually assist, and then replace, the Volunteers as workshop facilitators and classroom observers.

The project will be evaluated at the end of two years. If successful, it will be replicated in other districts throughout the country. As a result of the participation of Nepali teachers in these workshops, Guevin hopes that the Nepali Ministry of Education will provide them with incentives to further improve their teaching skills.

For the past 25 years, thousands of education Volunteers have had a significant impact on the educational systems of the countries in which they have served. Nevertheless, because of the nature of teaching, it is likely that many education Volunteers have been frustrated because evidence of their contributions may not have been immediately visible. But while the rewards may sometimes seem less tangible than, for example, those of a bridge-builder or an irrigation technician, education Volunteers *are* making a difference.

A study conducted by Raymond Lewis in 1968 revealed that Peace Corps teachers had a significant impact on the rate at which their students passed subjects for the General Certificate of Education, on awareness of current events, on social trust and on several attitudes compared with students who had little or no exposure to Volunteers. Says Jon Keeton, "we have got to get across to the Volunteers... that you do have results as a teacher. You may not see the results within your two years, but they are there. If you, as a teacher, change one life, your contribution is worth everything."

Sector Updates

AGRICULTURE

Reversing Africa's Decline, Worldwatch Paper #65, by Lester R. Brown and Edward C. Woolf. 1985 (Worldwatch Institute, 1776 Massachusetts Ave., N.W., Washington, DC 20036) 81 pp. \$2.00.

A proposal to implement a resource-based development strategy in Africa aimed at arresting ecological deterioration in order to reverse the continent's decline. Analyzes the failure of the traditional investment approach as applied to Africa by the international development community. Stresses the need for a more locally based, people-centered development effort rather than large, capital-intensive schemes. Points out the difficulties inherent in implementing the new strategy given constraints of the lack of intra-African and international cooperation, the need for social mobilization projects, etc.

Available free though ICE to all PCVs and staff working in agriculture.

The Meat We Eat, by John R. Romans et al.. South Dakota State University. 1985 (Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville, Illinois 61832) 850 pp. \$5.00.

Basic textbook suitable for students, producers, processors, and consumers alike. Discusses thoroughly and in clear terms the processing of pork, beef, lamb and poultry. Provides instructions and illustrations describing each step in the production of meat, from slaughtering to merchandizing. Includes notes on curing, smoking and the preparation of meat by-products. Stresses safety, sanitation and the nutritional value of meat.

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

ENERGY

Solar Census, Photovoltaics Edition, AATEC Publications. 1984 (AATEC, PO Box 7119, Ann Arbor, Michigan 48107) 201 pp. \$14.95.

A directory of organizations involved with photo-voltaics, including manufacturers, suppliers, designers, R&D, education and information sources. Provides indexes to cross-reference contact names, specific subjects and geographical location of the organizations. Mostly U.S. firms.

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

The Solar Electric Home, by Joel Davidson and Richard Komp. 1984 (AATEC, PO Box 7119, Ann Arbor, Michigan 48107) 200 pp. \$11.95.

A step-by-step guide to planning, installing and maintaining a photovoltaic electrical system in the home. Provides very clear and detailed information on the fundamentals of solar cells, energy storage, regulators, wiring, testing, etc. Includes sections on hybrid, combination and mobile systems. Various appendices expand on electrical concepts and provide further technical information as well as references to suppliers and manufacturers.

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

EDUCATION

Fuels and Lubricants, by American Association for Vocational Instructional Materials. 1983 (American Association for Vocational Instructional Materials, 120 Engineering Center, Athens, GA 30602) 63 pp. \$4.95.

For individuals who plan to operate or service tractors, trucks, industrial

engines or automobiles. Provides basic guidelines for the selection, conservation and storage of fuels and lubricants. Addresses the need of specific engines and mechanical systems.

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

Grammar Games, by Mario Rinvoluceri. 1984 (Cambridge University Press, 32 E. 57th St., New York, NY 10022) 138 pp. \$7.95.

Introduces a game method for language instruction. Stresses the affective nature of language learning more than its mere cognitive experience. Emphasizes the ways in which games can be designed to aid students in internalizing and mastering English grammar. Primarily intended for teaching English, is adaptable to any language. Includes complete instructions for the introduction of specific competitive and collaborative games, awareness exercises, drama, and other activities. Suitable for all levels of instruction.

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

FISHERIES

The Fisheries Ecology of African Floodplains, by R. L. Welcomme. 1975 (UNIPUB, PO Box 1222, Ann Arbor, MI 48106) 51 pp. \$7.50.

Summarizes the features of the floodplains of Africa and of the fisheries found on them. Written to correct a lack of understanding of the ecological mechanisms regulating fish populations in river systems. Covers the morphology of floodplains, fish biology, management of floodplains and so on.

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

Food Potential of Aquatic Macrophytes, by Peter Edwards. International Center for Living Aquatic Resources Management. 1980 (ISBS, 2130 Pacific Avenue, Forest Grove, OR 97116) 51 pp. \$7.00.

Assumes that benefits can accrue to aquaculture in general if botanical aspects of the subject are given due attention. Covers the potential of aquatic macrophytes (weeds) as human food, livestock fodder and fertilizer. Also discusses possible health hazards.

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

FORESTRY

Forest and Watershed Development and Conservation in Asia and the Pacific, Lawrence S. Hamilton, ed. 1983 (Westview Press, 5500 Central Avenue, Boulder, CO 80301) 559 pp. \$32.50.

A collection of case studies examining the use of natural systems assessment information in the planning and operation of seven projects for forest development and conservation, and watershed rehabilitation. Examines projects in India, New Zealand, Pakistan, Nepal, Papua New Guinea, The Philippines, and Sri Lanka. Provides detailed descriptions of each project. Assesses the natural environment, the existing social and economic structures and the availability of scientific and technical information. Contains an economic analysis of the project, as well as a discussion of forest policy in the country.

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

FC 029 ↓

Soil Improvement, Rainfall Conservation and Erosion Control in Developing countries, by Howard B. Sprague, USAID (ICE Reprint, 1985) 39 pp. Free.

Assumes that improvement in productivity of land in developed countries over the last century resulted from better management techniques and that this same result can be had in developing countries. Discusses the principles of sound land management that would make this happen. Cautions that the goals of good land management are long term but acknowledges the need to see some benefits annually. Discusses soil improvement, conserving rainfall and controlling erosion.

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

HEALTH

Health for All by the Year 2000: Strategies, Pan American Health Organization. WHO. 1980 (PAHO, 525 23rd Street, N.W., Washington, DC 20036) 189 pp. \$8.00.

A collection of documents pertaining to the Ten-Year Health Plan for the Americas as adopted by the Pan American Health organization in 1972. Includes two key documents on the evaluation of the plan itself and the formulation of national and regional strategies: "Developments in the Health Sector in the 1971-1980 Decade and Strategies for Attaining the Goal of Health for All by the Year 2000" (Document CD 27/34.A), and "Regional Strategies of Health for All by the Year 2000" (Complement to document CD 27/34.A). Extensive quantitative data and detailed analyses.

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

HIE 021

HIE 035

Medical Laboratory Manual for Tropical Countries: Volume II Microbiology, by Monica Cheesbrough. 1984 (Tropical Health Technology, 14 Bevillis Close, Doddington, Cambridgeshire, England, PE 15 OTT) 470 pp. \$7.50.

Provides a comprehensive guide to the basics of microbiology laboratory work. Intended for use in training technicians working in health centers, small regional and district hospitals. Emphasizes the diagnosis of major communicable diseases. Covers all elements of laboratory procedures such as sterilization, culturing and testing water supplies. Also provides step-by-step guidelines for recognizing microorganisms such as viruses, mycoplasma, rickettsiae, bacteria and fungi. Eight pages of color plates. Appendix includes preparation of reagents and addresses of manufacturers along with other useful addresses.

Available free through ICE to all PCVs and staff working as (or supporting) laboratory technicians.

HOUSING/CONSTRUCTION

Field Engineering by Peter Stern and others, 1983 (Intermediate Technology Publications Ltd., 9 King Street, London WC2E 8HW, UK) 251 pp. \$7.50.

Written for those involved in development projects requiring simple engineering tasks. Assumes little or no access to professional and technical assistance. Requires the user to have a basic understanding of arithmetic, simple buildings, water supplies, sanitation, roads, bridges and power. Includes a glossary and suggestions for further reading. An updated, thorough revision of a handbook written by F. Longland and first published in 1936 that became widely used through East and Central Africa.

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

(Continued on page 22)

(Sector from page 21)

Basic Housing: Policies for Urban Sites, Services, and Shelter in Developing Countries, by Aprudicio A. Laquian. 1983 (International Development Research Centre, Box 8500, Ottawa, Canada K1G 3H9) 163 pp. \$15.00.

A study of actual experiences in the formulation and implementation of basic housing policies to improve the living conditions of the urban poor. Draws upon cases from El Salvador, Senegal, Zambia, and The Philippines, where projects of systems and services and community upgrading have been implemented. Examines the ways in which concepts derived from the practices of squatters and slum dwellers—such as mutual aid, self-help, community action, core housing, and progressive development—have become part of basic housing policies. Assesses the level of success of these projects in terms of their impact on the immediate community and the city as a whole, and in terms of the extent to which they have met their original goals.

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

S.E.D.

The Private Marketing Entrepreneur and Rural Development, edited by Malcolm Harper and Richard Kavura. FAO, 1982 (UNIPUB, PO Box 1222, Ann Arbor, MI 48106) 115 pp. \$8.75.

A collection of case studies showing the role private entrepreneurs play in marketing the produce of small-scale farmers. Studies from 13 countries representing Africa, Asia, Latin America and the Caribbean are written by professional people familiar with private enterprise. Cases are presented in three groups: businesses marketing perishables such as meat, fish, fruit and vegetables; businesses selling equipment to farmers;

businesses marketing staples. Asks that the services these businessmen render be evaluated in the light of the contribution they make to satisfying consumer needs.

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

African Enterprise: New Business in the Mountain Kingdom of Lesotho, 1983 (The Cooperative Housing Foundation, 2501 M Street, N.W., Suite 450, Washington, DC 20037) 21 pp. \$1.50.

Case study of a successful business which produces building materials and home furnishings in Lesotho. Describes the conditions under which the business started, including an infusion of donor assistance by USAID. Discusses the effect of the project on the local economy and points out lessons learned from it.

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

SPECIAL EDUCATION

A Step-by-Step Learning Guide for Older Retarded Children, by Vicki M. Johnson and Roberta A. Werner. 1977 (Syracuse University Press, Syracuse, NY 13210) 214 pp.

Based on a skill-centered approach for teaching school age children complex skills. Assumes these skills are best mastered by breaking them down into discrete components. Intended for use by parents and classroom teachers, book provides activities suitable for small group work or for individuals. Activities are to develop skills in the general areas of behavior management, self-care, fine motor control, gross motor control, language and perception. Includes a chapter "Especially for Parents."

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

SE 006

Vocational Rehabilitation of the Mentally Retarded, proceedings of a Seminar on Vocational Rehabilitation of the Mentally Retarded, held in Kingston, Jamaica. 1978 (International Labour Office, ILO Publications, CH-1211 Geneva 22, Switzerland) 200 pp. \$5.70.

Offers new ideas and a forum for exchanging experiences. Includes description of the conference, the complete program, conclusions and selected papers presented—13 lectures and 15 papers describing experiences in local projects.

Available free through ICE to all PCVs and staff working in Special Education/Rehabilitation.

WATER/SANITATION

Rain and Stormwater Harvesting in Rural Areas, a report by the United Nations Environment Programme. 1983 (UNIPUB, PO Box 1222, Ann Arbor, MI 48106) 238 pp. \$25.00.

A world-wide summary of the ways rainwater and other forms of precipitation are collected, stored, treated and distributed. Discusses the uses of roofs, ground catchments, contour terracing, silt traps, check dams and canals. Includes an evaluation of various harvesting schemes. Makes recommendations and gives criteria for pilot projects.

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

Small Scale Irrigation, by Peter Stern. 1979 (Intermediate Technology Publications Ltd., 9 King Street, London WC2 8HN, UK and the International Irrigation Information Center, Volcani Center, P.O.B. 49, Bet Dagan, Israel) 152 pp. \$6.95.

Covers the basics of developing low cost irrigation systems for small-scale cultivation. Assumes the reader is working in an isolated rural area and has a limited background in science and technology. Defines small-

scale cultivation as 20 hectares or less. The first of the three major sections discusses the problems of time, labor and resources created by a change over from rainfed to irrigated cultivation. The second treats irrigation practices such as moisture conservation, surface, subsoil and overhead. The third explains planning and design. Generous use of illustrations, charts and graphs helps to explain concepts.

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

MANUAL SERIES

Peace Corps Literacy Handbook, 1984 (Peace Corps/Information Collection and Exchange) 175 pp.

An introduction to literacy teaching for Volunteers and other development workers. Provides clear and simple guidelines for the preparation of a literacy program, and the development of appropriate methods and materials, as well as strategies for evaluating and improving programs. Presents several short case studies as examples of various types of literacy projects. Stresses the importance of involving counterparts and the local community to encourage the continuation of the program. Includes a special section on resources for literacy teaching, from the local to the international level. Includes the addresses of various relevant organizations, and an annotated bibliography of literacy instruction materials.

Available free through ICE to all PCVs and staff.

Conservation Education: A Planning Guide, 1985 (Peace Corps/Information Collection and Exchange) 115 pp.

Designed to help Volunteers develop and implement conservation education programs. Stresses the need to foster community appreciation of the environment and awareness of the forces that threaten

it. Discusses how to choose appropriate methods of teaching and evaluation, and how to motivate individuals to become environmentally responsible. Supplements *Teaching Conservation in Developing Nations* (M-7).

Available free through ICE to all PCVs and staff.

REPRINT SERIES

R0006

New Crop Production Handbook, 1985 (Peace Corps/Information Collection and Exchange) 395 pp.

A thorough introduction to the basics of crop production. Provides an overview of the properties of soils and plants, and briefly addresses entomology. Discusses in some detail the characteristics and production of various crops which it classifies into various groups: food grain legumes, oil seed crops, starchy crops, fiber crops and special crops. Includes a glossary of terms as well as conversion factor tables.

Available free through ICE to all PCVs and staff.

R0057

Le Sechage Solaire des Aliments, Peace Corps/Niger (ICE Reprint, 1985) 37 pp.

An introduction to food drying as a measure to avoid the loss of agricultural surpluses, and conserve food for year-round consumption. Discusses the basic rules of food drying, and gives an overview of various methods and appropriate dryer constructions. Provides detailed explanations on how to process vegetables, fruits, and meats, and gives advice on storage and cooking.

Available free through ICE to all PCVs and staff.

R0056

Comment Elever le Tilapia Nilotica, Peace Corps/Zaire (ICE Reprint, 1985) 73 pp.

Guide to starting a fishpond for raising tilapia nilotica. Discusses the fun-

damentals of choosing an appropriate site, building and maintaining the pond and how to prepare the pond for fish culture. Details the procedures involved in caring for tilapia, optimizing their growth and managing their harvest and transport. Includes a chapter on integrated agriculture/aquaculture systems.

Available free through ICE to all PCVs and staff.

R0055

Preparation for Childbirth, by Miriam Hansen, Daren King and Barbara Lee. Peace Corps/Columbia. 1979 (ICE Reprint, 1985) 88 pp.

Manual designed to teach health workers how to prepare women for childbirth. Discusses educating women on the physical aspects of childbearing, assisting them in dealing with common pains and discomfort, and encouraging them to develop a positive attitude toward childbirth. Guides health workers in planning and conducting three or four prenatal classes with expectant mothers and how to incorporate the skills learned in these meetings into the childbirth experience. Includes suggestions for teaching aids.

Available free through ICE to all PCVs and staff.

R0058

Early Stimulation Manual for Parents of Deaf Infants, St. Lucia School for the Deaf. 1985 (ICE Reprint, 1985) 52 pp.

Simple advice and ideas to help parents teach their deaf children new concepts, words and sentences. Discusses briefly the most common causes of deafness, and the importance of its early detection. Emphasizes the child's special educational needs at home and in school. Includes a glossary of elementary sign language and finger spelling.

Available free through ICE to all PCVs and staff.



This winner in the Peace Corps Friends at Work and Play is a familiar scene here and abroad, except perhaps for the spectacular view. It was taken by Jamaica PCV Jeremy (Jay) Clark who finished his tour on that Caribbean island in July.



Nancy Kelly, who served in Korea from 1979–1981, took the winning photograph in the Peace Corps Humor category with her picture of fellow PCV Linda Vorhis sharing a joke with an old Korean gentleman.

On the back cover....

A Gurung grandmother in Rumjatar, Nepal was the subject of David Hardenbergh's winning picture in the Peace Corps Portraits class. Hardenbergh was a Volunteer in Nepal from 1981–1985.

