

PEACE CORPS TIMES



Focus—Botswana

March-April 1988

From The Director

A most meaningful part of Peace Corps' 25th Anniversary in 1986 was the Memorial Service held at Arlington National Cemetery for all our Volunteers who died in Peace Corps service. The tributes paid to those Volunteers by their families, their fellow Volunteers and many others visibly stirred the thousands who attended the ceremony. Although humanity's loss was great, it was felt that those who lost their lives in Peace Corps service did not lose them in vain.

Gordon Radley spoke the following on behalf of all the families at the ceremony. He was a PCV in Malawi from 1968 to 1970. His brother, Lawrence, and David Crozier were killed in a plane crash in Colombia in 1962, the first Volunteers to die in service.

"Looking out at the grandness and magnificence of this marble amphitheater, I am aware of what a fitting, and yet ironic, setting this is. The lives of these Volunteers were not marked by grand gestures and public pronouncements. There are no Peace Corps marching bands and crowds waving banners. They chose to live and work anonymously and without public acclaim. In the last letter my brother wrote, he was reminded of the sentiment of William Stoeckel: "It is better to live humbly for a cause than to die nobly for one." Those Volunteers we remember today died nobly because they lived humbly. They were not martyrs, yet they were willing, like the rest of us, to assume the risks that went with Peace Corps service. By working and living and dying alongside those they had volunteered to serve, they proved to us, to our nation, and to the world at large the depth of the Peace Corps commitment.

Now they are gone and our families will never outgrow this loss. Yet their faith, their dedication and their love will live on through the lives of each Peace Corps Volunteer. You have given our families our most precious gift. You have given us an everlasting memorial."

In the past few weeks we have again suffered great losses, Dr. Scott Glotfelty in Togo and Dr. Danuta Kossowska in Thailand. Scott died on March 23 of multiple bee stings after having been attacked while he climbed a very tall tree. Danuta died of injuries sustained after being hit by a bus in front of Peace Corps headquarters just one day before completing her tour of service as an English teacher at Srinakarinwirot University in Thailand.

Career Questions?

We are planning an issue devoted to Career Planning in the near future. If you have special questions or needs, please write to the *Times* and we will try to address them in that issue. Please have your questions into our office by the end of May.

Danuta entered service on Feb. 17, 1986. Her recruiter described her as "a gifted person who wants to help others." This concept came naturally to Danuta who was a Polish refugee during the 1940s. During World War II, she fled to Hungary. While in Budapest, she was credited with saving the lives of the 12 people she lived with because of her valuable language skills. Because she spoke Russian she found work in those terrible times and was able to support all 12 for nine months.

Danuta spoke seven languages fluently. She entered graduate school at age 62 and received her masters in 1978 and her doctorate in 1984—all this after having been told she was "too old."

Her son, Marek, shared a recent letter in which she said, "In the end we are all, directly or indirectly, concerned with creating better living conditions for all of us."

Half a world away and less than half Danuta's age, Scott Glotfelty, at age 27, had just begun his journey through life. He was a veterinarian and had entered Peace Corps on June 10 of last year. He had begun a program of helping the local farmers reduce disease among their chickens, pigs, sheep and goats by providing better combinations of feed for them.

During the year before Peace Corps Scott worked with another veterinarian, Dr. Rick Jenkins, near his home in Maryland. Jenkins said Scott could have stayed and made a very good living there but he never wavered in his determination to join Peace Corps.

I would like to share with you some of the thoughts Scott expressed on his Peace Corps application. I read them at his funeral. "My family always taught me to give of myself and to help others. I gained my greatest satisfaction when I could help or ease the suffering of a friend or an animal. Practicing veterinary medicine in a developing country could hopefully fulfill my desire to help people feed themselves and fight starvation while showing them how to treat animals so they can be better assets. I can also continue to learn more about myself as I experience new cultures. I can't profess to change the world or even make a great change wherever I go, but it is worth

About the cover

In Botswana—Lyn Knox helps girls in the home economics class at Swaneng Hill Secondary School prepare lunch. She is a teacher at the new community junior secondary school in Selebe Pikwi. Lyn calls San Francisco home and holds a degree in dietetics and food administration from California Polytechnic State University. Prior to Peace Corps she worked as a clinical dietitian.

the try, for myself and those I'll meet. I continually look for personal growth and feel I can give to a people some of my knowledge in return for their realization of life."

In one of his letters home Scott wrote, "So many people ask to come to the States with me. The realization that I can go home while my friends continue here is really quite sobering. The problems here are so extensive and sometimes I feel so puny, but faith and optimism keep me going."

There are many ways to express our feelings on the loss of these two Volunteers but I can think of no better way, and I promised Danuta's and Scott's families this—a recommitment, a rededication to our work, to carry on their work . . . for peace.

Sincerely,



Loret Miller Ruppe
Peace Corps Director



Peace Corps Times

Peace Corps Director
Loret Miller Ruppe
Public Affairs Director
Donnan Runkel
Peace Corps Times Editor
Dixie Dodd
Assistant Editor
Gloria Ross

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

The views expressed in *Peace Corps Times* are those of the individual writers and do not necessarily represent the official position of the Peace Corps. The Director has determined publication of this periodical is necessary in the transaction of the public business. Use of funds for printing this periodical has been approved by the Director of the Office of Management and Budget, United States Government. Inquiries and letters should be addressed to: *Peace Corps Times*, Room 1214, 806 Connecticut NW, Washington, D.C. 20526.

Overseas Staff

Country Director

Randy Leon Kurkjian

Randy Leon Kurkjian joins the NANEAP Region as Country Director for Yemen. He brings to Peace Corps extensive international experience in the Middle East, Africa and the Philippines where he just completed a two-year assignment with USAID. Prior to that he worked in Zimbabwe, Liberia and Qatar.

In addition to his overseas work, Kurkjian has had more than 20 years of professional managerial and computer science experience in the United States. He earned his B.S. from Purdue University and received his M.S. in engineering and administration from George Washington University.

Country Staff

Joanne E. Williams, M.D., will be the new APCMO (Area Peace Corps Medical Officer) for Niger. She has a varied background in general medicine, family practice, gynecology, emergency room and acute and trauma care. Since 1983 she has been a staff physician with the University of Georgia Health Care Service, as well as emergency room physician in a regional hospital serving ten counties.

Williams' residency was performed at the University of Maryland Hospital. She received her M.D. from Case Western Reserve Medical School and her B.A. from Morgan State University. She has also completed coursework for a master's program in public health at Emory University.

Gillisa McKiernan, RPCV/Burkina Faso, is joining the Zaire staff as APCD/Africa Foods Systems Initiative. She has had impressive experience in agriculture, from ranch hand and farm laborer at the Oregon State University Department of Crop Science to research assistant at the International Plant Research Institute and the University of California Department of Agronomy and Range Science.

McKiernan earned her B.S. in agronomy from the University of Minnesota and her M.S. in the same field from the University of California.

Harold Randall, RPCV/Senegal has been named the new APCD/Water for Zaire. Prior to his appointment he worked as a research associate at the Agronomy and Physiology Laboratory at the University of Florida.

Randall received his M.S. in horticulture and his Ph.D. in agronomy from the University of Florida.

Carol L. Terris, RPCV/Niger 1980 to 1983, is the new APCD/Administration in Niger. She has had a variety of positions in Peace Corps Headquarters including the Office of Private Sector Relations, Peace Corps Partnership and the Africa Region, where she worked on budget and personnel actions.

Terris earned her bachelor's degree at Brandeis University.

Michael Fitzgerald, RPCV/Zaire, has been named the new APCD/Rural Development for Chad. Following his Volunteer service, Fitzgerald worked as program assistant for U.S. Catholic Conference in Zaire. For the past five years he has been an agricultural and rural development advisor in Zaire.

Fitzgerald holds a B.S. in environmental science from Eastern Illinois University.

Leonard Garden, RPCV/Togo 1979 to 1982, begins his assignment as APCD/Rural Development in Niger. He has a diverse background in rural school development, natural resource management and expansion of state-wide arts programming for minorities.

Garden received both his B.S. and M.S. in natural resources from Ohio State University.

Mary Lanning, RPCV/Dominican Republic 1985 to 1987, will be the new APCD/Administration for Botswana. Lanning has extensive experience in administration and worked for AT&T-Bell Laboratories as supervisor to payroll, employee and purchasing services. She also was a corporate methods analyst in the policy department.

Mark Hoyt Parkison, RPCV/Morocco 1984 to 1986, will be the new APCD/Generalist in Sri Lanka. In 1987 Parkison was acting APCD/Education in Morocco. Prior to his Peace Corps years, he worked as a tour director in the Peoples Republic of China, and with an export firm in Baltimore.

Parkison earned his bachelor's degree in political science and economics from Johns Hopkins University and his M.A. in geography from Towson State University.

George LeBard, RPCV/Belize 1981 to 1986, has been named the new APCD/Programming for Belize. During his Volunteer service, he was instrumental in founding the Belize Junior School of Agriculture. LeBard has also worked as Belize training assistant.

Carol Adoum, RPCV/Chad, will be returning to that country as APCD/Administration. In addition to her Peace Corps work with staging and training, Adoum has worked for the U.S.D.A. Graduate School as

a program and budget analyst and training specialist.

She holds a B.A. in anthropology from Pennsylvania State University and an M.A. in business administration from the University of Maryland.

Azzedine Thomas Downes, RPCV/Morocco 1982 to 1985, joins the NANEAP Region as APCD/Education in Yemen. He has worked with Peace Corps in TEFL in Mauritania and Morocco. Before joining Peace Corps/Yemen, Downes was employed by the Harvard Institute for International Development.

Downes attended the University of Fribourg in Switzerland as an exchange student; he earned his B.A. from Providence College and his M.E. in administration and policy planning from Harvard University.

Host Country Staff

Sammy C. T. Enyong has been the APCD/Education in Cameroon since March, 1987. He has more than ten years' experience managing educational institutions and has worked as a trainer for the Nigerian Youth Corps and British Voluntary Service Overseas (VSO).

Enyong earned his B.A., M.A. and Ph.D. in education at Hul University in Great Britain.

Lilianne Lebron De Wegner has been working on the Peace Corps/Paraguay staff since 1978. Currently she is the executive assistant to the Country Director and program training officer. De Wegner attended the International Institute of Public Relations, and later received her Diplomatic Juridical Sciences degree from Catholic University in Ascuncion.

Austin Arzu has been the APCD/Toledo District in Belize since 1987. Prior to that he worked as a program manager in the same district. He has twelve years' teaching experience in Belize. Arzu received his teacher's diploma from the Belize Teacher's College and his B.S. in secondary education from St. Thomas University in Miami.

Francisco Puck is the new APCD/Orange Walk and Corozal Districts in Belize. Before becoming an APCD, he worked as program manager in the Corozal District. Puck has 22 years' teaching experience, 14 of which he served as principal/teacher. He is a graduate of the Belize Teachers College.

All of the above have recently completed Overseas Staff Training in Washington, D.C.

Focus—Botswana

About the country

Population:	1,100,000
Land area:	231,804 square miles, about the size (and shape) of Texas
Cities:	Gaborone (capital), Francistown
Languages:	English (official), Setswana
Religion:	Christian 50%, indigenous 50%
Terrain:	Desert and savannah
Borders:	South Africa, Zimbabwe, Zambia and Namibia
Government:	Republic, parliamentary democracy
Climate:	Mostly subtropical, hot and dry

The largest ethnic group is the Batswana, literally meaning members of the Tswana. The "Ba" prefix means many. However, one person is called a Motswana. The term Batswana is generic for all inhabitants of the country.

By the 1700s, the ancestors of today's Batswana were established as hunters, farmers or herders, the latter still being one of the primary occupations.

In the mid 1800s, the first European missionaries came to the country. They had much influence on the chiefs and succeeded in converting many to Christianity. Two of the most noted were Robert Moffat, who was the first to put the Tswana language into written form and, of course, Dr. David Livingstone, who was also one of Botswana's great explorers.



Mary Korte, a business field officer, goes over the books with Ms. Galalefsang Otsisitwe at the Thamaga Pottery. About 60% of the pottery produced is sold in the factory shop. Mary works with many small businesses and entrepreneurs on financial management methods. From Orinda, Calif., she is a marketing graduate of Santa Clara University.

Many Americans know at least a little about Botswana, because of its proximity to South Africa and for its great Kalahari (Kgalagadi) Desert which covers about 80% of the country. This desert is not generally like the sands of the Sahara but rather is classified as desert because of the lack of surface water. It is flat and dusty, but supports a wide variety of plants and some of the most spectacular wildlife in Africa. The Kalahari is home to about 60% of Botswana's cattle and 10% of its people includ-

ing the Namibic Bushmen, and the largest surviving group of Nomadic Bushmen in the world.

More than 80% of the Batswana live in rural areas and are dependent on subsistence farming. Many of them raise cattle with beef and hides making up a very large part of the nation's economy. Since the early 1970s, mining, particularly for diamonds, has accounted for a large part of the country's economic growth.



Dr. Gaositwe Chiepe, Botswana Minister of External Affairs, speaks to new Volunteers after the swearing-in ceremonies. The event was held at the Serowe Teachers Training College following training and practice teaching.

Botswana photos—Carolyn Watson

Peace Corps/Botswana

The first request for Peace Corps Volunteers in Botswana came shortly before the country gained its independence from Great Britain in 1966. That first year Peace Corps placed 56 PCVs. There are currently 250 serving in the country. This steady increase in programming in Botswana is due to two factors—the development priorities of the Batswana and the extremely good relationship Peace Corps and the country have maintained.

In the beginning, as with most countries, the first requests were for teachers. And although the education sector has been and continues to be dominant in Peace Corps/Botswana's programming, present programs include agriculture, drought relief, rural development and small enterprise development. Peace Corps/Botswana's orientation is consistent with Botswana's National Development Plan of economic independence, social justice, rapid economic growth and progress through new employment opportunities.



Michele Young, an agricultural business major from California Polytech, San Luis Obispo, is an agriculture teacher at Lotsane Senior Secondary School in Palapye. Here she enjoys an afternoon of tea and opening Christmas presents with her Batswana "family." Her "mother" (far right), a Congregational minister, provided the Christmas message for the special gathering. Michele is from San Jose and managed an orchard before joining Peace Corps.



Gene Bilodeau is a teacher of technical studies at his site in Zwenshanbe. After classes he is one of the leaders of a popular karate club as shown here with one of its members. Gene is from Weymouth, Mass., and graduated with a degree in English from the University of Massachusetts, Amherst. He is also an experienced carpenter.



Martin Walsh (center) serves as the Brigade Manager for Kweng Rural Development Association in Molepolole. This brigade trains young men and women, ages 15 to 22, in woodworking to manufacture furniture and toys as an income producing project. Martin is pictured assisting a student in putting a fine edge on a piece of lumber. A Denver resident, Martin was a professional carpenter before his tour in Botswana.

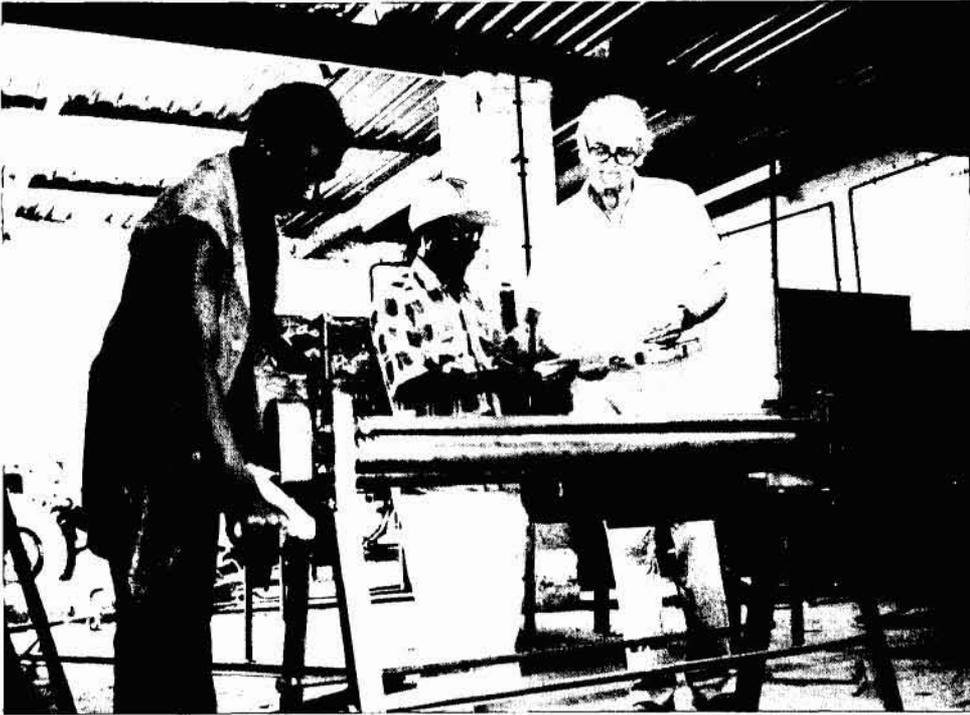
Current Programs

In education, Botswana has initiated a major overhaul and expansion of its education system to meet its goals of universal access to nine years of basic education and trained manpower to all sections of the economy. The Ministry of Education is restructuring the system by grade level, revising the curriculum, increasing its teacher training capability and building more schools, especially in the rural areas. To accommodate the increased demand for teachers created by this expansion, for the short run, Peace Corps has increased its number of education Volunteers commensurately . . . from 81 in 1985 to 194 in 1988.

Education Volunteers are assigned to four areas; primary and secondary schools, teacher training and the Brigades. The Brigades, begun about 20 years ago as an educational/vocational program, are a well established segment of the system. Brigades act as both centers of training and learning and as productive enterprises. As the students' skills and knowledge increase so does their productivity.

PCVs assigned to the secondary level account for 94% of all education Volunteers and 80% of the Botswana contingent. They teach a wide variety of subjects including math, science, English, agriculture, integrated science, technical studies, social studies, home economics and art.

Because cattle raising is such a vital part of Botswana's economy, it is only logical that agriculture would be our second largest program there with some 40 PCVs working in that arena. Unlike the U.S. where much



PCV Harry Mosley (right) is chief of the Mochudi Brigade. Here he inspects work in progress at the Brigade welding shop with a trainee and Alfred Pheto, welding manager. Mosley, from San Francisco, is a graduate of the U.S. Merchant Marine Academy. Prior to his second career in Peace Corps he spent 36 years with the Pacific Telephone Company.



Jan Taylor teaches English to Forms 1-3 at Palapye Junior Secondary School. Here, in an after class session, Jan and students read, "Shaka Zulu." Jan is from Henderson, N.C. and graduated from North Carolina Central University in English education. Jan taught English in a private school before Peace Corps.



Carla Texel's assignment is backyard gardening. Here she shows a youngster how to pick the vegetables in helping his mother with the gardening. Yields from these garden plots help feed the family and provide a source of extra income. A native of Rapid City, South Dakota, Carla is a graduate of the Rapid City Regional School of Nursing and was an intensive care specialist.

of our beef is raised in feedlots, in Botswana cattle graze and with grazing comes the attendant problem of over-grazing. The majority of the agriculture Volunteers teach in secondary schools with an emphasis on conservation practices. And although the rains seem to be returning, eight PCVs are assigned to the drought relief program. Two more act as agriculture research assistants. Others are involved in legume research, home gardens, horticulture marketing and Brigade farm management.

Eleven Volunteers work in small business development as industrial advisors, business advisors, Brigade coordinators and with the Botswana Enterprise Development Unit.

Two PCVs are assigned to non-governmental organizations whose targets are the improvement of conditions which affect women in development. And five Volunteers are individually placed on an "as needed" basis with such groups as the Botswana Red Cross.

Whether they live in the towns and villages or in the Kalahari, as busy as they are with their regular work, most PCVs find time for secondary projects—from home gardening to chess clubs and from working with women's groups to coaching soccer teams. The accompanying photos show some of the Botswana Volunteers at work, pursuing secondary projects, where they live and the special relationships they have with their "families."

(Special thanks to Country Director Lloyd Pierson and staff, to 1983 PCV Karl Luntta who wrote the original country handbook and to CDA Chris Casey for providing information for this article.)



Monika Melton is a home economics and English teacher at the vocational school in Mochudi. Here she teaches a student to knit. A Volunteer since 1983, she spent nearly four years in Serowe and one in her present site. Monika is from Seattle and is a graduate of the University of Washington. Prior to Peace Corps she taught language arts, home economics and needlecraft in the Washington schools.



Thomas White, a drought relief officer, discusses the progress of a housing project with a construction worker. Tom supervises labor-intensive public work projects such as dams, pre-schools, clinics and homes. The projects provide work for the unemployed and rental income for the Village Development Committee projects. A business graduate from Indiana University, Tom was in the wine business with Seagrams before his service in Botswana.



Bill Littell, an integrated science teacher at Palapye Junior Secondary School, learns to play the game, "morabaraba," with children from his family compound. The rondavel in the background is a good example of a typical village home. A native of Kankakee, Ill., Bill graduated from Stanford with a degree in psychology. And here's something that should keep you awake—while at Stanford he also did research in polysomnography.

It ain't over til it's over

Optimism, determination and commitment are words we hear quite often at Peace Corps. In fact, it's difficult, if not impossible, to complete a tour as a Volunteer without an abundance of all three. To those ingredients add a large dose of humor and you have what we at the Times think is Ecuador PCV Chuck Crimmins.

We first met Chuck in the fall of 1984 when he was a medevac in Washington with a back problem. (We're not revealing confidential material here, Chuck wrote all about this in an article in the *Times*.) So, here's Chuck in Washington while they run a routine series of tests and oops . . . they find he's full of hookworms. Then he takes his medicine and finally the condition clears up. Meanwhile, he is medically separated from Peace Corps because of his back. Talk about one downhearted guy . . . that was Chuck, not able to go back to his site in the Philippines . . . yes, the Philippines, where he was working as a forester. It was home to Texas for him.

A few weeks later we get a call from Chuck who is in a Dallas hospital with malaria. You guessed it, he had quit taking his malaria pills. By this time Chuck was a firm believer in Peace Corps' preventive medicine . . . late, but better late than never.

Months later, we get another call. It's Chuck again and this time he's working as a recruiter in our Dallas office.

Months again, well probably a year, later we get a note. "I'm finally back in Peace Corps, this time in Ecuador." (Chuck is proof that optimism, determination and commitment and, of course, patience do pay off.) "And how do I enter the Photo Contest?"

Some time later, many slides arrive carefully wrapped in the little white squares of a PCV's most precious commodity. Accompanying the slides is a long letter catching us up on all his news . . . that he's getting married in the spring and has been on home leave with his fiancée but didn't get a chance to call (can't imagine why) and that the bride is also a Volunteer.

In his letter Chuck said he had taken over 1,000 slides in Ecuador. Thank heavens he only sent us 25! For his prize . . . as you might expect he requested more film but also macaroni and cheese dinners. They're on the way. Although Chuck has had more than his share of problems, he was determined, and we're sure that his second time around with Peace Corps is sweeter than his first. (He's smiling in all his photos.)

We wish you and Lucrecia a happy wedding day, Chuck, and we'd better receive some photos of the occasion.

Crimmins in Ecuador

Chuck is a forester and is posted in the mountain town of San Lorenzo, Esmeraldas. He works with an indigenous



Chuck (in hat) with the tribal Awa working at the new tree nursery, an AID funded project.



Even in the jungle Chuck can't get away from the paperwork. An Awa boy keeps him company at home.

group, the Awa, in the rainforests of the Andes. His work includes agro-forestry, school construction, health, preservation of the rainforest and the Awa culture.

A brief word about the Awa which are a story unto themselves. Until the past dozen or so years ago very little was known about the Awa (Awa-Coaiquer Indians), mostly because of geography. They live in settlements on the isolated western slopes of the Andes in the world's wettest tropical rainforest. Because their region is so inaccessible the Awa thus far have escaped development efforts and miraculously have been free from guerrilla groups and cocaine traffickers which have plagued neighboring groups across the Colombia border. But isolation could not last forever and a few years ago a project was proposed to build a road through their territory. To prevent land speculators and colonists from intruding on the indians, the government set up a commission to demarcate an Awa Reserve, to insure their land rights and to help them preserve their fragile culture.

"We've been able to set aside about 250,000 acres of pristine rainforest where about 1,000 of the Awa live as a hunter/gatherer society. We're introducing a little bit of agriculture, but slowly so as not to disrupt their way of life. The project, which was started before I arrived by ex-PCV James Levy (now a consultant for the government of Ecuador) is being modeled after the Kuna Indian reservation in Panama," Chuck said.

Dixie Dodd

Update on Chuck—After this story had been set in type, we had a call from Chuck. He and his bride, Lucrecia Chamberlain, had just come back from their honeymoon in the Galapagos Islands. The Galapagos, if you don't already know, are off the coast of Ecuador and were the subject of a memorable Cousteau series about the giant sea turtles.

Easy Come . . . from page 14

Working Together: The Odd Couple or the Two Stooges?

Nonie: When Steve and I worked in the field together, I was in charge because I knew the people and the situations. This gave Steve time to observe, study the literacy materials and ponder the problems he would confront.

About halfway through the transition, we realized our work was overlapping so we compromised: I would spend the remaining six weeks doing special projects which would benefit him, and he would handle the program's daily supervision. Finally, we had found the ideal work formula.

Steve: Working together frustrated me the most; I have never considered myself a very good follower. Throughout most of my career, particularly as a newspaper reporter,



Commuting to work—in a dugout with the Awa up the Rio Palavi. (You're looking good, Chuck.)

I've enjoyed almost complete autonomy and solitariness. As a result, when I came to Trujillo, I didn't play apprentice very well. Instead, I found myself slipping mostly into passive roles: watching, listening and asking questions. When I did interact with teachers, I usually fell flat on my face because I didn't know the facts or the history behind certain problems and issues.

* * *

After three intense months, Nonie and Steve's transition concluded successfully. What began simply as a pen stroke in Marco's office later developed into an experience far more complex and profound than either Volunteer had anticipated; a series of unexpected paradoxes that showed how replacing one Volunteer with another isn't necessarily a routine matter.

In the future, COSing Volunteers will request replacements to continue their projects, and trainees will be called upon to step into their footsteps. No doubt, replacing outgoing Volunteers with new ones in certain cases is necessary . . . even desirable. However, during the selection process, program managers, Volunteers and trainees should be careful not to overlook seemingly obvious yet important questions. For example:

- How much time will the two Volunteers need to make a comfortable transition? Three weeks to two months, if possible, are ideal.
- How interested is the new Volunteer in taking over another's project? One way to find out is for program managers to inter-

view candidates during training and ask them what they think of accepting such an assignment.

- How compatible are the two Volunteers? Only they can determine this through a series of meetings in which all aspects of the project can be openly discussed.
- How will the post affect the new Volunteer's Peace Corps service? No one should assume just any new Volunteer can step harmoniously into the footsteps of another.

The tendency for Peace Corps to keep trainees in the dark concerning their site assignments should yield to a policy of consultation and openness. Heeding this advice could help Peace Corps/Honduras maintain its record-low attrition.

Nonie Weber

Steve Moler

NEWSLETTER EDITORS

Country newsletter editors are again reminded to send copies of your newsletters DIRECTLY to the Times at Room 1100, 806 Connecticut NW, Washington, D.C. 20526.

We'd like to share your material with other countries but can't unless you send your publication to us. We are currently only receiving 5 or 6 on a regular basis. Your Country Director will be happy to "pouch" them to the Times office.

Best Shot Photos

Once again, a plethora of pictures have come in for the "Best Shot" feature. Katie Smith/Cameroon, was definitely a trendsetter—several more bathing beauties have arrived. The letters some of you have been writing are great and really let us know what's going on.

And the stamps—how we love them! They have been an unexpected bonus for us here at the *TIMES*. We're thinking of having a grand prize at the end of the year for the best picture published and it would be a collage made from the stamps you have sent. So keep them coming.

We must say you're getting rather inventive with your choice of prizes and we're trying to comply. However, to the homesick Kentuckian (he must be, he requested bourbon) we're going to have to substitute.

One request and one suggestion. PLEASE tell us who is in the photo and what is going on. Sometimes still we have to guess. And, we're noting that Volunteers are noticeably absent in the photos. When you get back to the States you'll wish you had been in more of them yourselves. Hand the camera to someone else or take a few time exposures and get in the picture.

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 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, 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. Please give some thought to the prize and the certificate before you mail the photo.

Prizes are negotiable, depending on the winners' whims. 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.

Best Shot Winners

We knew sooner or later we would hear from a second generation Volunteer and finally we have—Lesley Duncan. Lesley, a beekeeping extension worker in Paraguay, is the daughter of PCVs Scott and Judith Duncan, Thailand, 1963 to 1967. Lesley has submitted a photo of some of her committee members at work in a cane field. About the Snickers, Lesley . . . if we can find somebody on travel we'll send them along. They melt in the mail.

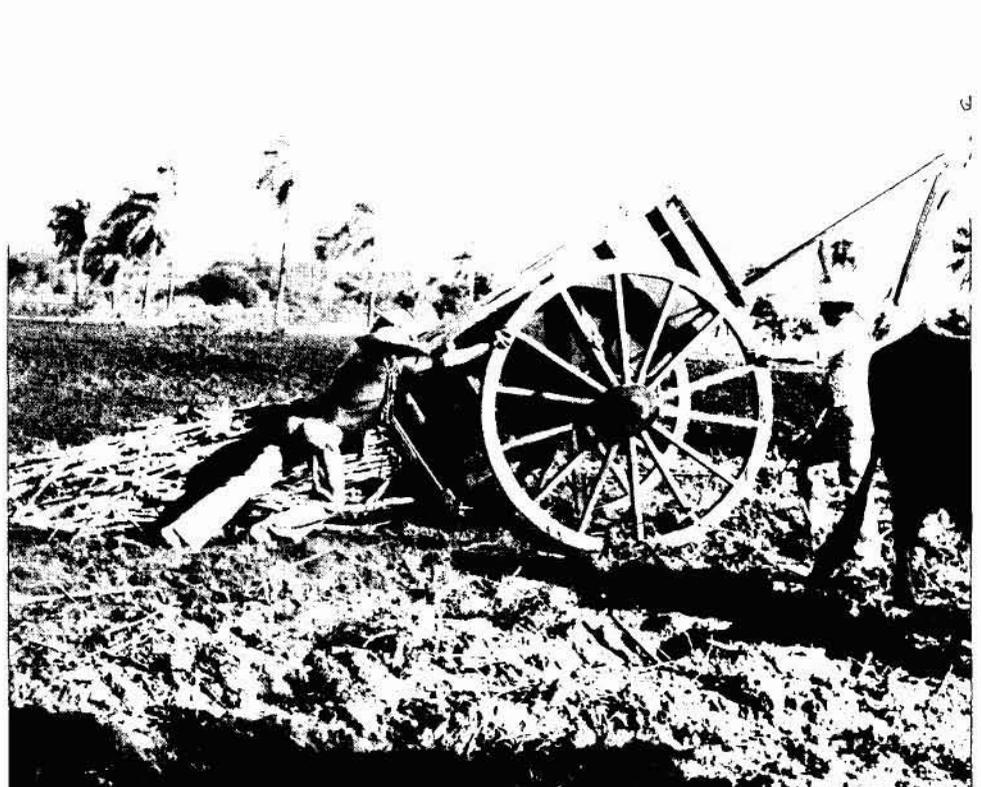
Margaret Keenan, who lives in the mountains of Negros Orientals, the Philippines, sent a wonderful photo of her neighbor, Barbon Mallunes. Margaret is an agroforestry Volunteer working with the Bureau of Forest Development. They are promoting SALT (sloping agricultural land technology) and are creating a 12 hectare demonstration farm in her remote area. She also teaches health care, is helping to develop a library and edits the Region 5 & 6 newsletter, "Carabao Chronicle." From Martha's Vineyard, she was with BBD & O Advertising before she took the pledge.

David Groos in Guatemala told us nothing but his name and address. Did your letter not find its way into the envelope or what?

Fran Smith, originally from Chicago and now in the Dominican Republic, says she is "happy to be a part of the Peace Corps family." We're working on your stationery.



"My Neighbor," by Margaret Keenan in the Philippines.



"In the Cane Fields," from second generation PCV Lesley Duncan, Paraguay.

School Days

School Days

Interesting letter from Yuri Hannart in Kenya who is a Vietnamese-born American and a graduate of the University of California, Santa Cruz with degrees in economics and computer science. Yuri says, "Though I live not too far from the equator, I've never been so cold in my life. I'm at over 8,000 feet so you can see why." The photo Yuri submitted of his students was taken by Jeffrey Higa, a trainee visiting his site. Yuri says so far it has been like our film says, "the toughest job you'll ever love."

For his prize he requested a flea collar for Rico, his African ridgeback. A call to our canine expert confirmed that the ridgeback is a dog, indeed—a very large one.

Cindy Kern, who submitted "Samoan Smiles," teaches accounting at an all girls' Catholic school in Western Samoa.

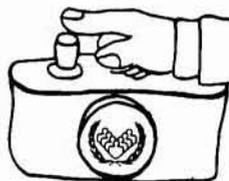
Ben Jimenez in Sri Lanka writes that his students were taking a respite after the rice harvest and were doing flips and hand-springs in the chaff and stopped just long enough to have their photo taken. Ben is a teacher at the Unuradhopura School for the Blind and Deaf.

A graduate of Flagler College in Florida, Ben has his degree in elementary and deaf education. He's from Cleveland and says, "No Browns jokes, please!" (All the jokes these days are about the Baltimore Orioles who have just taken the record for the longest opening season losing streak in baseball history.) Ben, if we don't hear from you again you're getting stationery. We know you need it.

(Continued on page 12)



Sri Lankan students take time to build a pyramid and pose for their teacher-photographer, Ben Jimenez.



Samoan Smiles is what Cindy Kern calls this photo. Cindy took this one at the girls' school where she teaches.



From Kenya—the boys at Miharati Secondary School. Submitted by Yuri Hannart, taken by Jeffrey Higa.

Bathing Beauties

Bathing Beauties

"Yokwe." Nancy Supanich sends greetings from Tobol in the Marshall Islands where she is a home gardener/health educator. Nancy says, "It's hard to take a bad picture when you're surrounded by palm trees, blue ocean, tropical sunsets AND beautiful children." In her case, we agree.

"Boy Under Tap," from Leon Poeske in Sierra Leone was taken when he was a trainer for new teachers in Sango last July. "This little child was a constant pleasure to watch—always laughing, smiling or playing," Leon writes.

PCV nurse Maris Blinn is a health educator in Fiji. Her photo is what looks like a happy ending to a sad event. The mother is debriding her baby's burns Fijian style, in a tub of cool water, at the hospital. Maris concludes, "It's probably a lot less traumatic than the way we do it in the U.S."

Dixie Dodd

Scientists in India have found a way to extend to four years the useful life of roofs thatched with coconut leaves. Normally they need replacement every year. The leaves are coated with a combination of fungicide and a water repellent and can be further treated to make them fire-resistant. Unlike previous methods developed for such purposes, writes K. S. Jayaraman in (UN) Development Forum, the new process is cheap, safe and non-leachable by rain. The coconut leaf is a major roofing material in many tropical countries, including India, where some 38 million houses and buildings are thatched. The process, developed by Dr. C. K. S. Pillai, a chemist at the Regional Research Laboratory in Kerala, is expected to create surpluses in coconut leaves, which could be used to make new products, including brown paper and laminated table tops and door panels.

World Development Forum



Leon Poeske in sunny Shenge, Sierra Leone has shed more light on the subject. He says, "All kids love playing in water—sprinklers, faucets, tubs & etc., as long as they DON'T think of it as washing."



This photo needs no explanation so we won't even try. The photographer is Nancy Supanich in the Marshall Islands.



From Fiji and PCV Maris Blinn, a mother bathing her baby at the local hospital.

At the Laundry

At the Laundry—The top photo titled, "Mom, the laundry and my dolls," was taken by Fran Smith in the Dominican Republic. Fran has restored our faith—she asked for stationery to write home on. Fran is a health worker in Las Taranas.

The bottom picture is from PCV David

Groos in Guatemala. Here is his dialogue for the photo. David: "So you'll be washing there in the river all day long. That must be

sort of a drag." Dona: "Are you kidding? This is my favorite day of the week, I get to stand in the cool river all day long."

News Roundup

A gene bank has been created by the International Institute of Tropical Agriculture (IITA) in Nigeria "in the hope of saving Africa's genetic resources of food-crop species," which are being abandoned by farmers who prefer "imported" food and other food-based industrial processes." Asian rice, for example, is now grown widely by African farmers who have rejected their own. Varieties of fruits, vegetables and yams, that were once staple African foods are also quickly disappearing. At IITA's genetic resources unit, which hosts "one of the most modern and largest laboratories of its kind in the tropics," seeds can be stored and maintain their viability for more than a century. In addition, reports Ceres, The Institute's extensive germplasm collection has allowed researchers to create improved high-yielding, disease-resistant and early-maturing crops.

One of the greatest ecological tragedies of this century—Man's introduction of the Nile perch to Lake Victoria in 1962 is now destroying Africa's largest lake upon those resources 200 million people in Kenya, Tanzania and Uganda rely, reports the Los Angeles Times. The voracious, carnivorous perch, which can grow to 6½ feet and 400 pounds, is eating to extinction Lake Victoria's "remarkable array of 400 freshwater species. This "laboratory of evolution found nowhere else in the world" is becoming a barren lake in which even the Nile perch may not survive. In some northern areas of the lake, the perch has nearly exhausted its food supply of native fish and crustaceans and is now eating its own young. It is "probably the most stark example of destruction of vertebrate species anywhere in the world." With few surviving plant-eating fish, the algae are proliferating—depleting the lake's life-giving oxygen. In addition, the Nile perch "is eradicating a species of native fish that destroys the snail that causes schistosomiasis, a deadly liver disease." Eradicating the species is reportedly not possible (at least for now) because of the vast size of Lake Victoria, 26,828 square miles.

World Development Forum



Easy Come, Easy Go?

Transition in Honduras

Late last March, Nonie Weber, a literacy Volunteer in Trujillo, Honduras, began pondering her upcoming COS. During the previous 11 months she had built, nearly from scratch, an extensive adult literacy program in the area; 67 circles in 21 sites. Walking away from the program without attempting its perpetuation seemed irresponsible. Certainly the program would crumble without direct supervision.

Determined to find a solution, Nonie, a linguistics graduate of the University of California at Santa Cruz, boarded a flight to Tegucigalpa, the capital. Her mission: meet with her program manager, Marco Fonseca, and persuade him to send one of the new literacy trainees to replace her.

Luckily, when Nonie walked into Marco's office, he was putting the finishing touches on the list of the literacy trainees' site assignments. With a stroke of Marco's pen, the move was made: Trujillo would be Steve Moler's home base and the Ministry of Education his primary agency for the next two years.

When Nonie arrived in Trujillo in April, 1986, only a few literacy circles existed. She set out to bring them all under her supervision. Classes whose area had grown too large were transferred to her district. She organized circles in areas where no literacy classes had existed, and in conjunction with the ministry, introduced a system of paying non-salaried teachers with food . . . corn, beans, powdered milk, cooking oil and canned fish . . . instead of money. Salaried teachers also received food. This system enabled her to recruit and sustain more teachers than before and the program nearly tripled in size. Nonie was now training and supervising 67 instructors.

After meeting with Marco at the Peace Corps office, Nonie wanted to see how the Non-Formal Education sector was shaping up. Many Peace Corps staff had high hopes for this group since the last literacy group had resulted in near disaster. A majority of the 20 literacy volunteers from that group had ET'd, switched sectors or worked on other projects.

Months later, just prior to Nonie's COS, she and Steve collected some of their thoughts concerning their transition. They selected three general themes based on shared experiences, and without knowing what the other was writing, put together the following reflections:

Steve's On-Site Visit: A Three-Day Frenzy

Nonie: To tell the truth, I don't remember much about Steve's visit, except that he grasped issues, ramifications and consequences quickly. As always, having com-



PCV Nonie Weber with two members of her adult literacy class. (Honduras photos courtesy of Steve Moler.)

pany on class visits pleased me, and knowing the project would be left in good hands helped write a story-book ending to my service.

What impressed me most, though, was how well Steve fit in at my house. I usually enjoy my privacy and after a few days, guests get old. But Steve slept on the couch without complaint and was the only visitor who ever put the sofa cover back in place in the morning.

Steve: I had hoped that my on-site visit would turn into a little vacation from training. Instead, it wound up being a three-day frenzy of zipping from one village to another, visiting classes, talking to teachers and solving problems.

I returned to the training center filled with ambivalence. I counted my blessings that I was going to Trujillo and walking into an established project. But the program's grandeur intimidated me. I delivered Nonie's report that concluded the program could double in size within a year. I would return there in a month and immediately have to perform as an experienced volunteer, bypassing the usual settling-in period.

Settling In: Whose Project Is This?

Nonie: The fact that a new volunteer would take over my project affected me in two ways. I felt proud of the program, and by having Steve replace me meant we had been granted at least two more years and perhaps time enough to persuade the Ministry of Education to send a permanent literacy promoter by the time Steve's service ends in May, 1989.

But knowing someone else would take over my "baby" overwhelmed my ego. There ain't room in Dodge for both of us, I thought.

Steve: At the beginning of my service, some of my colleagues said I was blessed to be handed this successful project. In some respects, they were right. Advantages to following in another's footsteps do exist. I have structure and work . . . lots of work. And, what Nonie taught me in three months would have taken me a year or longer to sort out on my own.

But every advantage, unfortunately, has a disadvantage. For the rest of my service, this project will always be Nonie's. She built the foundation, and now I feel like some maintenance man hired to fix the leaks and mop up.

(Continued on page 9)



Steve Moler makes a presentation to his literacy class.

Peace Corps Partnerships

Overseas

Peace Corps Volunteers who are currently considering undertaking a secondary project which needs outside financial assistance may be interested in the Peace Corps Partnership Program as a resource.

For nearly 25 years the Partnership Program has identified support for a variety of projects coordinated by Volunteers. Amongst funding sources, the Partnership Program is unique because all funds are donated by individuals and groups in the United States. Potential donors select from a list of projects and decide which one they would most like to support. Once they choose a project, these "U.S. Partners" often request a cross-cultural exchange with their "Overseas Partners" and, through the exchange, learn more about the world from a one-on-one perspective. The cross-cultural exchange is one of the best ways to meet Peace Corps' second and third goals: To help promote a better understanding of the American people on the part of people served; and To promote a better understanding of other people on the part of the American people. And it is an excellent avenue for Volunteers to share the perspective and knowledge they have gained with people back home.

While each project is unique—tailored to the host community's needs—all projects have some things in common. Every Partnership project is community initiated and directed and is designed to meet a basic need of the community. U.S. Partners may provide up to 75% of the cost of the project, however, at least 25% of the costs must be met locally. This community contribution can take the form of cash, raw materials, as well as labor and transportation costs which must be borne by the community.

Successful Partnership projects are those which lead a community to greater self-sufficiency. The kind of projects that have received support in the past vary widely. Recent projects have included a solar energy system for a women's center in the Dominican Republic, the repair of a typhoon-damaged school in the Philippines and the construction of hives for a junior beekeepers association in the Gambia.

The *Times* will continue to bring you news about the Partnership Program. 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, N.W., M-1107, Washington, D.C. 20526.

Martha Saldinger

At Home

While the Peace Corps Partnership Program continues to offer a valuable service to



Partnership Day at Selden Middle School on Long Island—Students with Marshall Islands Representative, The Honorable and Mrs. Wilfred Kendall (back row, center); Mrs. Linda Restaino-Merola, RPCV (far right) and Mrs. Barbara Tangel, Student Government Advisor, (second from right).

Peace Corps Volunteers and their host communities by linking overseas needs with U.S. resources, the benefits of involvement in the program are not restricted to developing communities abroad. By working with their Partners, U.S. schools, corporations and individuals truly gain a much broader perspective on the increasing interdependence of our world.

Since September of 1987, over 70 schools—almost double last year's number of participants—have pledged their support to small-scale, community initiated development projects in areas where Volunteers live and work. Out of this increased participation, many innovative, exciting and educational activities have evolved.

For example, the students of Concow School in Oroville, California began brainstorming about how they might raise funds to support their Partnership project for the construction of a science laboratory in La Arada, Honduras coordinated by PCV Marcella Cate. They realized that they couldn't do a magazine drive—that is what their music department does. They couldn't collect aluminum cans—that is what the local fire department does. They then thought about how much food was being thrown away from their cafeteria and decided to purchase two piglets, raise them with the leftover food and raffle them off at a dollar a chance. The pigs, whose names are Ham and Bacon, weigh almost 50 pounds each

now and already the community has been lining up for raffle tickets.

Another fine example of schools mobilizing local resources in support of their Overseas Partners comes from Joe Sweeney's 6th grade class at Intermediate School 145Q in Queens, New York. Mr. Sweeney's class put together a booklet of over 200 math problems, then the students got community members to sponsor them at 2-4¢ per correct answer. In this way, the students raised \$500.00 to help build a primary school in Picada Boca, Paraguay where PCVs Steve Shope and Andy Bain now work. Teacher Sweeney says, "This has been a wonderful opportunity to expand on what I like to call the 'basic human right to education.' Also, we have been trying to find a way to eliminate ignorance, both here at school and in our community, by increasing our knowledge of another culture. Finally, even though this is a math class, the students have a much better idea of the geography of Latin America—they know now that Paraguay is not in Puerto Rico!"

Aside from the wonderfully enthusiastic efforts of these Partner groups, Peace Corps Partnership is also very pleased to announce two "firsts" for the program. This year has brought us our first U.S. Partner school group from Alaska as well as our first project request from The Republic of the Marshall Islands.

(Continued on page 16)

The HOTLINE Works!

Between six to eight weeks after you finish Peace Corps service, you will receive a bimonthly career bulletin called HOTLINE, at your home of record. Many of you are already familiar with HOTLINE since most countries distribute it to COSing Volunteers. Very likely you file it with many of the other mailings from Peace Corps or, even worse, you use it to start a cooking fire one evening. What you may not realize is that HOTLINE is one of your most valuable tools for the inevitable post-Peace Corps job search. There are a number of reasons why you should pay close attention to the information contained in the bulletin.

First, HOTLINE lists many employers who are specifically looking for Returned Peace Corps Volunteers (RPCVs). These employers are either Federal agencies that are looking for noncompetitive candidates, such as RPCVs, or private organizations that have had positive experiences hiring them in the past. Many times the employers and hiring officials are RPCVs themselves. In almost all cases the employers recognize the unique skills that you possess and actively seek those skills for their organizations. Consequently, the chances of getting a job from any given announcement is relatively high.

Second, many of the advertisers in HOTLINE repeat their announcements on a regular basis. Although you might miss the deadline for one position, the chances are that any particular employer will re-advertise with either the same or a similar position announcement. Repeated announcements increase the chance that you will find a position with a particular organization. Also, it might be a good idea to send in a resume in anticipation of future openings.

Third, since many of the employers who use HOTLINE are already familiar with Returned Volunteers, they might be excellent contacts for informational interviews and networks to land a job that is not advertised in HOTLINE. Many of you might be familiar with the networking reality of the job search. HOTLINE is a great place to begin building that network. Even after you have found employment you ought to save back issues for future job searches.

Fourth, many of the jobs that are found in HOTLINE are in areas normally associated with Peace Corps service. There are frequent announcements for people with language and cross-cultural skills or with experience in natural resource development, community development, civil service, agriculture, or teaching. At the same time, the jobs in HOTLINE are not all designed for the "Volunteer stereotype." Peace Corps recognizes that Volunteers have many different skills. Consequently, there is a wide selection of jobs ranging from teaching and community develop-

ment to banking and computers. The wide range of salary and responsibility levels also reflects the diversity of the RPCV population.

Fifth, in every issue there are announcements aimed at RPCVs who are looking to continue their education. Many of these announcements describe scholarships, assistantships, and programs specifically designed for RPCVs.

Finally, HOTLINE features relevant articles on employment and education. These articles usually address common concerns of readjustment and the job search or describe specific programs which may be of interest to RPCVs.

There are a couple of things to watch out for as well. It is very easy to fall into the trap of depending on the HOTLINE as your sole job source. HOTLINE should be one of many tools that you use to land a job. You should also continue to monitor other relevant job listings as well. These include the classifieds, mailing lists (Oxfam, Planned Parenthood, the Friends, and the Red Cross all produce regular job listings with their organizations), networking opportunities and local job banks. Remember that HOTLINE is only the tip of the iceberg. Also, you should try to provide all the application materials requested by the deadline listed in the announcement. If there is no deadline, it is still a good idea to return the application materials as soon as possible. If you are not sure what you need to submit, you might want to call the employer to check what they want. Many times there is a phone number listed in the announcement for just such a reason.

HOTLINE continues to be a very powerful tool to help Volunteers find employment or direct their career searches because more and more employers are using HOTLINE to aid their recruitment efforts. To give you an idea of the positive impact that HOTLINE has had, the following is a sampling of some of the comments that Peace Corps has received within the last few months:

"HOTLINE continues to be our best source of applications."—Susan Schwartz, Howell Living History Farm, Titusville, NJ.

"Excellent source for potential candidates at GS-5/7 level."—Stephen Kroner, Environmental Protection Agency, Washington, DC.

"Response has been great! Five of the responses came in only last week, so far no interviews yet—but we've contacted the RPCVs by mail."—Bob Semler, Department of Labor, Boston.

"Most of the applicants or those who expressed interest in the position learned of the position from HOTLINE. Candidates were excellent."—Joan Darrell, University of Minnesota.

"We have received EXCELLENT response from each ad. Approximately 5-10

letters arrive and 4-5 phone calls periodically. The RPCVs have excellent backgrounds for the nursing profession . . ."—Stephanie Krupinsky, Creighton School of Nursing, Omaha.

"We do know that almost every Peace Corps Volunteer does get hired. Camp directors love them."—Adele G. Selik, American Camping Association, New York.

"HOTLINE is definitely an asset in an RPCV's attempt to find a job related to his/her skills acquired or improved during service. I am grateful that Peace Corps has such a support group through the Returned Volunteer Services."—R. Grey Mayson, Jr., RPCV/Philippines, 1987.

Remember that Peace Corps will send you the HOTLINE free for only two years. After that time, if you are still interested in getting HOTLINE, you can subscribe to it by writing to: The National Council of RPCVs, 1319 F Street, NW, Suite 900, Washington, DC 20526. Currently, a one year subscription with the National Council is \$20.

Steve Lamar

(Partnership . . . from page 15)

Despite eight feet of rain per year, earthquakes, tidal waves and a moving glacier, all twelve 6th graders from the Yakutat Elementary School in Yakutat, Alaska, have pledged their time and energy to support the Kandi Boy and Girl Scout Meeting House Construction Project in Benin, West Africa, a proposal developed by PCV James David Williams.

The students at Selden Middle School in Centereach, New York were very honored by a visit from the Chief of the Diplomatic Mission of the Republic of the Marshall Islands. Wilford Kendall, the only permanent representative of the Marshall Islands in the U.S., presented a slide-show and met with students from each class to help them understand the way of life in his country. The students at this Long Island middle school are involved in a Partnership project for the renovation of an elementary school on the Marshall Island of Namorik Atoll which was submitted by PCV Patti Pucian.

The initiative, energy and commitment each of these state-side groups have brought to their partnerships is certainly remarkable and has not gone unnoticed by the broader U.S. community. Partners have received commendations from elected officials, appeared on television and have been featured in magazines and newspapers. Most important however, they have shared in some measure of the Peace Corps experience by learning about, and communicating with, citizens of developing nations. They too have opened their eyes to the world's possibilities.

Martha Holleman

From the Field

Bookbinding/Repairing—Kenya

Intro to Bookbinding

"Bookbinding/Repairing," written by Volunteers in Kenya, first appeared in the January/February 1986 issue of the ICE ALMANAC. We are reprinting the article because of interest expressed to Dixie Dodd, editor of the *Peace Corps Times*. Because it has been 2 years since "Bookbinding" was first published here, most of you will find this to be new information, while those of you who have extended may recall it. We think it is valuable to all.

Remember, these articles are the products of your development efforts. These articles are the pebbles garnered from the quarries of your experience. Dropped into the pond, which are these pages, they produce ripples throughout the world. Help us spread the ripples of knowledge by sending us your pebbles of information.

In other words, write to us so that we can publish your work, so that others can benefit from your experience.

The Editor

Before we go into how to repair damaged or almost destroyed books let me make a few suggestions on keeping books from getting in that condition.

1. With your headmaster's support (this is very important if it is to work) make it very clear to the students that they are financially responsible for the books (both text books and library books). You must follow through by charging them a certain amount for damage, especially to new books.
2. Teach the students a little about care for books; obvious things like not getting books wet and not rolling books up and putting them in back pockets should be stressed. Remember, that while you have owned many books, most of your students never have, so they simply do not know proper book care.
3. Don't get angry with first offenders; with repeat offenders consider revoking their library, and if necessary, text book privileges.
4. Try to get students to cover books. Sup-

ply them with old newspapers or scrap paper if you are able.

5. Repair books fairly early before the pages start getting lost. This brings us to the repair of books.

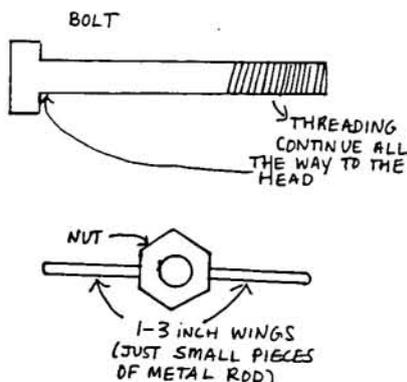
The Book Press

The first step is to build a book press. Time taken to do this well is well repaid. Described here is the press we use, but I'm sure that with a little thought improvements can be made; so feel free!

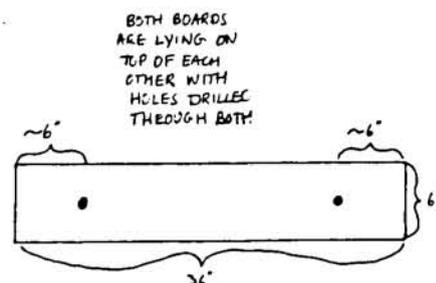
MATERIALS NEEDED

Wood:
2 pieces — 1" × 6" × 36"
4 pieces — 2" × 4" × 14"
2 sheets — 1" × 12" × 12"
(optional)
many 3" and 1½" nails
2 bolts — 12" long × ½" with nuts
4 large washers with ½" holes

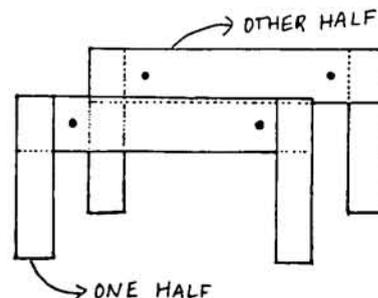
Since most bolts are threaded only for the first 3 or 4 inches, take the bolts to a machine shop and have them continue the threads all the way to the end (check the nuts to make sure they turn easily all the way before you bring them back to school). At the same time as you are having the bolts threaded, have 2 wings welded onto each nut to make hand tightening easy. The machine shop will charge for their work, so be prepared.



Wood should be as good (unwarped) as possible. Lay the 2 pieces of wood (1" by 6") on the ground on top of each other and drill a hole 6 inches from each end straight through both boards. The holes should be a little bit larger than the bolts you are using.



The next step is to nail the 4 legs (2" by 4" by 14" pieces of wood) at the ends of the drilled pieces of wood. The legs are nailed on the outside of the holes.



Optional: Nail the 1" by 12" by 12" pieces on the inside of the two U-shaped stands you have just made (be careful that the nails are pounded flush with the wood). They should be nailed between the drilled holes and on the opposite side (of the 36" drilled piece of wood) from the legs. When the two separate pieces are bolted to each other these two boards should come together.

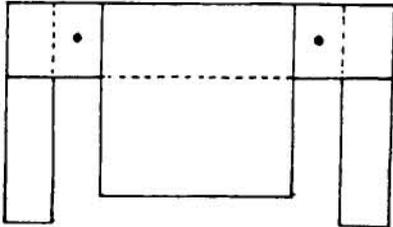
Finally put 1 washer on each bolt; put the bolts through both pieces; put the second washer on each bolt and then put the nuts on.

(Continued on next page)

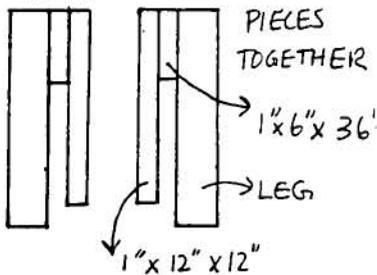
(Bookbinding from page 17)

You are now the proud owner of a late model book press. If these instructions were confusing, contact PC/Kenya for the model in the training center (available since October 12, 1985) that you can copy (or for further explanation). Good luck!

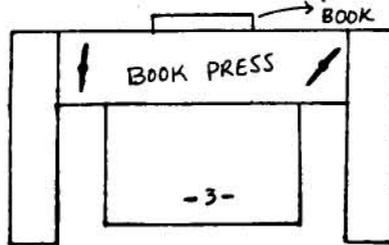
CENTER VIEW OF EACH PIECE



SIDE VIEW OF BOTH



STEP # 4 Using a sharp knife and a new file or an old rasp, scrape the spine so that all of the glue is removed and the paper is rough and exposed. Also roughen 1-2 inches of the front and back covers.



STEP # 5 Make cuts into the spine $\frac{1}{8}$ - $\frac{1}{2}$ inch deep and spaced 1-3 inches apart.

!!!IMPORTANT!!!

Check how much room the printers have left between the end of each line and the inside edge of the paper. This will help you determine how deep to make the cuts. Make the cuts at least $\frac{1}{4}$ inch less than the allowable inside margin.

STEP # 10 Put glue on the spine thickly so it can soak in. Also lightly cover the manilla paper with glue as well as the parts of the front and back cover of the book that will be covered by the manilla. Press the manilla onto the spine firmly then firmly press the sides of the manilla onto the front and back covers. Make sure the manilla is smoothed down firmly.

STEP # 11 Open the press and slide the book in until the spine is even with the top of the press. Tighten the press very snugly. Leave the book in for 10-15 minutes; then take it out and start on the next one.

Let the books rest for 12-24 hours before resuming normal use.

If you have any improvements or comments let us know at the book committee. Good Luck!

Peace Corps Kenya Book Committee
P.O. Box 30518
Nairobi, Kenya

ON TO REPAIRING BOOKS

Materials needed:

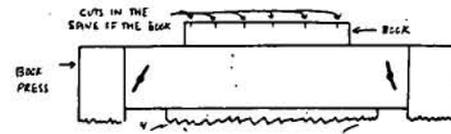
Manilla paper
thread—We use regular sewing thread 4 threads thick, but you might be able to find something thicker which you do not have to quadruple.

glue—Henkels Book Binding glue: Diluted until fairly thin will repair many books. Dilute in small batch and keep sealed. (a glass jar works).

knife—An old knife which is sharpened by hand with a file is very good as it is both sharp and slightly serrated.

Again, this is something which can be done in a few minutes but at times needs to be repeated. We usually spend 10-20 minutes fixing each book and so far no repeats.

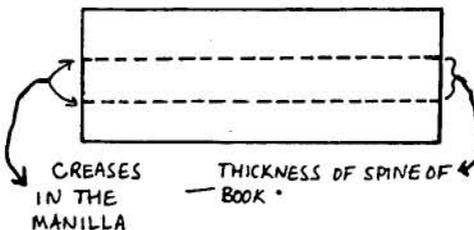
- STEP # 1 Put all of the pages in order
- STEP # 2 If the front and/or back cover of the book is/are missing or badly damaged, then cut a piece of manilla (poster board) the same size as the book and place it in position.
- STEP # 3 Place the book in the book press with 1-2 inches of the spine sticking out above the press. Tighten the bolts.



STEP # 6 Cut 4 pieces of sewing thread 50 cm long. Twist them so that they stay together.

STEP # 7 Wind (lace) the thread back and forth tightly through the cuts that you have made. Then tie the loose ends together as tightly as possible.

STEP # 8 Cut a piece of manilla (poster board) the same height as the book—about 2-4 inches wider than the book's thickness.



STEP # 9 Crease the manilla so it fits snugly over the spine and overlaps the front and back cover.

P.S. It is a good idea to write the title of the book on the new spine before students write their names in that nice clean blank space. If you have replaced the front cover it is also good to write the title etc. . . . there.



ICE Almanac
ICE Acting Director
 Barbara Denman
Editor
 David Thomas
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.

Networking

INMED

A service that locates producers of health education materials and medical supplies for health providers in developing countries? What a logical way to relieve the frustration felt by many health professionals who are trying to sift through the plethora of products for those appropriate items that would help make their projects work. The International Medical Services for Health (INMED) emerged in the summer of 1986 when a group of health practitioners working in developing countries realized that by working together they could acquire quality pharmaceuticals more efficiently and economically than they could by chasing down products independently.

INMED now extends this no-fee locating service to include not only medical supplies but also educational materials such as publications, audio-visuals, and software packages. Some examples of these materials are growth charts in Spanish, an AIDS Virus Transmission Scorecard, and films and videos on breastfeeding. This list continues with whatever the requesting group needs. INMED often is able to provide samples of requested materials and sometimes may be able to arrange for producers to donate some items.

In order to match the needs of a health project with the most appropriate materials or services, requestor must submit a very detailed project description to INMED. This match is very much a two-way partnership between requestor and provider in that the providers expect responses from the requestors so that they may refine and improve their materials. For more information contact:

International Medical Services for Health
111 Massachusetts Ave., NW
Washington, D.C. 20001
U.S.A.

Free & Reduced Rate Periodicals List

Update

ICE is continually expanding and updating resource lists to provide you with the most up-to-date information. Any comments or suggestions regarding ICE lists are most welcome and contribute to the quality of these materials. The following notices revise the ever popular ICE pamphlet, *Free and Reduced Rate Periodicals List* (RE007).

- The address for *Development Forum* is

now P.O. Box 5850, G.C.P.O., New York, New York, 10163-5850 (page 5).

- *NFE Exchange* is now *INET* (International Networks in Education and Development) (page 14).
- *ODNRI Newsletter* supercedes *The Tropical Products Information Report* (page 17). The Overseas Development Administration's two scientific units, the Tropical Development and Research Institute (TDRI) and the Land Resources Development Centre (LRDC) merged in September 1987 and are now the Overseas Development Natural Resources Institute (ODNRI). The new address is: College House, Wrights Lane, London W8 5SJ, U.K.
- The United Nations Environment Programme (UNEP) has replaced *Uniterra* with *UNEP News* (page 18).

Please remove the following from the list: *English Around the World* is defunct (page 7).

Harper's Magazine (page 9).

Horizons has ceased publication (page 9). *Learning: The Magazine for Creative Teaching and Learning* (page 13).

All the magazines from Ziff-Davis (page 21).

NOTE!!

Where There Is No Doctor

The Hesperian Foundation gets a lot of mail from PCVs who know deserving individuals (counterparts) who can benefit both from their reduced price for the book (for people who live in poor countries) and from the aid of someone who can help them through the maze of international buying—the mail, money conversion, and so on. Fortunately, Peace Corps and the Hesperian Foundation have an arrangement whereby you can receive the book in any quantity at a reduced price from Hesperian, plus get the use of the Peace Corps pouch. Hesperian, and Peace Corps, ask your assurance that the books are to be distributed to persons who will use them, and who are truly in need of the discount.

Hesperian coordinates this through the Information Collection and Exchange (ICE) division at Peace Corps/Washington. You can send Hesperian a check and they will notify ICE, which

keeps a supply on hand. ICE then pouches them on to you, and you pay nothing for shipping. Here are the prices:

1-11 copies - \$5.00 each

12 or more - \$4.00 each

Remember, PCVs and staff receive their own individual copies FREE through ICE!

Hesperian requests payment in advance in US dollars or checks, and **please send orders for counterparts to Hesperian, not to ICE.** Be sure to specify English or Spanish. Make checks payable to The Hesperian Foundation.

Send your request and payment to:
Michael Blake
The Hesperian Foundation
P.O. Box 1692
Palo Alto, CA 94302
USA



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.

Sector Updates

Books, Books, Books

Continuing to bring you **SUCH A DEAL!**, to assist ICE in reducing inventory due to the purchase and publication of new materials, the following publications are being offered to Volunteers and staff on a **First Come, First Served** basis.

AGRICULTURE

- AG039—Slaughtering, Cutting and Processing Pork on the Farm
- AG076—Pest Control in Groundnuts
- AG077—Pest Control in Rice
- AG078—Pest Control in Tropical Legumes
- AG079—Pest Control in Tropical Root Crops
- AG080—Pest Control in Bananas
- AG083—Apicultura Lucrativa
- AG084—Apiculture in Tropical Climates
- AG086—Book One, Tropical Horticulture for Secondary Schools
- AG146—On Farm Experimentation, A Manual of Suggested Experimental Procedures
- AG171—A System for Monitoring and Evaluating Agricultural Extension Projects

COMMUNITY DEVELOPMENT

- CD005—Accelerated Development in Sub-Saharan Africa

EDUCATION

- ED062—Teaching Science as a Second Culture

ENERGY

- EN013—Lorena Stoves
- EN016—Solar Electric Home
- EN041—The Generation of Electricity by Wind Power
- EN041—How to Build and Operate Your Own Small Hydroelectric Plant
- EN066—Fundamentals of Solar Heating
- EN068—Concepts in Thermal Comfort

FORESTRY/NATURAL RESOURCES

- FC012—Forestry Support for Agriculture Through Watershed Management
- FC035—Forestry for Food Collection
- FC115—Spreading Deserts: The Hand of Man
- FC119—Tree Planting Practices in Tropical Asia

FISHERIES

- FH007—Introduction to Fisheries Programs
- FH034—The Economics of Catfish Farming in Central Thailand
- FH049—Methods of Assuring Stock Abundance Other Than by the Use of Commercial Catch and Effort Data.
- FH059—Aquaculture Economics Research in Asia
- FH069—Fish Catching Methods of the World
- FH075—Population Dynamics in Tropical Waters
- FH076—The Scouts Raise Fish

HEALTH

- HE049—EPI Handbook for Health Workers

SMALL ENTERPRISE DEVELOPMENT

- SB003—The Survival Economy
- SB012—Small Scale Oil Extraction From Groundnuts and Copra
- SB034—Gift Stores
- SB038—Factors Which Improve the Viability of Small Business Projects
- SB043—Rural Enterprise and Nonfarm Employment
- SB056—Art in the Eastern Caribbean
- SB063—Steps to Starting a Business

SPECIAL EDUCATION

- SE026—Strategies for Teaching Retarded or Special Needs Learners
- SE035—The Economics of Disability: International Perspectives

TRAINING

- TR001—Demystifying Evaluation

WATER/SANITATION

- WS011—Localized Irrigation #36
- WS048—Diagnostic Analysis of Irrigation Systems, Volume I & II
- WS065—Guide to US Organizations Involved in Water Supply and Sanitation in Developing Countries

AGRICULTURE

AG198—Publications of the International Agricultural Research and Development Centers, 1985. (International Rice Research Institute, Los Banos, Laguna, Philippines) 691pp. \$4.20.

Provides general information on agricultural organizations and the publications that are offered by them. Useful for scientists, educators, extension specialists, and farmers.

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

AG190—Planning Technologies Appropriate to Farmers: Concepts and Procedures, by Derek Byerlee, Michael Collinson, et al. 1984 (Centro Internacional de Mejoramiento de Maiz y Trigo, International Maize and Wheat Improvement Center, CIMMYT, Londres 40, APDO. Postal 6-641, Mexico 6, D.F. Mexico) 71pp. \$7.60.

Easy-to understand manual designed for professionals involved in research on improving agricultural technology. Also useful for training. Attempts to describe the planning of technologies by providing an overview of collaborative research concepts, outlining a set of procedures for obtaining research information from farmers at low cost. Explains how to incorporate such information into the design of a research program. Illustrated with charts and diagrams. Includes glossary and further readings list.

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

AG192—Potato Growing in (Sub)Tropical Regions, edited by Netherlands Agricultural Education Department. 1986 (Agricultural Education Department, Ministry of Agriculture and Fisheries, P.O. Box 20401, 2500 EK The Hague, The Netherlands) 78pp. \$3.00.

Basic handbook providing training material about (sub)tropical potato growing for use by training centers and agricultural instructors. Contains background information on the production, harvest, and storage of potatoes as well as potato diseases and seed production. Also includes 13 lesson plans suitable for training purposes in areas of planting, weeding, and identifying potato plant characteristics.

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

AG209—Steps in Producing Compost (Organic Fertilizer): A Prototype Flipchart. (World Neighbors Development Communications, 5116 Portland Ave., Oklahoma City, OK 73112) 36pp. \$4.00.

Very simple step-by-step guide designed for farmers to learn a method for producing compost. Complete in three languages: English, Spanish, and French. Illustrations accompany each of the 18 steps.

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

AG211—Natural Crop Protection Based on Local Farm Resources in the Tropics and Subtropics, by Gaby Stoll. 1986 (Josef Margref, Eichendorffstrasse 9, D-8074 Gansersheim, FR Germany) 187pp. \$12.00.

Offers natural solutions to pest management and the protection of crops and storage facilities. Provides detailed account of pests' life cycles and habits particular to specific crops. Limited primarily to treat-

ment of pest infestation in the long term rather than pest protection. Based on simple technology which can be practiced by the farmer. Includes simple drawings and charts.

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

AG185—Livestock Rearing in the Tropics, by Ian MacDonald and John Low. 1985 (Macmillan Publishers, 866 3rd. Ave., New York, NY 10022) 138pp. \$5.43.

A reference book for farmers, their advisors, and agricultural students. Designed to provide practical information for planning and managing livestock enterprises. Topics include housing, rearing of young, feeding, handling, breeding, and health maintenance. Information is also provided for the husbandry of poultry, sheep, water buffalo, goats, donkeys, and rabbits as well as pigs and cattle. Applicable to any tropical region, and includes glossary and health tables.

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

AG212—Beef Cattle Science, by M. E. Ernsinger. 1987 (The Interstate Printers and Publishers, Inc., Jackson at Van Buren, Danville IL 61832) 1030pp. \$44.95.

Detailed textbook on beef cattle management, concerned more with the U.S. industry, but applicable to other regions. Contains technical information on cattle genetics, reproduction, health care, management and marketing, and feeding. Includes suggestions for further reading, a glossary of cattle terms, and a detailed appendix outlining composition of feeds, weights and measures, and Breed Registry Associations.

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

APPROPRIATE TECHNOLOGY

AT028—Refrigeration Start Assist Information. 1982 (Whirlpool Corp., Consumer Affairs Technical Center, Attn: General Acct., 1900 Whirlpool Dr., La Porte, IN 46350-2585) 21pp. \$2.50.

Highly technical training booklet focusing on compressor motor designs, and application of Start Assist Kits to different motor types. Provides explanations for failure of

compressor motors. Pictures supplement each lesson.

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

COMMUNITY DEVELOPMENT

CD025—Rural Development and the Developing Countries, by Iraj Poots (Alger Press, Ltd., P.O. Box 1256, Guelph, Ontario, Canada N1H 6N6) 690pp. \$24.50.

Offers basic knowledge of various disciplines related to rural development. Provides an overview of 24 major subjects categorized under agriculture, health, socioeconomic development, or rural technology. Each subject framework is adapted from common approaches already conducted in the field. Intended for the university level or government personnel.

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

CONSTRUCTION/ HOUSING

CH026—Understanding Natural Fibre Concrete: Its Application as a Building Material, by Barrie Evans. 1986 (Intermediate Technology Publications, 9 King Street, London WC2E 8HW, U.K.) 44pp. \$8.50.

Introduction to the methodology and current state of natural fibre and conventional
(Continued on next page)

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

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

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

mortars, and reinforced concrete. Other topics include the manufacture, installation, and performance expectations of such building elements. Though not a manual instructing how to fabricate natural fibre building elements, it provides references to other sources.

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

EDUCATION

ED124—Teaching Teachers: An Introduction to Supervision and Teacher Training, by Christopher Reznick, 1985 (The Experiment in International Living, School for International Training, Brattleboro, VT 05301) 372pp. \$15.00.

Developed for supervisors and teacher trainers in the Consortium (Experiment in International Living, Save the Children Federation, and World Education) training programs, but may be a useful resource for supervisors and trainers working in similar situations. Divided into seven sections including background on the Consortium program, and overview of supervision and teacher training, roles and procedures for supervising teachers, and anecdotes and outlines pertaining to teacher training sessions. Also contains detailed appendix listing resources and teacher competencies.

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

ED122—Bulletins: Premier Niveau—Sight Readings in French, by Sidney Pellisier and William Flint Smith. 1985 (Newbury House Publishers, Inc., 54 Warehouse Lane, Rowley, MA 01969) 163pp. \$7.25.

Intended for late high school and early college level courses. Teaches techniques for sight reading and helps students of French develop strategies for reading without the aid of a dictionary by work recognition, inference, etc. Includes human-interest reading taken from magazines and newspapers. Organized in 47 lessons by gradually introducing verb tenses beginning with the present and continuing on to past participle as adjective, past tense, imperfect, and future. Contains several vocabulary and comprehension exercises subsequent to each reading.

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

ED117

Estimating the Effect of Education on Well-being and the Integration of Women in Development, by Susan H. Cochrane. 1984

(Harvard Institute for International Development, 1737 Cambridge Street, Cambridge, MA 02138) 12pp. \$3.00.

Based on a presentation at a 1984 seminar on the education of women in developing countries. Addresses three questions: does education better the lives of women in underdeveloped countries? why do these effects arise? and how can educational opportunities for women be increased? Includes notes and relies on factual examples for its propositions.

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

ED125

A Training Course for TEFL, by Peter Hubbard, Hywel Jones, et al. 1983 (Oxford University Press, Walton Street, Oxford OX2 6DP, England) 337pp. \$10.95.

A basic handbook introducing the theoretical principles of teaching English as a second or foreign language. Covers the four skills of speaking, listening, reading, and writing as well as phonetics and syllabus design. Also includes practice material, glossary, index, and bibliography for further reading. Though designed for EFL and ESL and native and non-native English-speaking teachers, it covers the syllabus of the RSA Certificate for Overseas Teachers of English.

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

TUTOR: Techniques Used in the Teaching of Reading, by Ruth J. Colvin and Jane H. Root. 1984 (Literacy Volunteers of America, Inc., 404 Oak St., Syracuse, NY 13203) 103pp. \$8.00.

Addressed principally to tutors of reading in English who have had no technical training. May also be useful for professional teachers and Volunteer tutors. Organized to develop teacher competency in the following four areas: ability to evaluate pupils for placement and achievement, ability to plan lessons, ability to use four specific instructional methods, and sensitivity to non-readers' needs. Also includes tutor competency evaluation and extensive appendix with word lists, glossary, and lesson plans.

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

ED123

Action English Pictures, by Maxine Frauman-Prickel. 1985 (Alemany Press, 2501 Industrial Park West, Hayward, CA 94545) 110pp. \$14.95.

Teacher's aid for English As a Second Language instruction using pictures based on James J. Asher's Total Physical Response approach to learning a foreign language, which states that a language is best acquired through listening, modeling, and demonstration. Contains seven model lessons and 66 duplicatable picture sequences designed to provide stimuli for listening and speaking while texts created by students or teachers provide reading and writing material. Suggestions for additional activities and references for further reading are included.

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

FISHERIES

FH082—A Practical Guide to Improved Fish Smoking in West Africa, by Bill Brownell. 1983 (UNICEF, Information and Communications Division, 866 UN Plaza, New York, NY 10017) 34pp. \$15.00.

Useful for marine and inland capture fisheries, but of limited benefit to fish culture specialists. Extensively illustrated with simple, brief accompanying text explaining the construction and operation of advanced fish smokers. Includes appendices listing common fish species smoked, woods used in smoking, and timber used to make smokers and storage trays.

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

HEALTH

HE205—Guinea Worm (World Neighbors Development Communications, 5116 Portland Ave., Oklahoma City, OK 73112) 52pp. \$4.00.

Concerned with problems created by the guinea worm. Asks several simple questions intended to direct the villager or farmer towards methods of protection against this menace. Emphasizes that this worm has both societal and physical consequences. Complete with illustrations in both English and French.

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

HE188—Guide to Mass Media and Support Materials for Nutrition Education in Developing Countries, by Marcia Griffiths and Richard K. Manoff. 1985 (Education Development Center, Inc., 55 Chapel St., Newton, MA 02160) 128pp. \$10.00.

Intended for nutrition educators in developing countries. Contains several recent successful projects in nutrition education throughout the developing world. Organized into 316 case reviews by topic (breast-feeding, weaning, vitamin deficiencies, etc.) Simply informative rather than evaluative.

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

HE208—What is Disease? (World Neighbors Development Communications, 5116 Portland Ave., Oklahoma City, OK 73112) 50pp. \$4.00.

Simplified approach to disease prevention. Designed for small villages or farms possessing a minimal level of technology. Identifies the source of disease—lurking microbes. Makes several simple suggestions for disease prevention. Presented in both English and French. Complete with illustrations. Also available in English/Spanish.

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

HE210—Infant Care and Feeding (World Neighbors Development Communications, 5116 Portland Ave., Oklahoma City, OK 7312) 52pp. \$4.00.

Intended for new mothers and mothers-to-be. Stresses importance of a mother's proper eating habits while pregnant and nursing. Instructs the mother on what to eat and what sanitary precautions to take when caring for the newborn. Suggests foods and food preparation for infants during the weaning period. Written in both English and French. Illustrated. Available also in English/Spanish.

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

HE211—Cleanlines Brings Health (World Neighbors Development Communications, 5116 Portland Ave., Oklahoma City, OK 73112) 48pp. \$4.00.

A simple lesson in cleanliness in the home. Distinguishes clean living from careless living and the consequences of both. Suggests the construction and use of latrines, and frequent washing to fend off sickness. Presented with illustrations in both French and English. Also available in English/Spanish.

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

SMALL ENTERPRISE DEVELOPMENT

SB097—Monitoring and Evaluating Small Business Projects: A Step-by-Step Guide for Private Development Organizations, by Shirley Buzzard and Elaine Edgcomb. 1987 (Editorial PKG, 108 Neck Road, Madison, CT 06443) 262pp. \$13.50.

Simple guide to evaluating small business projects. Aids to choosing indicators that best reflect success or failure of a small business. Projects are assessed according to four criteria: profit, economic consequences on the community, social change, and aid project organizer's accomplishments. Suggests monitoring small businesses or conducting routine data collection and analysis. Secondly provides a frame-work for planning a suitable small enterprise project and defining its goals. Two case studies are included. Intended for, but not solely applicable to, non-governmental organizations.

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

SB100—Project Analysis for Local Development, by Om Prakash Mathur. 1985 (Westview Press, Inc., 5500 Central Ave., Boulder, CO 80301) 201 pp. \$24.00.

Designed to help planners and local administrators in identifying, evaluating, and selecting small-scale development projects. Topics include an introduction to project planning, identification of projects, the profitability and benefits of projects and project coordination. Supplements text with notes and exercises in each chapter, as well as references for advanced reading.

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

SB099—An Industrial Profile of Small-Scale Vegetable Oil Expelling, by T. W. Hammonds and A. E. Smith, 1987 (Tropical Development and Research Institute, 127 Clerkenwell Road, London EC1R 5DB, England) 12pp. \$4.50.

Aimed primarily at potential investors in developing countries as an introduction to small-scale oilseed expelling operations, but will also save PCVs a lot of footwork. Contains information on equipment and processes, raw materials, yields and products, marketing and distribution aspects, and economics of operation. Also includes appendix with list of equipment manufacturers.

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

TRAINING

TR028—How to Conduct a Development Planning and Management Workshop: A Trainer's Manual, by Ralph Bates, 1987 (The New Transcentury Foundation, Management Development Services Program, 1724 Kalorama Road, NW, Washington, DC 20009) 160pp. \$7.00.

An excellent step-by-step guide to conducting a successful development project workshop. Comprehensive series of training sessions that begin by examining workshop goals and structures, and proceeds to providing a framework for characterizing development and choosing the best project. Each session is divided into a definition of objectives, a discussion of rationale, and a procedural outline. Estimated time and material allotments are included as well as evaluations at the end of each meeting. Applicable for both pre-service and in-service trainers regardless of training experience.

Available free through ICE to PC staff and others involved in the training of PCVs.

WATER/SANITATION

WS080—Human and Animal-Powered Water-Lifting Devices, by W. K. Kennedy and T. A. Rogers. 1985 (Intermediate Technology Publications, 9 King Street, London WC2E 8HW, U.K.) 111pp. \$17.00.

(Continued on back page)

GIVE!

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

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

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

Youth Service America

Returned Peace Corps Volunteers (RPCVs) are increasingly asking not only "what can they do for their country?" following John F. Kennedy's immortal admonition, but also "how can they serve their communities?"

The Peace Corps ethic of service is finding a domestic outlet in youth service programs in 45 states, cities and counties, some three hundred colleges and universities, and more than three thousand high schools. RPCV Roger Landrum (Nigeria, 1961-1963), co-director of Youth Service America, the national organization that advocates for and encourages these developments, is immeasurably strengthened by the Peace Corps "connection." "It is easy to understand why RPCVs are interested in youth service programs. They are a way to help all American young people contribute at home, as Peace Corps Volunteers have done overseas," Landrum observes.

Newly returned Peace Corps Volunteers are also finding ways to continue serving by becoming organizers, team leaders or directors of a variety of youth service programs. Michael Bosnick, director of planning for the New York City Volunteer Corps (CVC), says that since its beginning in 1984, the CVC has had about 20 RPVCs in its leadership ranks. Five are currently team leaders. Francis Hammond (Togo, 1977-1979) is CVC director of training. Hammond says of his CVC service, "It's a continuation of the 'lesson in life' that the Peace Corps gives you. I realize now that service can take many forms. Serving in the Peace Corps makes you that much more conscious of the need here. There's a heightened sensitivity to national concerns."

RPCV Robert Burkhardt (Iran, 1962-1964), director of the San Francisco Conservation Corps, believes that "all one need know about youth service is contained in William James' 1910 essay, *The Moral Equivalent of War*, in which James called for a system of national civilian service."

But for those who want more specifics, Youth Service America's Landrum points with pride to 45 local conservation and service corps whose members have installed smoke detectors in the homes of elderly residents, taught English to refugees and immigrants, distributed food to homeless people, cleaned up flood damage, battled soil and shoreline erosion, rehabilitated housing for low-income families, constructed playgrounds and hundreds of other projects—not unlike the work that Peace Corps Volunteers do in overseas communities.

RPCV Donna Shalala, while President of Hunter College, was one of the original members of the Campus Compact, an organization formed by 125 college presidents to encourage young people on their campuses to become involved in community service. As President of the University of Wisconsin, Shalala and her far-flung cam-

pus will again be active in the Campus Compact. The Compact is often allied with COOL (Campus Outreach Opportunity League) a student initiated organization which is a nationwide network of some 300 colleges whose students are engaged in a variety of service projects.

Youth Service America works to expand the whole spectrum of the youth service movement, from the city and state conservation corps to the burgeoning high school and college youth service programs. One of YSA's primary goals is to foster programs that give young people who participate a sense of pride, discipline and involvement in a larger community, as well as to reach out to the elderly and at-risk younger children.

San Francisco Conservation Corps' Richard Woo says, "For a quarter of a century, federal programs such as the Peace Corps and VISTA have provided that rite of passage for young people from all backgrounds who wish to expand their horizons. Youth service provides a similar experience."

The idea of organized but voluntary youth service is catching hold across the country, inspired by state and local leaders. People who are already involved in youth service programs do not necessarily support the idea of mandatory national service, often regarded as an infringement of civil liberties and a bureaucratic nightmare. And most people of any age resent being forced into a commitment. "The collective will of the U.S. should so enthuse young people that they view it as an honor to serve their communities or country. But tell me I have to go into a Peace Corps or conservation corps, and I'm a real pain. I don't like it when people try to tell me what to do," says San Francisco's Burkhardt. "Over the years, national service will shape itself, step-by-step."

Youth Service America's Landrum agrees. "Just as the Peace Corps is a voluntary, successful demonstration of nonmilitary national service, the growth of youth service programs demonstrates that a national service movement need not depend on a large mandated federal program." Peace Corps Volunteers have already proven the value of service—for themselves and the countries in which they serve. When they return, perhaps they will join the RPCVs who are already at the forefront of a campaign for youth service that could eventually involve hundreds of thousands of young people in meeting the human needs of their communities.

Judith Chayes Neiman
Youth Services America

Note: For a copy of Youth Service America's monthly newsletter *Streams*, write to Youth Service America, Suite 900, 1319 F Street, NW, Washington, D.C. 20004.

NOTE

Readers can look forward to some interesting Feature articles over the next several issues of the *ICE Almanac*.

- The July/August issue will feature an article about Peace Corps' new efforts in Environmental Education, written by OTAPS' own David.
- September/October will be devoted to Women in Development now that we have our new Sector Specialist, Barbara Ferris, on board in OTAPS.
- In the November/December *ICE Almanac*, for the first time in these pages (in this editor's tenure), Community Development programs will be featured.

These dates might be skewed slightly for inclusion of a long-awaited article on Small Enterprise Development.

Enjoy your reading. And think about other Volunteers—send us articles for our From The Field column.

(Updates from page 23)

State-of-the-art survey of both the technical and socio-economic aspects of human- and animal-powered water lifting. Reviews traditional human water-lifting devices in detail, especially handpumps. Discusses research and development of new technologies. Also outlines the present and developing technology of animal-powered water lifters and offers guidelines for project development and maintenance. Illustrated with diagrams and includes lists of contact addresses and references.

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

WS085—Understanding Sewage Treatment and Disposal, by Hank Stonerook. 1984 (Volunteers in Technical Assistance, VITA, 80 S. Early St., Alexandria, VA 22304) 20pp. \$7.50.

Establishes guidelines to help developing nations determine what sewage treatment and disposal programs are most appropriate for them. Discusses the characteristics of sewage and lists the various technologies available. Not intended as a construction or implementation manual. Illustrated with tables and diagrams. Includes glossary and addresses for further information.

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