

PEACE CORPS TIMES



"B"

From The Director

On Sunday, December 6th, I had the distinct privilege of participating in the award ceremony of the Beyond War Foundation. What an honor it was for the prestigious Beyond War Award to be given to all the 120,000 former and current Peace Corps Volunteers and staff. The impressive program was held in the San Francisco Ma-

sonic Hall with more than 3,000 RPCVs and Beyond War volunteers attending. The ceremonies were also telecast by satellite to 150 locations where groups of volunteers and staff were gathered, and by many cable television stations. At first, the estimated audience was to be about 150,000 but the additional cable coverage expanded it to millions—millions who heard the story of the Beyond War Award, the Peace Corps and its Volunteers.

Accepting the award for the Volunteers were Katy Hansen, president of the National Council of Returned Peace Corps Volunteers and nine RPCVs, three representing each of our regions, Inter-America, NANEAP and Africa. These returned Volunteers represent the embodiment of our Peace Corps goals . . . to help the people of interested countries in meeting their needs for trained manpower, to help promote a better understanding of Americans on the part of the peoples served and to help promote a better understanding of other peoples on the part of Americans. If our mission is "to learn peace, to live peace and to labor for peace from the beginning of their service to the end of our lives," then each of these RPCVs was a fine example.

The Beyond War Award is endowed with a check for \$10,000 which has been earmarked for Peace Corps Partnership projects.

The largest sum, \$7,809.95, will go to build a new junior high school in Tchebebe, Togo to replace the grass huts that have been used as classrooms but which leak in the rainy season. The construction project will be supervised by Thomas J. Perko, A Volunteer from Spokane, Washington.

Another \$1,810.15 will go toward partial funding of the Puerto Castilla Adult Literacy and Community Center in Honduras. The project is being managed by Steven Moler from Santa Margarita, California.

The remaining \$380 will be enough money to purchase a stencil machine, shelving and catalogue materials for the Beni Mellal Regional Resource Center in Morocco. Christine Donahue of Brooklyn, is directing this project.

I wish that every one of you, all past and present Volunteers and staff, could have attended the San Francisco ceremony in person. To say that it was a moving experience would be a gross understatement and so that you might be able to share in the experience we are providing videotapes to each country post for your viewing. I know it will be difficult to synchronize your time, the VCR and electricity but it will be worthwhile. Also, each one of you, all 120,000 honored, will be receiving a special certificate from the Beyond War Foundation.

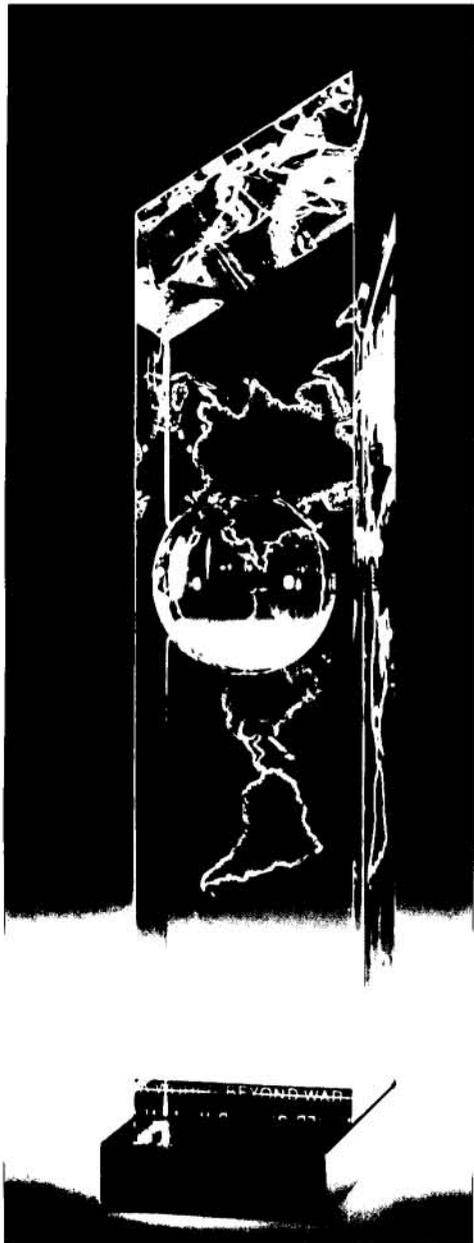
My special congratulations to all of you for your work for peace which made this award possible and my thanks to the Beyond War Foundation, headed by RPCV

Richard Rathbun, for recognizing the value of the work Peace Corps has done these past 26 years and will continue to do.

Sincerely,

Loret Miller Ruppe
Peace Corps Director

(Excerpts from Director's Ruppe's speech will be found on page 3.)



Beyond War Award—a Steuben crystal column engraved on three sides with the continents of the world. On the front surface, a sphere recessed into the crystal serves as a lens to capture the images of the continents and transform them into one unified whole. The transparency of the crystal symbolizes the openness of the world as we discover how to resolve our common problems and realize our highest hopes and dreams.



Peace Corps Times

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Beyond War Award Ceremony

Excerpts from Director Ruppe's speech at the Beyond War Foundation award ceremony.

First of all, what a day . . . and this honor given to us by the Beyond War Foundation. We are so grateful and proud, yet humble when we think of all still to be done for peace . . . this great gathering of thousands of Volunteers united in a common cause, across our country, around the world.

Our future rests on the basis of the work done by all who are honored and by those honoring us . . . fellow volunteers working to create the conditions for peace . . . and to all 120,000 Peace Corps Volunteers who pledged their lives, their sacred honor. I, who have had the incredible opportunity of being thanked for your work in the capitals, in the villages of half the nations on earth, I thank you.

Our future rests on the basis of the work done by those who are honored and by those honoring us . . . fellow volunteers working to create the conditions for peace.

Our future must have volunteers in every nation and fellow dedicated volunteers from every nation . . . in our own country and every country on earth, a great sharing, a great caring, a great surge of service . . . this must be the future for peace and the Peace Corps.

The challenge from John F. Kennedy, our founder: "Ask not what your country can do for you but what you can do for your country." Inspiration from a leader for peace, Martin Luther King: "Everybody can be great because everybody can serve." "Serve, Serve, Serve, for in the end it is the servants who will save us all," was Sargent Shriver's clarion call at our 25th anniversary conference and today his call was for the "heart" that is so needed in our future. The task of serving has never been easy. People with "heart" make the difference. In Peace Corps, all gave their hearts, many gave their health, some gave their lives. Over the years, 200 Volunteers and staff have died while in the Peace Corps service. It is fitting to honor them today, to share with you a moment in the amphitheater of Arlington Cemetery at our 25th Anniversary Memorial Service, during the eulogy delivered by Gordon Radley, PCV and the brother of the first Volunteer who died. (At this point a video of the ceremonies was shown.) Peace Corps' future is based on that memorial. How will we insure that it is everlasting?

"You devoted men and women of the Peace Corps know much about sharing peace: For years, you and your predecessors, with the help and hope you offer,

have given your fellow men a 'new vision' every day. To a lonely and often weary world, unselfishness like yours brings the peace that dwells in the heart and will extend to this and coming generations." That message to all Volunteers comes from Presi-

Our future must have volunteers in every nation, fellow dedicated volunteers from every nation . . . in our own country and every country on earth.

dent Reagan whom I thank for appointing me to the "best job in the world." Please join me in the hope that a "new vision" for our world will come in the meetings of the next days in our nation's capital and that the "new vision" will encourage peace through mutual development . . . mutual development must triumph over mutual destruction. (The Director refers to the Reagan-Gorbachev meetings in Washington.)

The actual size of the Peace Corps today is much smaller than the 15,000 member force of Volunteers in the 1960's. Yet the world population keeps growing, 8 billion people by the year 2000. Eighty percent of the world's population lives where Peace Corps should be serving. In the next five years, 60 percent of those people will be under 15 years old. The demands of the future dictate a greater role for the Peace Corps. We look to the wisdom of the U.S. Congress to continue to help us implement the goal of 10,000 Volunteers by 1992. A strong supporter of the Peace Corps in the Congress has said it well.

"If our nation cannot afford a Peace Corps, then there is something wrong with the priorities of our nation." I agree. And this is true of all the nations of the world. We all must prioritize. For service to humanity is the highest possible service to one's nation . . . to one's world. Bill Moyers said it, "Global awareness, global patriotism is required in a future of a world of peace and understanding, a world beyond war."

Peace, that beautiful word we all say we treasure and crave for, is up for grabs in the 1980's. A question must be answered, above and beyond this special forum. Is Peace sim-

The demands of the future dictate a greater role for the Peace Corps.

ply the absence of war or is it the absence of the conditions that bring on war . . . the conditions of hunger, disease, poverty, illiteracy, despair?

- When 50% of the children in a village die before they are five . . .

- When women walk miles for water and then spend hours searching for fuel to cook with . . .
- When men and youth flee villages where there are no jobs and flock to cities where there are no jobs . . .
- When rain forests are cut and no replanting done . . .
- When refugees languish and we see the tragic faces of hunger only an ocean away, and our homeless and neglected areas in our cities only a few blocks away . . .

Let's face it, America, our world is not at peace. You are called, you are chosen . . . you know the answer to that question better than anyone. You trod the path of peace in a distant land. Now I must ask you to tread it again. We did take on an enormous responsibility accepting this award. You do know the way.

You, the men and women of the Peace Corps family . . . those who were chosen and chose to learn peace, to live peace and to labor for peace from the beginning of your service to the end of your lives . . . Peace Corps Volunteers and staff, Beyond War volunteers and staff, I salute you.



Beyond War Award

- 1983 **National Conference of Catholic Bishops (USA)** for their pastoral letter, "The Challenge of Peace: God's Promise and Our Response."
- 1984 **International Physicians for the Prevention of Nuclear War**, presented to co-presidents Dr. Bernard Lown, USA and Dr. Yevgeni Chazov, USSR.
- 1985 **The Five Continent Peace Initiative**, presented to the leaders of Argentina, Greece, India, Mexico, Sweden and Tanzania.
- 1986 **The Contadora Group**, presented to the leaders of Colombia, Mexico, Panama and Venezuela.
- 1987 **The United States Peace Corps**, presented to 120,000 Current and Returned Volunteers and staff.

Ghost Busters—PCV Style

One Ghost Down, One To Come

The following is reprinted from the Philippines' newsletter, SALAYSAYAN.

There are many afflictions that befall the poor unsuspecting psyche of Peace Corps Volunteers. There's the E.T. Syndrome, the Demigod Syndrome, the Promiscuity Syndrome, the Fishbowl Syndrome, the Santa Claus Syndrome and countless others. Unfortunately, I wasn't swift enough to avoid becoming a victim of one of these notorious syndromes.

I wish I could be more original in my attempt to diagnose my dilemma, but I couldn't think of anything more apropos than . . . the Ghost Buster Syndrome. Yes, that's right. I'm a real-life ghost buster. However, I must admit that my first attempt to exterminate ghosts has not been so successful, and I think that when and if I conquer this first ghost, I'll retire from the ghost business. Sooner or later you're bound to encounter a PCV who suffers this same affliction. I've heard of some ghosts continuing to haunt for up to 10 years and counting. That's FIVE generations of PCVs!

It all starts when the newly-dubbed PCV arrives at his site and learns that he's not the first *puti* (white) to grace the populace of the town with his smiling white face. Co-workers mention every white person that has passed through the town in the last five years, but that doesn't bother him because he knows in his heart that they were probably French or German.

But after a week or so, as his comprehension of the language starts rocketing skyward he starts to intercept resounding whispers. He realizes he's heard the name before, perhaps a dozen times, "Inday this . . . and Inday that . . ." It isn't until someone asks if he's related to Inday that he starts suspecting that he might be competing with a small ghost. He just tosses his head back and laughs his "are they really serious" laugh. Water off a duck's back.

Now let's stop here and analyze our PCV's predicament. It's not too serious at this point. He's aware that he's following in the footsteps of the previous PCV. He's semi-successful at eluding questions thrown out like balloon-bound darts by non-believers and incredulous standbys, "No, we're not related. No, I've never met her before. New York is 5,000 miles from my home and no, I don't know your cousin in Cincinnati." In psychological terms, he's battling against people who are victims of stimulus generalization. Normally, this psychological enigma passes during early years of childhood but cultural transgressions have been known to bend and otherwise rend a good theory impotent. On with our story.

By now, our PCV no longer finds humor in the harmless inquiries. Thoughts of the previous PCV begin to follow him home and linger far into the night. One day, he finds the name, "Inday," scratched into the wood above his bed and vows to deface the horrid inscription, but for the time being he moves his bed to where the name cannot be seen.



With every passing day, the ghost becomes a little bigger and a little bigger. No longer water off the duck's back, but more like a ton of straws on the camel's back—and we know what happens next, don't we?

Our PCV has been at his site for a whopping three months now. Fluency in the target language is imminent, he now has a small *barcada* (group of friends) and his job is starting to become more defined. Then one day, during his daily indulging of *merienda* (snacks) with fellow teachers, someone asks, "Where do you live?" But before he can clear the *lumpia* (food) from his throat to respond, one of his beloved co-workers says, "She (sic) lives in Inday's house!" Trying hard not to choke, he thinks to himself, "It's MY house now," followed by silent, maniacal laughter.

Another instance finds him walking home through the school yard when two children stop to stare as he passes by. One child whispers to the others, "Look! It's Inday . . . except," a look of bewilderment, "she's taller and fatter."

And just when he thought it was safe to stop saying "Buyag" (an expression to ward off evil happenings), his friends remind him of all Inday's favorite haunts; how Inday would swim every day ("You don't swim so good like Inday.") how Inday even ventured so far as to eat *inun-onan* ("Do you know already how to eat fish and rice?"). It has now become evident to our PCV that "Inday" was superhuman, a ghost whose beauty, talent and physical stamina become greater with each gallon of *tuba* consumed. There are even times when people call out to the new PCV, or introduce him at meetings as Inday. His ghost has now obtained phenomenal proportions, ripe for slaughter.

Arming himself with a pen from training and a sheet of Peace Corps stationery, he does what any desperate PCV would do—he writes a letter to his "ghost." After introducing himself, he addresses questions to Inday, questions whose answers should be obvious, but time and repeated storytelling have him mesmerized into partial belief . . . i.e. could you really swim around the whole island? Did you really educate thousands of homeless, handicapped children? Could you really speak the language after only one month? Weeks pass, and then one day our PCV receives a letter, a rather plain letter, neither written in blood nor framed in gold leaf. A sigh of relief. Our PCV reads the letter only to have his doubts blown away like dandelions in the wind—so, she's only human after all.

It's now six months and several letters later, and our PCV has successfully whittled his ghost down to controllable proportions. He no longer lives in "Inday's" house, his friends are his own and he has displayed talents Inday didn't possess. One day as he's walking home from his daily game of tennis, he overhears one of the older observers whisper to his pre, "Sus! He plays tennis like John McEnroe." Smiling, the PCV thinks contentedly, "I've now started my own ghost."

PCV Luana Powell

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Best Shot Photo Contest

We are delighted to bring you the November-December winners in the Best Shot Photo Contest.

On the Cover—First place in the "Neighbor's Baby in Her Bath," category goes to Katie Smith, a PCV serving in Sangmelima, Cameroon. Katie says the little girl loves the camera but is not so fond of the bath. (it's universal.) Katie teaches English and arts and crafts at a nearby center for the handicapped.

First Place in the "Afternoon at the Oasis," category goes to Mariette Norbom who serves in Mauritania. At 57, this is her second tour with Peace Corps, the first being from 1979 to 1981 in the Philippines. Mariette is an agriculture extensionist who was first posted to Mhairith Oasis. Later she was transferred to the regional capital of Atar. After Peace Corps service this time Mariette says she hopes to work as a recruiter. (Yes, we'll send a copy of the *Times* to your son.)

First Place in the "Johnny Appleseed Goes Caribbean," category goes to community development worker, PCV Linda Layfield in Carpentier, Haiti. She took this winning photo of another Volunteer, Meghan Keith, a forester, with a Haitian on his way home to plant seedlings.

These winners will be receiving their certificates soon. However, they made no mention of what they wanted for their prizes. So, we can't send anything until they make their wishes known.

Upcoming winners already selected will be photos from Dan Dell, Togo; Amy van der Linde, Morocco; Chris Kita, Liberia; Thomas and Peggy Hanley, Solomon Islands; Brian Aldinger, Lesotho and Gregg Baker who recently finished his tour in the Philippines. If your name appears here please drop a line to the *Times* about your prize.

You Too, Can Be A Winner!

All Volunteers and staff are invited to participate in the "Best Shot" Photo Contest which is an ongoing feature in the *Times*. (The response has been terrific!)

The photos should reflect your Peace Corps experience . . . your assignment, site, the people you work and/or play with, your home, your friends . . . nearly anything will be acceptable. Black and white prints are best for reproduction but the *Times* will accept color slides and prints.

Be sure to write your name and address on each photo or slide so we can return them to you. If you're nearing close of service you may want to have them sent home instead of back to country. Also, the *Times* must keep the photos until they are used so it may be three or four months (what with the mail and all) before your pictures are returned.

Tell us about yourself . . . what you do,



"Afternoon at the Oasis" . . . Mariette Norbom and Mauritanian woman examine dried beets in the desert near Mhairith Oasis. Mariette worked as an agriculture extensionist.



"Johnny Appleseed Goes Caribbean" . . . As part of the reforestation program, PCV forester Meghan Keith counsels Haitian farmer on the seedlings he carries home for planting.

Photo—PCV Linda Layfield

where you're from in the USA, how long you have been in country, what your job is . . . anything you'd like to see in print. If someone else took the photo, let us know who it was. If you took the photo please tell us who or what the subject is. If it's another PCV tell us something about him/her too.

The prizes go to the person who actually sends the photo to the *Times*. However, you may want the actual photographer to receive the certificate. (In the case where a father sent us the photo, the prize will go to

the PCV, as will the certificate. Why did we ever think this was going to be simple?) Please give some thought to the prize and the certificate before you mail the photo.

Prizes are negotiable, depending on the winners' whims. (Winners is correct because we can use more than one photo per issue.) Favorites will probably include M & Ms, film, stationery so you can write home . . . tell us what you have in mind. Prizes are being donated by the Peace Corps *Times* Auxiliary.

Focus—Belize

About the Country

Population:	175,000
Land Area:	8,886 square miles, about the size of New Hampshire
Cities	Belmopan (capital), Belize City
Languages:	English (official), Creole, Maya, Spanish, Garifuna
Religions:	Catholic, Anglican, other Protestant
Terrain:	Flat and swampy coastline, mountainous interior
Borders:	By the Caribbean on the east, by Mexico's Yucatan Peninsula on the north and by Guatemala on the west and south
Climate:	Hot and humid

Belize is the most sparsely populated country in Central America and most Belizeans are of multi-racial descent. About half of the population (Creole and Garifuna) are of African ancestry. About one-fifth is of local Indian and European descent (Mestizo). Another one-fifth is composed of Carib, Maya or other Amerindian ethnic groups. The remainder is of European, East Indian, Chinese and Lebanese ancestry. In recent years there has been an influx of settlers and refugees from neighboring Spanish-speaking countries. Because of their diverse backgrounds, most Belizeans speak at least two languages.



Anthropologist Mary Pennell, a graduate of Western Connecticut State University, is a community development worker assisting with the restoration of the Old Yarborough Cemetery as part of Belize's historic preservation. The cemetery, an adjunct of St. John's Cathedral, the first Anglican church in Central America, was used from 1799 to 1888.



History

The first known inhabitants of Belize were the Maya, originally thought to have lived there since 1500 B.C. However, during the past two decades with extensive research being done, a very important discovery was made with the excavation of the Cuello site in the northern part of the country. In the wake of this discovery the possibility now exists that the great Maya civilization may have originated in Belize as early as 2500 B.C. and then spread to Guatemala and the Yucatan. The civilization apparently peaked between 300 and 900 A.D. (several archeological sites, notably Altun Ha and Xunantunich, reflect the culture of this period) then virtually disappeared for reasons no one as yet has been able to discover. Over 500 Maya sites have been identified. Many more may be in nearly inaccessible parts of the jungles known only to a few modern-day Maya who frequent the areas. The mysterious Maya, as the ancients are often called, have been slow to give up their secrets to the modern world. As someone said, "A visit to Belize leaves one 'hooked' on the Maya." Your editor was no exception.

The first recorded European settlement of Belize was by shipwrecked English seamen in 1638. During the next 150 years English settlements were established. This period of history was marked by indiscriminate logging which played havoc with the country's natural environment. Belize became the Colony of British Honduras in 1840 and a crown colony in 1862. Self-government was granted in 1964 and the name was changed to Belize in 1973. The country became independent in 1981. It is a parliamentary democracy and is a member of the Commonwealth.

English-speaking Belize is unique among Peace Corps countries in the Inter-America Region. It is sparsely populated, about 24 persons per square mile and has a rich and diverse mixture of peoples. Although the country is not rich—no mineral deposits or



Horticulturist Mark Kather examines a young cocoa plant with a grower in Ringtail Village. The farmer has a full-time job with the local Hershey operation which has contracted to buy beans from him and other small farmers. The land this particular farmer is working will soon be his under a plan reminiscent of the Homestead Act. Kather graduated in environmental science from the State University of New York, Buffalo.

oil have been found, the extremes of wealth and poverty seen in other places does not seem to exist in Belize.

The birth rate is high but over-all growth is low due to out-migration. About 58% of Belize's population is under 20 years of age and one of the government's main priorities is the education of its young people.

Peace Corps/Belize

The first contingent of 26 Peace Corps Volunteers arrived in Belize in June of 1962 and Peace Corps has served in this beautiful, peaceful country ever since. In the beginning our programs were urban-based but the transition over the years has changed to place the bulk of the Volunteer force into rural areas. Also, in the early days in Belize,

Education

as in most other countries, the main thrust was in education. That remains unchanged. Today, about two-thirds of the Volunteers work in that area.

Currently, Peace Corps Volunteers are collaborating with Belizeans in education, health, small enterprise development, agriculture, youth development, natural resource conservation and forestry projects.

Education Volunteers are involved in teacher training, improving primary and secondary level curricula, increasing the effectiveness of secondary level science teaching, strengthening the pre-schools, introducing adult education and increasing the level of vocational training. The Belize Junior School of Agriculture, founded by PCV George LaBard, who now serves on Peace Corps staff, has 45 students.

Volunteers in health work with Belizeans in nursing services, health education, dental hygiene, maternal and child welfare and mental health.

In Small Enterprise Development Volunteers promote craft development, furniture and wood products, foodstuff marketing, and managerial training.

Highlights of the natural resource projects include work in the Cockscomb Basin Reserve, the Jaguar Preserve, Crooked Tree Wildlife Sanctuary, Community Baboon Sanctuary and the new underwater national park.

Conservation

Belize is a nature lover's paradise. It is home to many of the Western Hemisphere's most exotic and rarest birds and mammals and fortunately the government and people of Belize have taken important steps to protect and conserve these animals and their habitats.

In 1981, the government passed the National Parks System Act authorizing the creation of a system of national parks and protected areas. Prior to this time Belize had only a few scattered protected areas, none of which was receiving formal management. Though the legislation was in place to carry out the directives of the Act, there was a shortage of resources to implement them. So, the government entrusted this authority to the Belize Audubon Society, a private group founded in 1969 by dedicated volunteers devoted to promote conservation and environmental awareness in the country.

In 1984, in response to a scientific study of jaguars carried out by Dr. Alan Rabinowitz of the New York Zoological Society, which revealed the highest density of this endangered species yet recorded, the Cockscomb Basin Forest Reserve was created. This 150 square mile basin of tropical forest in south central Belize is also home to many other species of endangered wildlife including the ocelot, margay, Bairds Tapir

(Belize's national animal) and the scarlet macaw.

In 1986, a 3,640 acre section of forest reserve was set aside as a wildlife and jaguar sanctuary where no logging was to be allowed (selective logging is permitted in the larger reserve) to be managed by the Audubons with support from the World Wildlife Fund. The Belize Audubon Society, being an all-volunteer organization, turned to Peace Corps/Belize for help in managing its newly protected areas.

PCV Daniel Taylor began his assignment as the interim director of the Cockscomb Basin Wildlife Sanctuary in September of 1986. Taylor of Missoula, Montana and a graduate of the University of Montana in wildlife biology, had considerable experience in the field. His work included studies of badgers in Scotland, wolves in Alaska and bears in his home state. He was soon

joined at the sanctuary by his counterpart, Ernesto Saqui.

Saqui is a Mopan Mayan and a former educator and is assuming full management of the sanctuary. Together they have been developing the sanctuary for tourism, environmental education and the preservation of the country's rich cache of flora and fauna. Projects already completed or underway include: development of a visitor's center and self-guided nature trails, construction of a campground and hiking trails and educational materials for presentation to local schools and villages.

PCV Jennifer Ellsworth, ornithologist and incidentally, a classmate of Taylor's from the University of Montana, manages the Crooked Tree Wildlife Sanctuary in northern Belize. This 96,000 acre sanctuary consists of a network of inland lagoons, swamps and waterways. The preserve is



Mary Van Muelken and Claire De Torre go over lesson plans at a Back a Bush school on the outskirts of Belmopan. The school, funded by Belize and the U.N. Commission on Refugees, caters primarily to immigrant and refugee children. Local workers helped build the school which has specially-adapted furniture which can be used for chairs and desks. Claire is from Ohio and is a graduate of the College of Wooster. Mary began service as a Special Assignment Volunteer and soon found her niche as a teacher. From Minnesota, she is a graduate of the College of St. Benedict. Mary and her husband, PCV Marvin Schulte, a computer instructor, planned to cycle through Mexico on completion of service.

Wildlife Management



Margo Whitten conducts a teacher training class at Stann Creek School on new materials from the International Book Project. A graduate of Northern Illinois University Whitten works as a teacher trainer in four schools.

unique in that it has the world's largest migratory population of the Jabiru stock, the largest flying bird in the Americas. (An adult Jabiru stands about 4 feet tall and has a wing spread of 10 to 12 feet.) It is also a haven for many varieties of herons and egrets, ospreys, snail kites and other birds as well as the black Howler monkey, Morelet's crocodiles, coatimundi and many species of turtles and iguanas. A fine example of man and nature coexisting is the village of Crooked Tree, established during the log-wooding era of Belize's history, which is nestled inside the sanctuary. The fertile lagoons provide many villagers with a livelihood from fishing. The village is known for its 100 year old cashew trees.

Susan O'Connell, a graduate of the University of Michigan where she worked in primate studies, runs the Community Baboon Sanctuary near her site at Bermudian Landing. This sanctuary for the black Howler monkey was created voluntarily by the landowners and as far as we can tell is the only one in the world of this particular nature. The landowners have subscribed to a set of wise land practices to promote conservation and to protect the monkeys.

PCV Pam Barrick has recently begun work as a fisheries biologist at the newly created Hol Chan Marine Reserve on Belize's spectacular barrier reef.

Peace Corps/Belize hopes to continue to assist the government and the Audubons in managing these important natural resources areas for all Belizeans and the world to enjoy.

Dixie Dodd



Mopan Mayan Ernesto Saqui and PCV Dan Taylor stand in front of the visitor's center at the Jaguar Preserve in the Coxcomb Forest Reserve.



An ornithologist from Lakewood, Colorado, Jennifer Ellsworth supervises work at the Crooked Tree Wildlife Sanctuary (map) which was established in 1984. This sanctuary is a large migratory bird feeding area as well as home to many other species of wildlife.

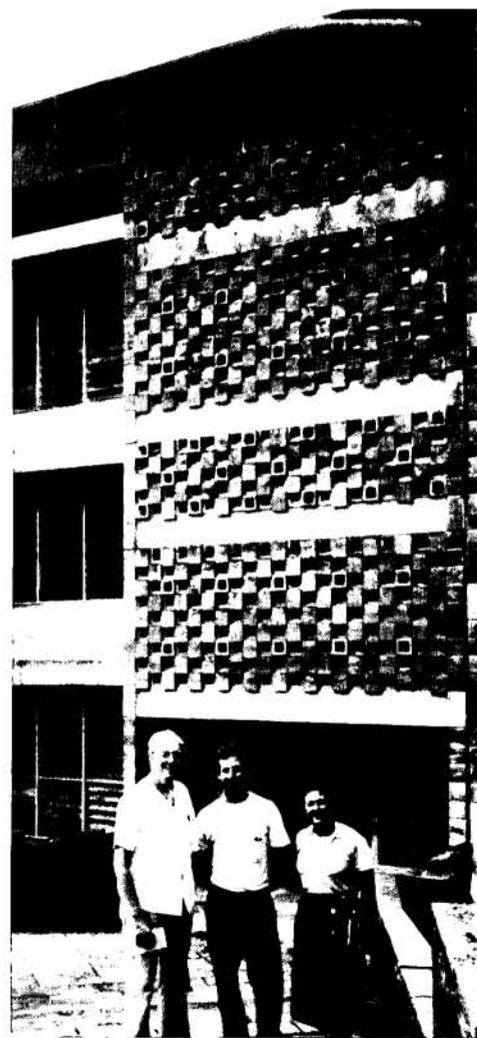


Ancient architecture—This Maya pyramid is one of three at the Altun Ha site, a popular spot for tourists and Belizeans to visit. Archaeologists found the largest known piece of Mayan jade, the head of the Sun God, Kinich Ahua, at this site.



A teacher trainer at Crooked Tree Elementary School, PCV Norma Musar proudly displays new books donated by the International Book Project. With her are Will Weatherford, Executive Director of the International Book Project and Alonzo Fulgham, Gifts In Kind Manager from Peace Corps/Washington. Musar is a graduate of the University of Arizona and an elementary teacher from Tuscon. The International Book Project provided Peace Corps with \$48,000 worth of books in 1987, mainly in Belize schools. In 1988, they hope to help in Liberia, Tanzania and Cameroon.

In addition to the Belize Volunteers and staff previously mentioned, the *Times* editor would like to thank the following for their assistance and courtesies extended: Ted Martinez, Carol Murphy, Christine Parkhurst, Martha Davies, Tom Burwell, John and Jean Herron, Lowell Baltz, Davis Patterson, Laura Buss, Walter Jenkins, Richard Lavigne, Robin Ferguson, Kathy Perry, Marquis Walsh, Betsy Gleckler, Tom Wilson, Karen Trierweiler, Julie Swanson and special thanks to Lou Miller and Lou Nicolait.



PCV Ken Vandroff (center) and Country Director and Mrs. Ed Hughes stand in front of the Ministry of Education in the new government complex in Belmopan. Vandroff, an engineer from Stanford University worked as a general contractor in California before Peace Corps. In Belize he supervised construction of a school for 300 students as well as helping plan other school projects.

Photos—Dixie Dodd

New Overseas Staff

Country Directors

John W. Griffith, III, RPCV/Western Samoa, has been named to head the Peace Corps program in Kiribati. A Houston native, he will be Country Representative of the island whose program is expected to expand.

Griffith served with the U.S. Air Force from 1955 to 1959. He is a graduate of the University of California at Berkeley and attended the University of Missouri Graduate School.

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Roger Parent, RPCV/Thailand 1961 to 1963, will be the new Country Director in Haiti. For the past seven years, serving as Mayor of South Bend, Indiana, he has also worked as director of the South Bend Office of Catholic Charities.

Fluent in French and Thai, Parent has a B.A. in economics from St. Francis Xavier University in Canada and an M.A. in education from the University of Notre Dame.

* * *

James T. Brown Ph.D., will be joining Peace Corps as Country Director for Sierra Leone. Brown has been the associate director for the Washington, D.C. Public School System since May 1984. He has an extensive background in business administration and computer science and has taught part time at various colleges and universities.

Brown received his B.S. and M.B.A. at Wayne State University, his Ph.D. in resource management at Union Graduate School and has pursued post doctoral studies at American University and the University of Cincinnati.

* * *

Public Radio, focusing on development topics.

He earned his B.A. in journalism from Drake University in Des Moines and his M.A. in international affairs/economics from George Washington University.

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Suzanne Poland, RPCV/Burundi 1984 to 1985, Swaziland 1981 to 1984 and Zaire 1972 to 1973, has been named APCD/Programming and Training Officer in Guinea. During her Volunteer years she worked in agricultural areas, and since then has been with the Dept. of Agriculture in Burundi.

Poland received one bachelor's degree in history from Clarke College, Iowa, another in agronomy from Iowa State, and a master's in crop production from Iowa.

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Joanne F. Spalding, RPCV/Burkina Faso 1983 to 1985, has been appointed APCD/Health for Zaire. As a Volunteer, she was a village health sanitation worker. She was a community development worker in Ecuador and also a representative for the California Department of Health Services.

She holds a B.S. in nutrition science from the University of California and received a masters of public health in tropical medicine from Tulane.

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Kerry McCollum, RPCV/Morocco 1981 to 1983, is the new APCD/Education for Morocco. Following her Peace Corps service as a TEFL teacher, she taught French in Massachusetts, returning to Morocco to serve as TEFL coordinator in 1985 and 1986.

McCollum received her M.A. in international education from the University of Massachusetts.

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Thomas F. Doherty, Jr., RPCV/Belize 1980 to 1982, has been APCD/Administration for the Dominican Republic since July. Doherty worked as Kenya Country Desk Assistant for a year and then returned to Belize as program advisor to the Ministry of Education and Sports. He was manager of Doherty Brothers Marketing, Inc. from 1983 to 1987.

Doherty holds a B.A. in business administration from St. Michael's College, Winooski, Vermont. He has begun course work at Lesley College, Cambridge, for a graduate degree in intercultural management.

* * *

Elizabeth M. O'Malley, RPCV/Sierra Leone 1979 to 1981, has been named APCD/Generalist in Kenya. Since her Volunteer years she has served as technical assistance specialist to USAID and the Department of Agriculture. More recently she has managed a large portfolio of international development projects.

O'Malley holds a B.A. in anthropology from the University of California, Irvine. She completed her master's in international

public administration at the Monterey Institute of International Studies in California where she received the President's Scholarship.

* * *

Michael Finley, RPCV/Togo, 1979 to 1981, has been appointed APCD for Health and Education/Mauritania. He brings to Peace Corps an extensive background of overseas development work. Most recently he has been working as a public health specialist for World Vision International in Chad.

Finley received his B.A. in psychology at California State University, Long Beach. He holds two master's degrees, one in African studies and the other in public health. Both are from UCLA.

* * *

Virginia Wolf, RPCV Philippines 1973 to 1975, will be rejoining Peace Corps as APCD/Program and Training in Ghana. Wolf has worked as community development specialist at the Midwest Research Institute in Kansas City, Missouri. She has also taught sixth grade and was a Peace Corps recruiter in Kansas City.

She earned her B.A. in community development at Illinois State University, her M.A. in international development and her Ph.D. in education administration at the University of Missouri.

* * *

John Carter, RPCV Zaire 1978 to 1981, is the new APCD/Rural Development in Benin. Carter has held a variety of positions in the agricultural and economics area as well as in Peace Corps training events. He has worked in Benin this past year as director of community development training.

He received his B.S. in plant science at the University of California, Davis and his M.S. in economics at the University of California, Santa Barbara.

* * *

Waneen Polly, RPCV/Sierra Leone 1981 to 1983, has been APCD/Program and Training in Micronesia since February. After her Volunteer service Polly had worked at several Peace Corps stateside stagings and conducted Volunteer conferences in Gabon and Burkina Faso.

She received her B.S. in math and economics at South Dakota State University and her M.A. in college student development from Bowling Green University.

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Host Country Staff

Marco Fonseca has been APCD/Education in Honduras in charge of non-formal education since 1985. From 1976 to 1981 he was APCD/Agriculture. Fonseca has worked both in the United States and Honduras in the development and education fields. Dur-

(continued on page 13)

Country Staff

James H. Hughes is the new APCD/Agriculture in Guinea. He brings to Peace Corps more than 20 years' experience in agricultural development. Internationally, he has worked in that field for 18 countries in the Middle East, Africa, Asia, Central and South America. From 1979 to 1984 he was with USAID in Mauritania and Barbados as an agriculture development officer.

Hughes earned his B.S. in agronomy from the University of Maryland, a masters from Washington State University and has done work towards a Ph.D. at California State University.

* * *

Alan Johnston, RPCV/Burkina Faso 1977 to 1979, will be the new APCD/Africa Food Systems Initiative in Senegal. Johnston has worked in development in Chad and Senegal. From 1982 to 1983 he was a freelance writer for Voice of America and National

PCV Honored For Courageous Act

PCV Peter Dalton/Morocco, and former Park Ranger, was one of nine people honored this year by the U.S. Department of the Interior with a gold medal for heroism. The Medal of Valor was given to Dalton for a daring rescue he made shortly before he entered Peace Corps service.

The following is the Citation read by Secretary Donald Hodel at recent ceremonies honoring Dalton and his colleagues by the Interior Department.

Citation For Valor

"On June 13, 1986 a 16 year old boy, Michael Hopfer, became stranded on a narrow sloping ledge (14 inches wide by 4 foot long) along a vertical sandstone cliff nearly 600 feet above the Colorado River at Lake Mead National Recreation Area. Hopfer and a friend, Jerry Cooper, had been hiking when they became separated and Hopfer found himself on the narrow ledge and could go no further in either direction. The temperature was in the high 90's, neither boy had water or protective clothing and both were experiencing symptoms of heat exhaustion. Cooper finally succeeded in making his way down to the river where he hailed a passing boat and soon notified the National Park Service. Ranger Peter Dalton, the first to reach the scene, quickly realized that a rescue would be extremely difficult because of the almost sheer vertical distance to the victim, the very loose sandstone rock making the use of anchor bolts almost impossible and the rapidly diminishing daylight. A National Park Service rescue team led by Ranger William Briggs arrived at the scene at 5:45 p.m. and immediately began the climb up to the victim. Progress was very slow due to the inability to place and secure reliable anchors and because the rescue team was being hit by fist-size rocks that were knocked loose by the victim and the climbers. As darkness arrived it was decided that only Rangers Dalton and Briggs would continue the climb to the victim rather than risk the lives of all the rescue party. As Rangers Briggs and Dalton slowly continued up the sheer cliff in the darkness, they found the rock becoming less and less stable. The surface layer was breaking off in chunks and flakes when touched or climbed upon, yet the two Rangers continued and finally reached the victim just after midnight.

By this time, the victim was in shock, lapsing in and out of consciousness. The ledge that the victim was on was totally unstable, potentially giving way from the added weight and movement. The Rangers treated the victim for heat exhaustion and shock, and Ranger Dalton wedged himself next to Hopfer to keep him from falling off the ledge during the remainder of the night. Shortly after daybreak, a helicopter from



PCV Peter Dalton (on crutches) and Park Ranger William Briggs receive the prestigious Medal of Valor from Secretary of the Interior Donald Hodel.

Photo—Rick Lewis—Interior

the Marine Corps Base at Yuma, Arizona, winched the victim off the ledge and flew him to Boulder City Hospital where he soon recovered. For their courageous actions and the great personal risks they took, Park Rangers Peter Dalton and William Briggs are granted the Valor Award of the Department of the Interior."

Donald Paul Hodel
Secretary of the Interior

Dalton, a native of Santa Cruz, California began his environmental career as a volunteer with the Youth Conservation Corps. A graduate of Sacramento State with a degree in resource management and park planning, he became a Park Ranger in 1974.

During his college years he worked summers and then winter weekends in various parks around the nation. His jobs have included para-medical and visitor protection service, rescue work, law enforcement, fire-fighting and ski patrols.

Some of our national parks where Dalton saw duty were: Yosemite, Channel Islands, Sequoia and Kings and Pinnacle, all in California; Black Canyon, Colorado; Yellowstone, Wyoming; Sleeping Bear Dunes, Michigan; Craters of the Moon, Idaho and Lake Mead National Recreation Area, Nevada.

PCV Dalton has been working in wildlife resource management at Tassa Quargon near Toubkal, the highest point in the Atlas Mountains of North Africa. His work involved the Toubkal National Park and the Takkahout Reserve for Barbary Sheep.

By unlucky coincidence, PCV Dalton was in Washington, D.C. on medevac for the ceremonies at the Interior Department. While driving his motorcycle in Morocco, he was felled by a taxi—hence the crutches. After a few months of convalescing, he hopes to rejoin his colleagues in Morocco and resume work on his project.

About Literacy and Volunteers

On September 8th, Honduras observed "El día Internacional de la Alfabetización (International Day for Literacy)." The Ministry of Education celebrated this event by awarding the National Prize for Literacy to a select group of people and organizations that have excelled in the fight against illiteracy across the nation. Among the recipients of this award was Amalia Riquelme, a Peace Corps Volunteer who has worked as a literacy promoter in Savá, Colón since July of 1986.

Amalia, a native of San Juan, Puerto Rico, holds bachelor degrees in education, psychology and theology. As a primary school teacher for eight years she obtained invaluable experience that would later assist her in the role of literacy promoter. I have had the unique experience of working with Amalia as a literacy promoter since my swearing in on May 8th. The large number of functioning literacy classes established by Amalia through the course of the previous year led her to request a co-worker from Peace Corps for supervision and maintenance of the classes. Though I have only been in Savá for several months, the knowledge of literacy work that I have gained by working with Amalia will undoubtedly help me in the upcoming year, when I begin working at the Office of Adult Education in Tegucigalpa.

I have taken this opportunity to discuss with Amalia some of the important aspects of literacy work in Savá. Hopefully, this information will help literacy promoters and other Education volunteers become aware of and understand the intricacies of our work. I also hope it will underscore the need for increased attention to the 50-60% illiteracy rate, one of the most chronic problems facing Honduran society.

GB: How many literacy circles were you responsible for establishing? What is the present student enrollment?

AR: When I came to Savá last year there were 11 literacy circles. CARCOL (Regional Office of ANACH) became interested in literacy because 50% of its members in the cooperatives were illiterate. I visited other groups or they visited me in order to organize literacy circles. After one year we ended up with sixty circles and a student enrollment of over 1,000. Eight months later (October) we have 500 students. Many have moved and others lost interest.

GB: Where do most of the literacy circles take place?

AR: Most take place in cooperatives throughout the area. Some use schools that are in terrible shape to hold their classes. The desks, if any, are mostly broken and if there is no electricity they use lamps. But with all the limitations, many maintain the desire to learn and this year we are having our first graduations (4th level).



PCV Amalia Riquelme receives her medal, the Honduran National Prize for Literacy, from Sr. Eloy Guzman, General Director of Primary Education, Ministry of Education.

Photo—Government of Honduras

GB: Aside from the Ministry of Education, what groups or organizations did you rely on to help set up the circles?

AR: Aside from the Ministry there is no help available.

GB: What kinds of problems have you experienced in the classes?

AR: The most common problems encountered in these groups are the lack of interest on the part of the students and the teachers' generally poor level of academic preparation. Many of the students are older people. They are tired and don't want to go to class every day. They feel there is no real use in going to school at 60 years of age. Women feel it's more important to stay home washing and cooking. Therefore, many begin but when they see that they have to work hard to get their certificates, they quit.

GB: What sort of problems have you had with the teachers?

AR: As for the educators, many of them are really interested in helping their "compañeros." But many are inconsistent about preparing the lessons. Others have not completed their own primary school education. These teachers were appointed by the cooperatives. I have been accepting this until now. Next year I will be using a new method.

GB: What is that method?

AR: Starting next year all educators must have at least a sixth grade education to teach. For circles to qualify as "accelerated primary schools," all educators must be certified teachers.

GB: What steps do you take to maintain a high level of attendance? What are some of their reasons for dropping out?

AR: There is no formula. We visit the groups and send out our monthly newspaper: *El Educador*. Some reasons include moves from one cooperative to another, lack of time, age, vision problems and children, especially on the part of the women.

GB: How would you describe your relationship with your superiors at the Ministry of Education?

AR: At the present time my relationship is very good from the National Director downward. They are always aware of the long distances involved in getting to the office in Tegucigalpa and try their best to respond to my requests.

GB: As a former teacher, how would you evaluate the texts used by the Ministry for the literacy classes?

AR: I believe the texts used in the program are rather good. However I would like to see some material for the urban areas. For example the first word that appears in the Level I Spanish book is "arado" meaning a person from the country. For the 3rd and 4th levels there is a need for materials in general.

GB: Has the newspaper "*El Agricultor*" helped to fill this gap?

AR: "*El Agricultor*" has been a great help because it is our only source for science and social studies. Our 3rd and 4th level groups are expected to get the paper.

GB: You are considering an extension. If approved, what plans do you have for the future?

AR: I have several projects in mind. I would like to set up a "Centro de Cultural Popular" in Savá and organize an association for literacy teachers in Colón. I want to have a celebration when

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Peace Corps Partnerships

The Peace Corps Partnership Program has, for the last 23 years, sought ways to actively involve schools, service organizations, corporations, and individuals in the United States with the work of Volunteers and their host communities. As the program expands to cover a wider variety of projects overseas, it finds its support amongst an increasingly diverse group of U.S. participants. Over the course of the past year, Partnership projects have provided for a six-hive beekeeping cooperative in The Gambia, a methane biogas processing plant in Nepal and a wildlife preserve in Sierra Leone. Support for these projects, and others like them, has been provided by Rotary Clubs, ecological preservation societies, large and small businesses, religious and service organizations as well as school groups, Returned Peace Corps Volunteers and individuals.

This year, the Peace Corps Headquarters staff has also become involved in the support of Partnership projects. In honor of World Food Day (October 16, 1987) Headquarters staff completed funding for a nutrition garden in Malawi and contributed towards the total request of the Chilamate School Cafeteria Project in Costa Rica.

In the past 5 years regional Returned Peace Corps Volunteer groups have become some of the strongest supporters of the Partnership Program. Nine RPCV groups across the country have recently contributed to 16 Partnership projects. This summer the National Council of Returned Peace Corps Volunteers held a convention in Madison, Wisconsin where more local groups had the chance to learn about the Partnership Program.

Though the Peace Corps Partnership Program continues to draw support from an ever widening portion of the private sector, school communities and individual classes remain our most enthusiastic participants. The Program has established Partnerships with 39 different school groups since September. This is the largest number of school participants yet. With the new school year underway more and more educators at all levels of instruction are choosing to make the Peace Corps Partnership Program an integral part of their curriculum giving students a clearer picture of the world around them, as well as of their roles and responsibilities within it.

Peace Corps Director Loret Ruppe writes, "On my recent tour of West Africa, I was fortunate enough to visit several Volunteers who had completed Partnership projects at their sites. Peace Corps Volunteer Leslie Welch and her host community of Babel, Senegal, particularly impressed me. By combining materials purchased with U.S. Partners' funds with their own commitment and energy, they were able to open an elementary school to serve the entire community. Youngsters in Babel and five sur-

rounding villages now have the opportunity to escape the cycle of poverty and underemployment too often fed by illiteracy."

It is through the insight, concern and participation of a wide variety of people that the Peace Corps Partnership Program continues to enable developing communities to meet their immediate and long-term needs at a grassroots level. In turn, participants in the United States are privileged enough to gain a greater understanding of other peoples, cultures and ways of life through the dynamic cross-cultural exchange which may accompany each Partnership project. Thus, we continue to reach new horizons at home and abroad.

The Times will continue to bring you news about the Partnership Program in every issue. If you would like more information on conducting your own Peace Corps Partnership Project, contact your in-country Peace Corps office and ask for the Partnership Program Volunteer Handbook or write to: Peace Corps Partnership, 806 Connecticut Avenue, NW, M-1107, Washington, DC 20526.

Martha Holleman

(Staff—from page 10)

ing his studies in America, he was agriculture consultant to the Canadian International Development Agency. He was a VISTA Volunteer in New York City in 1967 and 1968.

Fonseca holds a B.S. from Cornell in agriculture, an M.S. in horticulture from the University of California, Davis and is a certified elementary education teacher.

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Lionel Richard was appointed APCD/Agriculture and Rural Development in Haiti in March, 1986. Prior to that he served three years as the first director of the Agricultural Development Support Project sponsored by USAID and the government of Haiti. He has served as entomologist for various government agencies in the United States and Haiti since 1957.

Born in Cap Haitien, Haiti, Richard holds a B.S. in agriculture from the University of Montreal and an M.S. in economic entomology from Cornell.

* * *

Nahdjla Bailey is APCD/St. Lucia for health, education, agriculture, small enterprise development, community development and fisheries. She has written an English textbook for the Caribbean Examination Council which will be published late this year and has traveled extensively on all continents except Africa.

Bailey holds a B.S. in economics and business administration from the University of the West Indies and a diploma in teaching from Wellington Teacher's College, New Zealand. She received her M.A. in development education from Stanford University. Her awards include a Ford Foundation Fellowship.

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Uthai Kaewkhao, Assistant Training Officer/Thailand, has worked for Peace Corps for 15 years. He worked for the Thai government for seven years as an English teacher and headmaster. Before joining Peace Corps as a language, cross-cultural and project coordinator, he was trainer for the Institution of Promotion of Teaching Science and Technology. He has also worked as language consultant and project director for Peace Corps/Nepal. Uthai has a masters in educational psychology.

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(Literacy—from page 12)

the first large group of 4th (final) level students graduates. I would like to develop culture in the town. I am planning an event that will include a folklore dance group, plays and poetry readings. Regarding the literacy program, I've put out a stricter set of rules and will implement contests to help grades and attendance.

GB: Finally, what have been your impressions of Savá as a community?

AR: Savá has not been an easy place to live in. Most people seem to have a lack of interest in things here. I have tried to modify this and show them the future has many possibilities to improve their view of the world. They need to develop a good sense of culture as part of their education.

PCV Glenn Byron

Africa Region Director Named

Former Country Director for Senegal, Carroll Bouchard has been named Director of the Africa Region. He will be responsible for programs in some 26 countries there.

Bouchard replaces Bill Perrin who is awaiting confirmation by the U.S. Senate as Ambassador to Cyprus. Before assuming the directorship of the Africa Region Perrin had been Country Director for both Belize and the Eastern Caribbean.

Life After Peace Corps

With over 2,700 Peace Corps Volunteers finishing their service and returning to the United States each year and with approximately 40% of them continuing their education immediately, we felt that we should spend some time discussing programs both graduate and undergraduate that seek the Returned Volunteer, and the Strategy Contractors positions as a way to afford graduate/undergraduate school.

Returned Volunteer Services is presently updating the publication entitled "Schools Offering Financial Assistance & Academic Credit to Returned Peace Corps Volunteers." This listing is now available and is being mailed to all the country offices. The publication provides brief descriptions of about 75 schools who presently have programs in place for which RPCVs can compete, along with telephone numbers and test requirements for the programs outlined.

To give you an idea of what some of these programs seek, we would like to share with you four programs which have recently been brought to our attention.

The University of Cincinnati's College of Design, Architecture, Art and Planning, part of the School of Planning has a program in International Development Planning. The program is open to undergraduates of most related disciplines e.g. social sciences, area studies, management or administrative science, architecture, planning or environment studies. American applicants must have completed at least two years of study in a single foreign language, and will have at least one year of study in economics. Graduate tuition, 1986 to 1987, was \$6,400. However, graduate assistantships were available. The assistantships included remission of tuition and fees, required administrative, research or teaching services of 16 to 20 hours per week for nine months, and provided a stipend of \$4,150. GRE scores close to or above the national average were required, along with three letters of recommendation, a "B" average in undergraduate majors and applicants with full-time professional employment experience are advised to submit material describing the duration and nature of their work.

Peace Corps staff members may want to consider the IBEAR program, the International Business Education and Research Program of the Graduate School of Business Administration of the University of Southern California.

In 1987 the IBEAR program began its 10th year. It has an international emphasis with a focus on international and Pacific Rim business issues, and executive orientation—a select class of 40 participants who average 10 years of work experience, brevity—an intensive 12-month long program, and an MBA Degree which is accredited by the American Assembly of Collegiate Schools

of Business. This year IBEAR has 39 participants who average 33 years of age and come from 13 countries. Applicants must show evidence of managerial ability plus potential for senior management. They must hold an undergraduate degree and submit GMAT results. Most participants are sponsored by their firm or government agency. The program strives for balanced international representation. As a result no more than 6 participants come from a single country.

For RPCVs seeking an undergraduate program, both Trinity College's Weekend Program in Washington, D.C. and the School for International Training's undergraduate program seek Returned Peace Corps Volunteers. These schools offer a variety of academic disciplines from which to choose, and in the case of Trinity College, provide a flexibility for those who are employed and working toward a degree at the same time. Trinity is presently working on a program which would also provide academic credit for the Peace Corps experience.

As you can see from this small sampling, there are many programs representing both a variety of disciplines and degrees, as well as types of assistance provided. For more information on specific programs, please keep in touch with your country offices as Returned Volunteer Services has begun several large mailings of many college catalogues and bulletins of those universities interested in the RPCV and Peace Corps staff member.

When you begin to identify programs you may be interested in, it would be a good idea to write to Returned Volunteer Services to ask for a copy of Strategy Contractors. This is a listing of the 50 schools which hire people to provide Peace Corps recruiting information on campus. The list changes every year, and it is important to note that Peace Corps does not do the hiring of the individuals on campus, but that the faculty supervisors are the contact and typically the hiring person for this program. A Strategy Contractor is expected to work at least 20 hours a week—rarely does the contractor only work these hours—and receives a stipend, which varies by school, as well as in some cases a tuition remission.

The process to get into graduate school or into an undergraduate program is a lengthy one, and we recommend that you should start about 6 months ahead preparing information. Frequently, taking and passing national exams are part of the application process. RVS has sent the LSAT, GMAT, GRE, MCAT and SAT to country offices. We also have a limited supply of the Miller Analogies Test which is sometimes asked for by graduate programs in Counseling and Education. In addition, the application forms can be intimidating, frequently asking for essays or other lengthy statements addressing an individual's motivation for pursuing

that particular degree. The candidate is usually asked for at least three recommendations. In the case of graduate programs, it is important to obtain recommendations from undergraduate faculty who can address academic aptitude.

Many college and university officials have noted that Returned Peace Corps Volunteers make exceptional contributions to academic and community life as they return for formal education. Therefore, we urge you to begin considering that option for your return now.

Mary Jo Morgan

Good News!

The re-adjustment allowance has been increased to \$200 per month of service, effective as of January 1988. This is the second time during Loret Ruppe's administration the allowance has been raised. In 1982, it was increased to \$175.



From Sand Dune to Sand Forest—On New Zealand's North Island, foresters have mimicked natural processes of ecological succession in order to turn a sand dune into a productive forest farm reports Ceres. In the 1930s, work was begun to control the advance of a huge coastal sand dune measuring up to 150 meters in height. A robust beach-grass was first planted to check the movement of the sand, with leguminous shrubs introduced between the grasses a year or two later. Two to three years after that, pine seedlings were planted in the thick cover of grass and legume. "Sheltered from the ocean spume, the sun's heat and the driving sand, and nurtured by the nitrogen fixed by the legume, the pines survived. Indeed, they grew far better than expected. Within 20 years the dune had become a forest so dense that few people remembered that it had once been a threat to agriculture." Today, the pine trees are harvested on a commercial basis and herds of beef cattle graze on the forest undergrowth. The project is one of few successful longterm efforts to reforest desertified areas and serves as a model for reclaiming barren areas elsewhere.

World Development Forum

Feature

Small Projects Assistance

In the course of a 2-year tour of duty, it's probably safe to say that an average Peace Corps Volunteer finds no shortage of obstacles to overcome. Culture shock, health concerns, and foreign-language panic can give way to an occasional logistical headache or administrative hassle, and, well, it's just not always a day at the beach.

And then there's money. How to come up with it. Who to ask for it. How to use it. How to handle it. Just like home—but . . . not really.

There have always been channels through which Volunteers and their community groups could apply for and receive project support. Programs such as the Ambassador's Self-Help Fund, the Trickle Up program, and Peace Corps Partnership are among the resources that have been available for this purpose. Often, though, Volunteers have found that these programs haven't been able to provide enough, quickly enough, or easily enough.

The creation of the Small Projects Assistance (SPA) program in January, 1983, provided a welcome additional resource to the Volunteer. SPA funds are an internal funding source, so PC posts can use them to provide assistance quickly and efficiently. PC posts are also directly responsible for the approval and review processes.

The SPA program was created by the signing of a Memorandum of Understanding (MOU) between the U.S. Agency for International Development (AID) and the Peace Corps. This agreement combines the village-level field experience of Peace Corps with the technical and financial resources of AID.

SPA was designed as a fast-funding mechanism created specifically to provide support to the small projects of community groups. The program was also designed to be administered in country; each Peace Corps post establishes its own agreement with the AID mission. The country-specific agreements determine dollar amounts, institute the activity approval process, and define cash management procedures. In each participating country, the Country Director designates a coordinator to administer the program. Volunteers who want more detailed information should contact their APCDs or the country coordinator.

What criteria determine a SPA project?

SPA funds are available worldwide to any



country with an AID mission, a Peace Corps post, and a minimum of 10 Peace Corps Volunteers. That means just about everybody. Originally the program was designated only for projects in the areas of food production, income generation, and energy. It has since broadened its scope to include health projects.

The MOU outlined a set of basic criteria for activities funded under SPA. The standards reflect an effort to ensure that the money is applied toward sound development work, toward projects that were carefully and conscientiously planned. The criteria are:

- the activity falls into one or more of the broad areas of energy, food production, small enterprise development, or health;
- the activity is conceived and implemented in conjunction with a local community organization or group;
- the project requires no more than \$10,000.00 from SPA;
- the activity spans a period of no longer than one year;
- the activity does not encourage further reliance on the U.S.

Within these guidelines, SPA funds are more specifically intended to be used for the purchase of supplies and materials for a single short-term activity, and for the trans-

portation of those materials to the work site. The funds are not intended to be used to improve the capital assets of the group involved: SPA is not a mechanism by which money is dumped into the community.

For example, a community might use SPA funds to purchase cement for construction of a well and for the transportation of the cement from the capital to the community. However, SPA funds should not be used to purchase a vehicle for the community to transport goods. Furthermore, if the well needs a pump and there is no pump mechanic in the community, SPA funds can be used to hire someone to install or repair the pump and to show community members how to maintain the equipment. However, SPA funds should not be used to pay stipends to those persons learning how to maintain their new pump.

In another example, SPA funds can be used to purchase sewing supplies and materials for a handicrafts cooperative project, but not for seed money for a revolving loan fund for the cooperative.

SPA/Health Funds

In countries where health-specific pro-

(Continued on page 16)

(FEATURE from page 15)

grammatic agreements have been signed, community activities in the following broad areas of health may now be funded with SPA funds:

- Diarrheal Disease and Immunization
 - Oral Rehydration Therapy (ORT) for infants
 - Immunization of infants and young children
- Malaria and vector biology control
- Maternal health care
- Nutrition
 - Growth monitoring of infants and young children
 - Breastfeeding
 - Weaning
 - Vitamin A
- Water supply and sanitation
- Health education (materials development and adaptation/audience research/communication programs)

The Technical Assistance Component

The Technical Assistance (TA) component of SPA provides Peace Corps with funds for programming and technical assistance to support community-based development activities in SPA program areas. The purpose is to stimulate and support the development of field-based small projects through program consultations and/or specifically targeted in-service technical training for Peace Corps staff, Volunteers, and their counterparts. SPA/TA supports Peace Corps Volunteers and staff and Host Country National (HCN) participation in technical workshops of regional interest, in international conferences, and in Small Project Design and Management workshops. These workshops are designed to help participants identify potential projects, set project goals, select resources, enroll local participation, and evaluate project results. (See box)

Requesting SPA/Technical Assistance

The SPA coordinator at PC/Washington manages funds which may be used to provide technical assistance, such as consultations, programming assistance, or training which directly supports community groups and Volunteers involved in SPA-funded activities.

For a community group to receive this kind of assistance, the requesting PC post should send a cable to the appropriate CDO with an info copy to SPA/OTAPS.

The Effect of SPA on Peace Corps In Country.

The introduction of SPA funds has influ-



enced nearly every aspect of Peace Corps projects in country.

Technical Impact:

With the signing of the SPA agreement, the technical capabilities of Peace Corps changed significantly. By providing funds for materials and transportation of materials, SPA has enhanced the Peace Corps Volunteers' ability to accomplish development work to an extent previously unrealized. Many think it has also had a positive effect on the credibility of Peace Corps as a serious development organization. Time-consuming, ineffective techniques in agriculture, water sanitation, and small business development can be replaced with operative, efficient equipment and methods. Productivity can and does increase.

Impact on the Community:

The availability of SPA funds where there were none before evokes a certain amount of apprehension concerning the possibility of increasing the dependency of the community on the Peace Corps. It is crucial, there-

fore, to ensure that the community is the initiator in the identification and planning of the project, that it is as involved as the Volunteer in the handling of money, and that the program itself is monitored and managed carefully in country.

Impact on the Role of the Volunteer:

Just as there is a danger of loss of self-sufficiency on the part of the community, the introduction of money from Peace Corps risks a change in the perception of the Volunteer by the community. It's not easy for the Volunteer to avoid being approached as a grantsperson, and this can be a serious disadvantage for the Volunteer, for the community, for the project, and for Peace Corps' development mission. As SPA projects require community participation, however, the properly managed program minimizes the perception of the Volunteer as a money source. Also, the availability of funding often serves as a motivating force for both the Volunteer and the community.

Impact on Training:

Peace Corps training practices have in the past been limited to enhancing the technical, language, and cross-cultural skills of Volunteers. Peace Corps is now addressing the need for training in project analysis, supervision, proposal writing, and fiscal accountability practices. The scope of assistance for training has expanded considerably. Under the AID collaborative agreement, training is provided for host country counterparts as well as for Peace Corps staff and Volunteers, creating a community-based emphasis. Without TA support, in-service

ICE Almanac

ICE Acting Director

Barbara Denman

Editor

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Networking

Trish Heady

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. 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.

training paid for from Peace Corps funds cannot include HCNs, a practice that not only hinders the degree of progress a community group can make technically, but which also serves to maintain a level of separateness between PCVs and counterparts.

What Makes a Successful SPA Project?

The success of a SPA project is determined by more than the end product. The process of a community working together to address an identified need is as much a part of the success as is the end result. Successful SPA projects should enhance a community's ability to organize, plan, and make group decisions. A successful project will result in a community being more confident and able to transfer organizational and technical skills to other aspects of their work and community efforts.

PCVs can play an important role in helping to ensure that a SPA project is successful. A PCV who assumes the role of a facilitator rather than a doer of a project helps to transfer technical skills, enhance leadership capacity, and increase self-reliance.

PCVs who have worked with SPA projects have identified the following as factors that help to facilitate and ensure skill transference and organizational development.

Thailand—\$302

The Kraburi Wittaya School repaired the students' chicken house and purchased chicks and start up supplies to begin a poultry demonstration project for the community.

Ownership of the Project. A successful project is owned by the community organization. While a PCV brings skills that can help the community to define a problem, identify a solution, gain access to resources, and implement the activity, the community must consider it to be their project. A clear danger sign is if a PCV finds that she or he is the only one working on the project or begins to identify the project as "mine" rather than the community's.

Problem Identification. A successful project addresses a clearly defined problem, one that can be broken down to basic causes. A PCV's analytical skills can be extremely useful in helping the community to identify possible causes of a problem and thereby select the most appropriate solution and implementation strategy. For example, a community may know that they have a shortage of grain. The PCV, using a problem solving approach, can help to

SPA Funding Criteria

Activities funded under SPA and SPA/Health must meet the basic criteria as outlined in the Inter-Agency Memorandum of Understanding:

- The activity must fall into the broad areas of energy, food production, small enterprise development, or health, in those countries having signed specific health agreements.
- The activity must be conceived and implemented in conjunction with a local community organization or group.
- The estimated contribution of SPA funds toward completion of the activity must not exceed \$10,000 per activity.
- The activity must be scheduled for completion within one year of its commencement.
- The activity must not encourage further reliance on U.S. assistance.

identify whether the shortage is caused by poor seeds, inadequate water supply, poor soil, insufficient technical skills, pests, lack of labor, post harvest losses, etc. Only after the problem and the causes have been identified can the project strategy be developed.

Planning. Successful projects depend on thorough planning before implementation. PCVs can help in the planning process by introducing simple planning tools and asking clarifying questions. The community group, however, needs to be involved in, and to take responsibility for, the planning.

Implementation. Projects which have significant contributions from the community, both in-kind and financial, are more likely to succeed. During the implementation phase of a project, a PCV may be instrumental in training participants in new and/or improved technical skills related to the pro-

Morocco—\$5,000

The Marrakech Women's Welding and Woodworking Cooperative, which employs women to manufacture orthopedic apparatus, received seed money through SPA to develop its operation.

ject. The transfer of skills during this training is essential for the long-term success of the project.

The Proposal. The content of a proposal should come from the community organization whenever possible. Some countries

translate proposal forms into the local language to increase community members' understanding and participation in submitting the proposal. PCVs can be extremely helpful in organizing and writing a clear proposal.

Record Keeping. SPA projects are funded with government money and must, therefore, be accounted for with proper receipts and vouchers. Again, the PCV may be more knowledgeable about these procedures and can be of assistance to the community group.

Before a project request is submitted, arrangements are to be made for handling the project money. Ideally, money is paid directly from AID to local vendors for materials and supplies. In some cases, however, this is not possible and cash advances must be given to the community group. A Volunteer may help the community group open a bank account and establish a simple record-keeping system, if one does not already exist.

Honduras—\$250

SPA funds were used to purchase equipment needed to bottle and store honey as a means of helping establish a honey cooperative.

Monitoring and Evaluation. With simple routine monitoring systems throughout the life of the project, the community organization can make any adjustments necessary to ensure the ultimate success of the project.

For each SPA project, a final report reviews the project to see whether the original goals were met, identifies lessons learned,

(Continued on page 18)

SPA Countries

Countries participating in the SPA program during FY '87:

AFRICA: Benin, Botswana, Burundi, Cameroon, Central African Republic, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mali, Mauritania, Niger, Senegal, Sierra Leone, Swaziland, Togo

INTERAMERICA: Belize, Costa Rica, Eastern Caribbean, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Jamaica, Paraguay

NORTH AFRICA, NEAR EAST, ASIA AND PACIFIC: Morocco, Nepal, The Philippines, Sri Lanka, Thailand, Tunisia, Yemen Arab Republic

(FEATURE from page 17)

and discusses the benefits of the project. While the final report may be written by the PCV, recommendations and comments should be from community members.

The Future of SPA

The future of SPA rests upon the continued careful monitoring and management, in country, of the program, upon the sensibility of the Peace Corps Volunteers and staff who utilize SPA as well as other funding resources, and upon the knowledge that is gained by testing, reporting, and revising. That means trying things out. Finding out what works, what doesn't.

Volunteers are faced with a new area of responsibility, and part of that responsibility is to examine the possibilities SPA affords. Don't be timid about moving beyond your primary job assignment in re-

The SPA Small Project Design and Management Workshop

This 3-day workshop is available to Volunteers and their counterparts in all SPA countries. It is a nuts and bolts workshop which addresses how to identify projects, set project goals and objectives, select resources, enroll full community participation and evaluate project results. Workshop sessions include:

- Characteristics of Successful Projects,
- Problem Analysis (Identifying opportunities for action),

- Project Objectives (clarifying the intended outcomes),
- Project Resources (types and advantages and disadvantages of external resources),
- Feasibility (analyzing assumptions),
- Monitoring and Evaluation (keeping in touch with results) and
- Roles and Responsibilities (who does what when).

If you are interested in participating in this kind of workshop, contact your APCD. OTAPS can provide trainers and financial support for this workshop.

questing funds. SPA funds are there for appropriate projects, whether they be part of your primary assignment or a secondary project. This doesn't mean that you are encouraged to whip up a project for the sake of experimentation; rather, you are urged to

examine community-identified projects and determine whether SPA is an appropriate resource. As in any other valid endeavor, even if the project doesn't succeed, both you and the community move forward in experience.

Scouting in the Community

Clean Water

The following is adapted from *Scouting in the Village*, booklet number 2. Originally produced by the World Scout Bureau, Africa Regional Office, as part of their International Youth Year Programme, this and 14 other booklets were reprinted by ICE in September, 1987.

The ICE Reprint, also titled, *Scouting in the Village*, is meant to be used as a Community Development/Youth Development tool. The information contained here is also meant to be utilized in that manner.

If you wish to order the ICE Reprint, just write to us and ask for CD028, *Scouting in the Village*.



Water is essential for many daily needs, such as preparing food, washing, drinking, and irrigation. No one can live without water, yet many people do not have access to clean water. In many areas it may require 4 hours of walking by a woman each day to fetch clean water.

Many diseases are caused by impure water. It is important that scouts understand the importance of using clean water and that they in turn help their families, friends, and the community understand.

The Problem

Much of the sickness in the world is related to people using unclean water. Many germs are spread through water and can infect people who wash, drink, or bathe in this unclean water. Scouts should always find ways of getting as much clean water as possible.

Scouts share the same needs as the community, and many of their scouting skills can help a community understand and solve some of their problems.

To Have Clean Water

Water which is to be purified usually contains dirt particles. Just allow the water to remain in its container unmoved for an hour. The dirt particles will then settle to the bottom of the container and you can carefully pour the water through a clean cloth into a second container. This will take out whatever dirt has not settled. Filtering never removes disease germs, but only



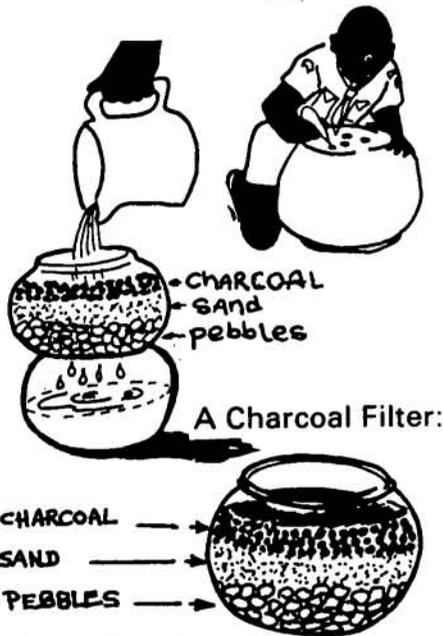
makes the water cleaner looking by removing dirt. The water must be boiled for at least 5 minutes to make it germ free.

A Charcoal Filter

A simple but effective water filter can be made using two earthenware pots, charcoal, sand, and small stones.

1. Drill or cut holes in the bottom of one of the earthenware pots which will be used as the filter. Do this slowly to avoid cracking the pot.

2. Wash pebbles and sand thoroughly.
3. Sift sand to remove impurities.
4. Crush charcoal into small pieces but do not crush it into powder.
5. Arrange the materials in the filter pot as shown in Figure 2. Fill the pot about two thirds full, with layers of materials of equal depth.
6. Place the filter pot on top of the second pot, and pour water into it. Be careful to avoid disturbing the charcoal and sand layers. A flat stone or slate placed on top of the charcoal will help prevent distur-



A Charcoal Filter:

balance of the layers when the water is poured in.

After the water has filtered into the water pot, remove the filter and cover both pots with a cloth to prevent dirt from entering the pots. Remember, the water must still be boiled for at least 5 minutes to make it germ free. From time to time, the filter can be cleaned by washing the charcoal, sand, and pebbles and replacing the layers of the filter.

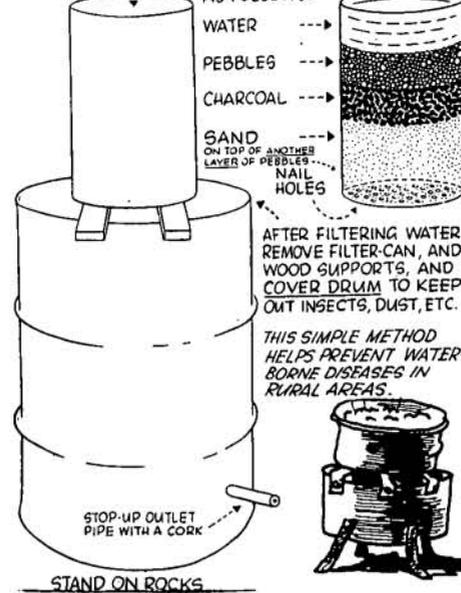
Water From A River

If your village gets most of its water from a river, you should:

1. Draw water from the river before it reaches the village. The water is usually



FILTERING CLARIFIES... IT DOES NOT PURIFY! BOIL FILTERED WATER WELL... FOR 5 MINUTES, BEFORE USING FOR DRINKING OR COOKING, ETC.



cleaner there, but you should still filter and boil it.

2. & 3. When people want to swim, bathe, or wash clothes in the river, they should do it down stream, at a place where the river leaves the village, far from where water is drawn.
4. If animals use the river for drinking, make sure that this happens even farther down stream.

Water From A Pond



Stagnant water, such as you get from a pond, is usually very infected with disease germs. But if there is no other water available, then:

1. Put up a sign showing that the water is unclean and dangerous.
2. Don't swim or bath in the water.
3. Always filter and boil the water before drinking it or using it to prepare or wash food.
4. Look for a cleaner source of water!

Water From A Spring

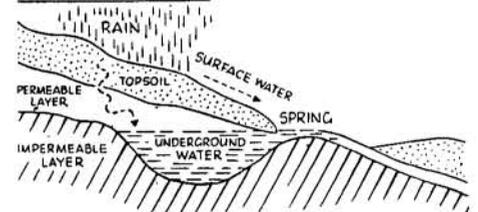
Encourage people to use water from a spring or well rather than from a pond or river. Spring or well water is usually safer. Underground water originates from rain

water that sinks into the ground. In doing so, it usually passes through various grades of sand which have a filtering action on organic matter present in the water.

As water sinks into the ground, it eventually reaches an impermeable or dense layer of earth. This layer can be penetrated much less easily than the soil and sand layers above. The water, therefore, moves down the slope of the dense layer, and may accumulate in hollow places, eventually appearing as a fountain or a spring. (See sketch.)

Since underground water supplies are replenished mainly by rain water, the output of springs can be maintained and improved by protecting the infiltration area. These areas must be protected from such practices as overstocking of cattle, veld burning, and soil erosion which all may reduce infiltration. The application of sound soil conservation measures will increase the infiltration capacity of the soil, thus maintaining or increasing the underground water supplies.

THE SOURCE OF A SPRING



Methods of Protecting and Developing Springs

The essential aspects of spring improvement are:

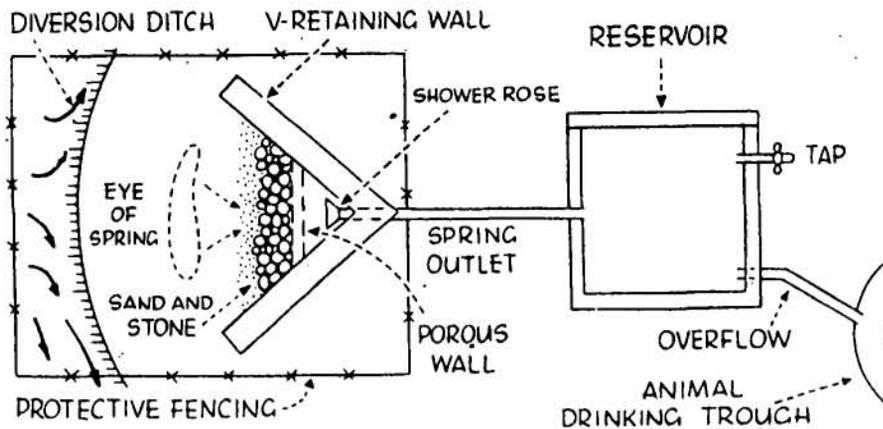
- Harnessing the flow of the spring by means of a concrete box or weir;
- Piping the water to a storage reservoir;
- Protecting the area around the "eye" of the spring by fencing.

In harnessing the flow of a spring, one must be careful not to dam the flow, as the increasing pressure may affect the flow. The principle, therefore, is simply to collect the water at the level of the "eye" of the spring, and then to channel the water to a slightly lower level where it can be stored in a reservoir.

The size of the reservoir is not arbitrary. It is built to contain the estimated peak flow from the spring over a 12-hour period. Its size is, therefore, related to the size of the spring. When springs have a very large flow, the reservoir will be large enough for the community's needs. Any overflow can be channeled into a drinking trough for animals and for agricultural purposes.

Concrete is usually used for the reservoir, but there is no reason why locally occurring materials such as stone could not be used.

(Continued on page 20)



SPRING PROTECTION, USING A V-RETAINING WALL - SEEN FROM ABOVE

Stages in the Development of a Spring

Community Organization

Before a spring is protected it is important that the necessary organization exists to build, maintain, and regulate the exploitation of the spring. It may be necessary to raise funds, collect local materials, or organize labour. It is, therefore, usually a sound practice for a local committee to be formed from a voluntary association of local residents.

Estimation of Materials and Costs.

Before individuals in the association finally commit themselves to the program, careful measurement is necessary.

- The water flow should be estimated. A simple way of doing this is to collect 25 litres and see how long this takes. From this can be calculated the minimum estimated flow of the spring. This measurement should be taken in the dry months if possible, otherwise one is likely to be disappointed by the flow in winter.
- Estimate the quantity of materials required: sand and stone; cement; piping; taps; etc; other materials such as cement blocks, boards, or corrugated iron for moulding; fencing materials.
- Estimate the number of days of work required with the manpower likely to be available.
- Estimate the amount and type of transport likely to be needed.

Implementation of a Plan

A plan of the work is drawn up, on which measurements are indicated.

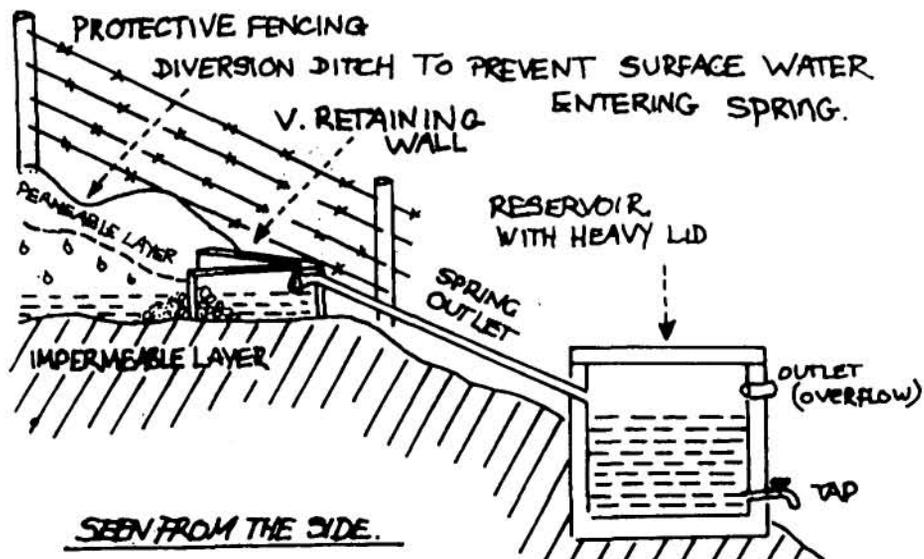
Loose soil, stones, and plant material around the "eye" of the spring are carefully removed to improve the flow to a maximum, and reduce any restriction to the flow.

A diversion ditch is constructed above the spring to prevent surface water entering the spring.

The "eye" is packed with stone to ensure unimpeded movement of water. A layer of coarse sand can be introduced in the path of the water to act as a filter. A shower rose is a refinement that prevents sand and stone entering the pipe. The effect can be achieved by punching multiple holes at the end of the blocked pipe.

The piping is inserted and the mould introduced to form the V-retaining wall. A ditch for draining the water away is usually necessary at this stage.

The concrete is poured and left to set. By the time the concrete has set and the mould removed, water is already flowing out of the pipe. The water is then channeled to a point at which the reservoir will be constructed.



The volume flowing out of the end of the pipe is measured, and the amount of water likely to accumulate over 12 hours is calculated. Each 1000 litres of water will need approximately 1 cubic metre of storage space.

The goal set by the World Health Organization is to make 50 litres of pure water available to each person each day.

Once the water requirement for the community has been decided, the reservoir can be built.

The entire area around the spring should be fenced off to protect the "eye" from contamination by animals or people.

No latrine construction should be allowed in the vicinity of the spring, and certainly not less than 30 metres from it.

The reservoir must have an overflow channel leading into a trough for animals. This trough should be at some remove from the point at which people collect their water. The reservoir should have a heavy cover to keep out animals, people and impurities.



As you have probably noticed, there is no **From the Field** section in this "ICE Almanac." Why? you ask? The answer is actually simple. ICE has not received enough material from you Volunteers and staff out there. We can't pass on your good work unless we know about it. Please send us your technical articles/reports so that other Volunteers can take advantage of your knowledge and efforts.

The Editor

Networking

The Hesperian Foundation

Where There Is No Doctor (HE023) has been and may always be the most widely distributed book in the ICE inventory, and for a very good reason. Originally published in Spanish, this village health care handbook is available in over 25 languages. Villagers need not rely on outside caregivers but rather can engage in preventative medicine and provide up to 90% of their own health care. Although best known for this handbook, the Hesperian Foundation publishes other materials and is involved in different health promoting activities.

The Hesperian Foundation does not view itself primarily as a publisher. The foundation was originally established to solicit donations for Project Piaxtla, a village-run health program in the mountains of western Mexico, first organized by David Werner in 1963. Since 1976, Project Piaxtla has been self-sufficient in health personnel but Hesperian still supports the project with consultants, teachers and financial assistance.

Project PROJIMO began in 1981 with the same goals as Project Piaxtla, that is to en-

able villagers to provide their own health care locally. Project PROJIMO is a multi-service rehabilitation center staffed mainly by disabled villagers. The center provides physical therapy, training and counselling, and produces orthopedic appliances for those in need. Of course, Hesperian has produced a manual on village-based rehabilitation, entitled *Disabled Village Children: A Guide for Community Health Workers, Rehabilitation Workers and Families*. The book covers everything from identification of disabilities to building low-cost aids for those with disabilities.

In order to support village-based health care on a wider scale, Hesperian has produced other materials besides the two manuals already mentioned. *Where There is No Dentist* augments those care-giving techniques described in *Where There is No Doctor*. The manual *Helping Health Workers Learn* describes a people-centered approach to health care and presents successful strategies for effective community involvement. Hesperian also distributes a series of slide shows based on the teaching ideas from this manual. Slide shows include illustrated scripts in English or Span-

ish. *Health Care by the People* is Hesperian's 28-minute film on village health workers, and is also available in Spanish and on videocassette.

Hesperian also produces other written materials. Write directly to the following address for more information:

The Hesperian Foundation
P.O. Box 1692
Palo Alto, CA 94302
U.S.A.

ICE currently distributes: *Where There is No Doctor* (HE23), *Where There is No Dentist* (HE139) and *Helping Health Workers Learn* (HE61). ICE maintains a very special arrangement with the Hesperian Foundation regarding distribution of *Where There is No Doctor* to Peace Corps Volunteer counterparts. If you know of any host country individual or institution who is interested in copies of this manual, have them send funds for the books directly to Hesperian. Hesperian will notify ICE of the number of copies to send, and to whom. The books will then be sent to the counterpart in care of the Peace Corps Volunteer.



Sector Updates

Books, Books, Books

To reduce inventory due to the purchase and publication of new technical materials, the following publications are being offered to Volunteers and staff on a **First Come, First Served** basis.

AGRICULTURE

- AG014 Agribusiness Management Resource Materials (Vol. II)
- AG016 Agribusiness Management Resource Materials (Vol. I)
- AG019 Fruit and Vegetable Juice Processing
- AG026 Handling, Transportation & Storage of Fruits and Vegetables (Vol. II)
- AG030 Candy Technology
- AG056 Three Ways to Spur Agricultural Growth
- AG091 Vegetable Gardening the Organic Way
- AG095 Agricultural Credit, Sector Policy Paper

APPROPRIATE TECHNOLOGY

- AT007 Economically Appropriate Technologies for Developing Countries

CONSTRUCTION/HOUSING

- CH002 Housing Assistance for Developing Countries
- CH012 Housing Sector Policy Paper
- CH015 Global Housing Projects: The Resource Constraints (WW46)
- CH016 When You Build a House
- CH021 Basics of Concrete

EDUCATION

- ED031 Planning Early Childhood Care and Education in Developing Countries
- ED045 Carpentry: Maryland State Instructional Guide

ENERGY

- EN008 Double-Drum Sawdust Stove
- EN018 Methane Digesters, For Fuel Gas and Fertilizer
- EN019 Natural Solar Architecture, A Passive Approach
- EN024 Energy Primer: Solar, Water, Wind, and Biofuels
- EN025 The Power Guide: A Catalogue of Small Scale Power Equipment
- EN027 Wind Power: A Turning Point
- EN036 Windpower Principles, Their Application on the Small Scale

- EN052 Improved Cookstoves
- EN059 Electricity From Sunlight: The Future of Photovoltaics
- EN069 The Passive Solar Energy Book

FISHERIES

- FH001 Aquaculture: The Farming and Husbandry of Freshwater and Marine Organisms
- FH014 Principles of Warmwater Aquaculture

HEALTH/NUTRITION

- HE019 Game of Childhood Diseases
- HE022 The Village Health Worker: Lackey or Liberator?
- HE025 The Uncomfortable Learning
- HE032 Understanding Conception and Contraception
- HE035 Proceedings of the International Conference on Oral Rehydration Therapy
- HE045 Primary Health Care: Progress and Problems
- HE076 Men and Family Planning
- HE078 Family Planning Manual for Health Workers in Liberia

(Continued on page 22)

(BOOKS from 21)

- HE088 Appropriate Technology for Health Education Methods and Materials in Primary Health Care
HE096 Como Tener Una Familia Saludable
HE119 Practical Mother and Child Health Care

SMALL ENTERPRISE DEVELOPMENT

- SB011 Small Scale Manufacture of Burned Building Brick
SB045 Promotion of Crafts and Small Scale Industries in Rural Areas
SB046 Development Digest: Handicrafts I, Marketing in the Eighties

WOMEN IN DEVELOPMENT

- WD012 Women and Development
WD014 Women and World Development

WATER/SANITATION

- WS033 Diaphragm Pump

AGRICULTURE

Scientific and Common Names of Tropical Forage Species, by Mariano Mejia M. 1984 (Centro Internacional de Agricultura Tropical, Apartado Aereo 6713, Cali, Colombia) 75pp. \$16.50.

A trilingual manual (English, Portuguese, Spanish) listing the biological and common or regional names of botanical species used for forage. Designed for students, farmers, and information specialists working in the identification and management of forage species in the American tropics in order to increase Latin American milk and beef production. Lists over 500 species by genus. Includes alphabetical index and bibliography.

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

Agricultural Development and Nutrition, edited by Arnold Pacey and Philip Payne. 1985 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado 80301) 255pp. \$41.50.

Excellent background information for field workers and trainers on the problems of food production and consumption. Drawn

from materials originally prepared for a UNICEF/FAO workshop on South Asia, it analyzes social, political, and environmental causes of malnutrition in the context of agricultural development. Indicates methods to alleviate the socio-environmental and technical restraints to increased production of, and access to, foods without guaranteeing quick and simple solutions. Extensive diagrams and bibliography included.

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

Vegetable Diseases and Their Control, by Arden F. Sherf and Alan A. MacNab. 1986 (John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158) 728pp. \$47.50.

A technical but readable guide to the diagnosis, development, and control of vegetable diseases. Designed for use by those involved in vegetable storage and production as well as teachers, students, and home gardeners. Lists the major diseases afflicting over 18 different crops, and provides a description and list of symptoms of each disease in addition to techniques to control it. Extensively illustrated with diagrams and photographs. Includes a resources list.

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

Rabbit Production, by Peter Cheeke, Nephil Patton, et al. 1987 (The Interstate Printers and Publishers, Inc., Danville, Illinois) 472pp. \$19.95.

Designed to provide information on rabbit raising to both the experienced rabbit raiser and the beginner. Covers rabbit breeds, management, nutrition, reproduction, diseases, behavior, and the slaughtering and preparation of meat and skins. Contains color photos of breeds and a glossary of terms. Good for Resource Centers.

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

Tomatoes in the Tropics, by Ruben L. Villareal. 1980 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado 80301) 174pp. \$28.50.

Discusses the advances in breeding and growing practices to make tomato growing in the tropics both productive and profitable. Addresses nonspecialists who make agricultural decisions, and scientists who need technical information. Includes appendices, a directory of tomato scientists, and a glossary of terms. Useful for program-

mers, trainers, and project designers.

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

Successful Seed Programs: A Planning and Management Guide, by Johnson Douglas. 1980 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado 80301) 302pp. \$36.00.

Provides a basic reference for managers and leaders on how to plan, implement, and manage seed program activities. Helps assess the stage of development of the seed program, identify needs, establish priorities, develop plans, and take actions necessary to build a successful seed program. Useful to instructors in seed technology, educational and training programs, and as a programming and development resource. Contains glossary, figures, tables, and bibliographies with publications in English, French, Portuguese, and Spanish.

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

Small Project Assistance Program (S.P.A.)

The S.P.A. Program is a unique program which joins the human resource capabilities of the Peace Corps and the financial resources of the Agency for International Development. The program, established in 1983, currently supports small self-help efforts through direct grants to community organizations in 35 countries.

There are two components to the S.P.A. program: the S.P.A. fund which directly supports community projects; and the Technical Assistance (T.A.) Agreement which provides training and technical advice to PCVs, staff and Host Country Nationals who are working on field projects.

S.P.A. grants are made by PC/Country Offices to community groups working with PCVs in the areas of food production, small enterprise development, renewable energies and health.

Funds are available through PC/Washington to provide in-service training for PCVs and HCNs, and to provide program consultants for countries. The T.A. activities stimulate and/or directly support S.P.A. projects.

If you have an idea for a project in your community in one of the above areas, more information is available from PC country offices or by writing the S.P.A. Coordinator, OTAPS, PC/Washington.

AT/ENERGY

The AT Reader: Theory and Practice in Appropriate Technology, by Marilyn Carr. 1985 (IT Publications, 9 King Street, London WC2E 8HN, England) 468pp. \$19.50.

Collection of over 200 extracts from development writings on appropriate technology. Describes the history of AT, its evolution as an important development tool, and its current status. Covers AT in many sectors of development, including: agriculture and livestock, health and water/sanitation, housing construction and transport, manufacturing, mining and recycling, and education and communication.

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

Development and Dissemination of Appropriate Technologies in Rural Areas, German Foundation for Developing Countries. 1972 (ICE Reprint, 1985) 210pp. Free.

Excerpts from a workshop held in Ghana in 1972. Focuses on the development of appropriate technology in rural areas. Emphasizes participants' personal experiences with AT in the English-speaking African countries. Themes include the following: the significance of AT in rural areas, industrialized countries' viewpoints, the role of applied research in developing AT, the dissemination of AT, and the improvement of international cooperation in the field of AT.

Available free through ICE to all PCVs and staff.

Building With Earth: A Handbook, by John Norton. 1986 (IT Publications, 9 King Street, London WC2E 8HN, England) 72pp. \$11.25.

Illustrated, giving clear understanding of the techniques of building with earth. Outlines methods for analyzing and testing the performance of earth. Lists construction plans for roofs, walls, foundations, and floors. Also contains instructions on soil stabilization. Includes select bibliography.

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

EDUCATION

Communicative Competence: Theory and Classroom Practice, by Sandra Savignon. 1983 (Addison-Wesley Publishing Com-

pany, Inc., World Language Division, Reading, MA 01867-994) 322pp. \$17.80.

Comprehensive and richly illustrated course text designed for second language learning. Intended for classroom teachers and teacher trainers as an introduction to the theoretical basis of communicative language teaching. Serves as a guide to building a second language program consonant with those theories. Each chapter includes suggested readings, a series of questions, and projects intended to promote discussion and exploration of major issues. Includes a glossary of specialized terms.

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

How to Make Twelve Woodworking Tools, by Aaron Moore. 1986 (IT Publications, 9 King Street, London WC2E 8HN, England) 107pp. \$8.17.

Detailed manual describing how to make 12 different woodworking tools: try square, bevel square, marking gauge, cutting gauge, mortise gauge, panel gauge, mallet, bow drill, bow saw, coping saw, fret saw, and hack saw. Use of each tool and construction directions are explained in step-by-step illustrations supplemented by a short text. Appropriate for large training institutions or small village workshops. Glossary and metalworking techniques included.

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Techniques in Teaching Vocabulary, by Virginia French Allen. 1983 (Oxford University Press, 200 Madison Avenue, New York, NY 10016) 136pp. \$5.95.

Comprehensive guide to teaching vocabulary, compiled by teachers around the world.

Discusses aids to vocabulary teaching, deciding which words to teach, and how to determine through practical tests which vocabulary words students know. Provides simple illustrations and is a good guide for daily classroom instruction.

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Informal Assessment in Education, by Gilbert R. Guerin and Ailee S. Maier. 1983 (Mayfield Publishing Co., 285 Hamilton Avenue, Palo Alto, CA 94301) 418pp. \$16.95.

Provides practical, up-to-date guidelines for making informal assessments in the classroom. Describes assessment skills neces-

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sary to identify problems, evaluate the instructional setting, and promote teacher-student interaction. Covers assessment techniques and checklists, case studies, guidelines for minority student assessment, and information on career assessment.

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FISHERIES

Aquaculture Economics: Basic Concepts and Methods of Analysis, by Yung C. Shang. 1981 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado 80301) 153pp. \$34.00.

Excellent introduction to basic aquaculture economics and its benefits. Outlines factors affecting fish culture economics and applicable principles of production economics. Suggests methods of fish-farming record keeping and data analysis. Also examines the market potential of aquaculture and strategies for developing it as an integral part of the world food economy. Includes case studies, sample questionnaires and records. Useful to policymakers as well as those without advanced economics backgrounds.

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(SECTOR from page 23)

Principles and Practices of Pond Aquaculture, edited by James E. Tannan and R. O'Neal Smitherman, et al. 1986 (Oregon State University Press, Corvallis, Oregon) 252pp. \$25.00.

Technical but informative guide containing a series of reports dealing with two questions crucial to the development of aquaculture technology. The first is the nature of variation in yields of different fish ponds; the second covers the economic efficiency of pond culture systems. Discusses the biological, physical, and chemical practices of pond aquaculture. Examines in detail the practices and modeling of aquaculture systems. Includes diagrams and extensive resources list.

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

Planning of Aquaculture Development: An Introductory Guide, by T.V.R. Pillay. 1977 (Fishing News Books, Ltd., 1 Long Garden Walk, Farnham, Surrey, England) 71pp. \$14.08.

An FAO publication appropriate for regions with rudimentary fish programs or a lack of knowledge of fish culture. Topics include the status of aquaculture, necessary data, levels and patterns of the industry, and manpower and training requirements. Also discusses the economic, legal, and environmental aspects of the aquaculture industry. Includes reference list.

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HEALTH

Manual for Social Surveys on Food Habits and Consumption in Developing Countries, by Adel den Hartog and Wija van Staveren. 1983 (Centre for Agricultural Publishing and Documentation, P.O. Box 4, 6700 AA Wageningen, Netherlands) 114pp. \$5.11.

Provides a theoretical background on food habits, and practical information on small surveys on how to collect information on food habits and food consumption. Useful to those involved in various types of food and nutrition programs, such as: nutrition education, supplementary feeding, school feeding, or applied nutrition programs. Appendices provide examples of how to develop questionnaires, how to present demographic and socio-economic data, how to calculate nutrient intakes, and how to gather observational data on food habits.

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Making the Links: Guidelines for Hygiene Education in Community Water Supply and Sanitation, by Marieke T. Boot. 1984 (International Reference Centre for Community Water Supply and Sanitation, P. O. Box 5500, 2280 HM Rijswijk (The Hague) The Netherlands) 82pp. \$7.50.

Provides guidelines to improve hygiene behavior at the community level. Covers how to promote community health by community-based hygiene education activities, ways which water and sanitation-related diseases can be prevented or reduced, ways they are transmitted, and the development and use of audio-visual aids.

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Developing Competent Health Workers: A Handbook for Designing Education and Training Programs, by Lori Vanderschmidt, Thomas Frostman, et al. 1985 (Boston University Center for Educational Development in Health, 67 Bay State Road, Boston, Mass. 02215) 227 pp. \$18.00.

Presents an approach or technique for use in developing courses, curricula, and training programs. Consists of three parts: Part 1—presents a step-by-step process on how to develop courses, Part 2—discusses methods to use in completing steps in Part 1, and Part 3—gives examples of courses developed by following the handbook process. Includes a glossary of terms.

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TRAINING

On Being Foreign: Culture Shock in Short Fiction, by Tom Lewis and Robert Jungman. 1986 (Intercultural Press, Inc. P. O. Box 768, Yarmouth, Maine 04096) 293pp. \$14.95.

Provides insights into the intercultural experience by authors from a variety of cultures through the medium of short fiction. The stories were selected according to three criteria: their aesthetic value, their pertinence to the intercultural experience, and their ability to represent a broad range of cultures. Excellent resource that includes exercises as well as thought-provoking situations.

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The Natural Approach: Language Acquisition in the Classroom, by Stephen Kreshen and Tracy Terrell. 1983 (Alemany Press, 2501 Industrial Parkway West, Hayward, CT 94545) 191pp. \$11.95.

A guide for language instructors interested in using a communicative approach in the classroom. Based on the natural approach theory that language acquisition occurs only by understanding comprehensible input. Designed to help beginning students become intermediates by outlining the theory of second language acquisition and describing activities and classroom management to facilitate this goal. Includes diagrams and a bibliography.

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The Consummate Trainer: A Practitioner's Perspective, by Ora Spaid. 1986 (Prentice-Hall, Inc., Englewood Cliffs, NJ 07632) 271pp. \$29.67.

Applicable to new or experienced trainers. Contains listings of basic standards in the field and structures to develop these qualities. Also outlines four divisions in training: the qualifications of the trainer, the field in which the trainer performs, the approach, and the eventual product. Includes abundant exhibits, case studies, and the author's own list of 92 Ways to Train.

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