

# PEACE CORPS TIMES

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Career Is

# From the Director

It has been slightly over five months since I was sworn in as the Director of the United States Peace Corps.

When I was offered this position by President Bush, he told me that it would have a profound and lasting influence on me—that I would never be the same. I am already convinced that he was right.

As you know, I began my tenure as director by visiting Volunteers in four countries—Honduras, Guatemala, Belize, and Paraguay. Later in the summer I toured the African nations of Botswana, Lesotho and Swaziland. Making site visits and talking to people with whom you and your colleagues work gave me a much-needed insight into the real Peace Corps—the Volunteer.

These first six months have been extremely busy ones, and I wanted to share with you some of the things we have been doing in Washington and give you a preview of some of our plans for the next three years.

Since returning from Central and South America, I would say that my most pressing concerns have been financial in nature—preparing the budget, including meeting with President Bush, Chief of Staff Sununu, and members of Congress. But, while I have been directly involved with these tough, and sometimes unpleasant, monetary issues, I have tried not to lose sight of the broader picture and the need to set a direc-



tion for Peace Corps as we move into the 1990s.

Very briefly, I have developed several themes on which I would like to see Peace Corps concentrate over the next three years. I would like to share these with you at this time.

- **Expansion**—It is important that Peace Corps be allocated the resources necessary to meet the requests we are receiving from host countries and new countries for volunteers. I don't want Peace Corps to have to say "No" to countries requesting our assistance.
- **Environment**—I would like to see us expand our work in reforestation and other environmental programs—perhaps through greater cooperation with AID, the World Bank, etc.
- **Eastern Europe**—Believing there should be no barriers placed on our pursuit of peace, I would like for Peace Corps to help encourage the exciting political, social, and economic changes taking place throughout this part of the world by expanding our program to other countries besides Hungary.
- **Small Business Development**—Human development, social progress and economic growth are its three facets. The true test of any country's progress is the creation of jobs. In this age of a world economy, Peace Corps programs dealing with small business development and management should be encouraged.
- **Private Sector Involvement**—To help support the President's call for Americans to serve others, Peace Corps needs to do more to involve the American private sector—business, civic clubs, individuals—in supporting the volunteers.
- **Minority Outreach**—Peace Corps must become more reflective of the face of America. We must attract more black, Hispanic, and Asian American volunteers.

## Hungary Program Set For Spring

On July 12, during his trip to Hungary, President Bush made the announcement that the U.S. Peace Corps had been invited to serve there. Later that day Director Coverdell held a press conference to explain our plans for the new program.

"Hungary has asked the U.S. Peace Corps for trainers of English teachers. By the end of next year we hope to have 60 PCVs in place," Coverdell said.

The Hungary program, which eventually will involve teaching English in all 19 of the country's counties and the federal district of Budapest, will begin later this year with the first assignments being made by spring.

When asked at the press conference about the Hungary commitment Director Coverdell said, "Our ultimate mission is to make a more peaceful world. The U.S. Peace Corps will entertain any request toward that end. This program makes history in two ways—Hungary will be the first Eastern Bloc country to invite Peace Corps and it will be the 100th nation in which Volunteers will have served."

Hungary will fall under the jurisdiction of the NANEAP region as did Malta and Cyprus when we had PCVs stationed there.

- **Global Awareness**—We must do more to help Americans understand the increasing interdependence among nations and the value to our own nation of promoting friendship and development in foreign countries.

To be sure, this is a sketchy outline of my proposed initiatives, but I hope it will trigger some thoughts and ideas you may have. Please let me hear from you if you have any comments or suggestions.

Thank you for the contributions you are making to a better world.

A handwritten signature in black ink, appearing to read "P.D. Coverdell".

Director  
Paul D. Coverdell  
United States Peace Corps



## Peace Corps Times

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# To The Times

Dear *Peace Corps Times*,

I am a college senior at the University of Richmond (Virginia) who recently spent a semester abroad in Cameroon, West Africa. I'd like to say that the boil that grew on my neck and the mango worm that made its home in my thigh were the highlights of my trip—but I can't because these disgusting skin infections had some stiff competition—the Peace Corps Volunteers of Cameroon!

During my four months in the country, whether it was an unexpected meeting in a bar over a Beaufort or a planned over-nite or over-week homestay (ie: my living rent free on the kind hospitality of an unsuspecting PCV), I met many volunteers. Many helped shape my ideas of Cameroon, helped me find what I was looking for (banana vendor or a new perspective) and most important—helped me laugh and enjoy my first Third World experience.

The last month of my semester I spent doing a research project on community development—an undertaking that would have been neither possible nor successful without the help of the three best community development volunteers in the Eastern Province (possibly the only ones in the East, its a pretty remote place), Debbie, Bob and Bansley! Thanks for dragging me through the rain forest, not making manioc or gumbo for dinner and showing me the ins and outs of latrines (not literally of course).

I don't know how to thank you enough for all your help. Maybe if the *Times* publishes my letter it'll make you all famous. The three of you changed the way I felt about my experience in Cameroon—for the better—and helped me shape my plans for the future.

To Debbie, Bob, Bansley and all of the PCVs in Cameroon, good luck for the duration of your service and for your future. And congratulations to Peace Corps for choosing the most intelligent, humorous and interesting Americans and sending them to Cameroon.

Jan Schrader  
Havertown, PA

Cameroon PCVs take a bow! We hope you also gave her the address of her local Peace Corps recruiter.

Dear *Peace Corps Times*,

Early in June the Chinese government turned and fed on its own people—twisting, breaking, crushing, manipulating, lying to them. The People's Republic of China is unquestionably not a government of the people; it is the people of China who are subordinate to their government, shackled by pain and fear.

Somewhat numbly, fellow Peace Corps Volunteers and I discussed the events as we

heard about them. "No," we rapidly decided, "it's a foregone conclusion. There's no way Peace Corps will be going in there now." A Voice of America broadcast confirmed our assumption. And I was relieved and actually proud of what I interpreted as the Peace Corps stepping back and refusing to collaborate on a project, however well intended, with a government so utterly lacking in integrity.

But Peace Corps Director Coverdell's newsletter of July 9-16 makes me wonder. "Early Tuesday morning," he writes, "we received a letter from the secretary general of the Chinese Education Association for International Exchange confirming that his organization wishes to postpone entry of our Volunteers into China." Now I don't know when this particular Tuesday occurred; I do not know the chronology of the Peace Corps' or CEAIE's decision-making. What did happen? Mr. Coverdell's memo makes it sound suspiciously as though China did the calling off. And that frightens me because it calls into question, in my mind, the integrity and the agenda of the Peace Corps. Yes, it's the principle of the thing, because once principles go...

Megan Jones Moynihan  
PCV Thailand

## Ruppe Confirmed For Norway Post

Loret Miller Ruppe, former U.S. Peace Corps Director, has been appointed by President Bush as Ambassador to Norway. She assumed the post in late August.

Ruppe was director from March of 1981 to May 1 1989, over eight years, serving longer than any director in the agency's history.

Prior to her appointment to Peace Corps Ruppe had been chairman of Bush's primary campaign in Michigan and co-chairman of Michigan's Reagan-Bush committee in 1980.

Ruppe was the first sitting Director to have a son or daughter serve as a Peace Corps Volunteer. Her daughter, Loret Jr., served in Nepal from 1985 to 1987.

## About the Cover

From The Gambia—This old woman has been to Mecca, the fifth pillar in Islam and so is guaranteed entrance into heaven when she dies. Here she is dressed in all her finery to celebrate "Korite," a Muslim holiday. Best Shot photo by Gambia PCV Claire Miller, now serving a second tour in Nepal.

## PCVs To Return To Haiti in January

Fifteen PCVs will make up the re-entry contingent in Haiti and are scheduled to arrive there the middle of January. A second wave is expected to be there by June.

"We welcome the opportunity to return to Haiti," Director Coverdell said. "Our presence in Haiti reflects a long-time commitment to friendship in the Americas and fulfills our traditional goals for building peace and understanding. At the same time it is part of an expansion plan for the U.S. Peace Corps throughout the world as we answer the call whenever and wherever it is needed.

"As with our recent announcement concerning Hungary, the re-entry into Haiti is part of our determination to take Peace Corps to ten or more new countries during the next three years."

The first group of PCVs will be assigned to health, health administration and education posts. The health PCVs will include nurses and a nutritionist with the health administration Volunteers assigned to business related functions at clinics and health centers. The education Volunteers will work in early childhood development programs and serve as physical education teachers. Plans are for the second group to work in agro-forestry and cooperative projects

Because of the political instability of the country Volunteers were brought back to the states in 1987 but we have kept a staff presence there.



## About this issue

Last year *Peace Corps Times* and the career counseling arm of Returned Volunteer Services started, what we hope will become a tradition, an edition devoted to your career development. We know that many of you are concerned about your future. Your future is also a major concern to Peace Corps. Our task, and our pleasure, is to help you on your way whether you choose employment or advanced education. Nedra Hartzell, Director of Career Counseling, and Megan O'Donnell, *HOTLINE* editor, wrote most of it with some assistance from other experts. Nedra served in Korea and Megan was PCV in Nepal.

# HOT Prospects

## Hot Careers

Look into the crystal ball with Returned Volunteer Services and discover the career fields with the most promise. RVS offers the predictions of several authors. Note that there is some agreement among our sources.

S. Norman Feingold and Norma Reno Miller define an emerging career as a career that 1) has become increasingly visible and distinguishable as a separate career in recent years; 2) has developed on the job from other, pre-existing career areas (such as legal assistant or teacher's aide); 3) has become possible because of advancing technology or environmental change (such as home computers or satellite television); 4) shows a growth in numbers of people employed, and in the development of education and training programs; and 5) requires at least two months of special training or preparation before entrance.

Among the career fields meeting Feingold's and Miller's criteria in *Emerging Careers: New Occupations for the Year 2000 and Beyond* (Garrett Park Press, Garrett Park, Maryland, 1988) are careers in computers, electronics, robotics, artificial intelligence, the energy industry (from coal to nuclear to synfuels to solar), the information industry, the ocean industry, and space transportation.

Those whose employment outlooks for the "Whoopie Decade" of the 1990s will be best are those who can communicate via computers and foreign languages; are working with older people; are developing unique skills; and pick a field which is not overcrowded, according to *Money Magazine* (October, 1988). The seven "Whoopie Fields" described were child care, computers, engineering, financial services, health care, job training, and travel.

*Working Woman* (July, 1989) cited 25 career fields as the "hottest": human resource manager, manufacturing engineer, bankruptcy attorney, professor, special events marketer, sports nutritionist, nurse anesthetist, industrial psychologist, pharmacist, financial planner, industrial designer, technical trainer, genetic counselor, information security director, independent video producer, development officer (fundraiser), minister/rabbi, commercial lender, geriatrician, international accountant, art adviser, special librarian, traveling nurse, mediator and commercial pilot. Crowned "the all-time hot career of the '90s" by *Working Woman* was manager. Most important skills to offer as a manager will be computer literacy, interpersonal skills, financial know-how, and versatility.

How do these predictions integrate with your ideas for your career future?

Nedra Hartzell

## Hot Cities

The February 6, 1989, cover story of Newsweek was "Hot Cities: America's Best Places to Live and Work." Ten cities were identified and described by Newsweek reporters across the U.S.:

St. Paul, Minnesota  
Birmingham, Alabama  
Columbus, Ohio  
Portland, Oregon  
Sacramento, California  
Albuquerque, New Mexico  
Fort Worth, Texas  
Charlotte, North Carolina  
Providence, Rhode Island  
Orlando, Florida

## Making the Most of COS

The close-of-service (COS) conference has three broad objectives for PCV participants: to process the Peace Corps experience, to address readjustment to the U. S. and to consider next steps career-wise. The COS conference is the one time during your Peace Corps service when these issues will be discussed concurrently, formally, and within the PCV group.

Returned Volunteer Services at Peace Corps/Washington offers the following suggestions with regard to COS participation.

DO remember that the conference is for PCVs. Its success will be dependent upon PCVs' willingness to discuss (what are sometimes) tough issues and to help each other begin the process of ending Peace Corps service and returning to the U.S.

DO attend and participate as much as you can. Sometimes the timing of the conference isn't right for everyone in a group. Each PCV has his/her own readiness-to-start-to-deal-with-post-Peace-Corps-issues factor.



Nedra Hartzell

## Hot Skills

The ten "hottest" transferable skills according to *The Complete Job Search Handbook* by Howard Figler (New York: Holt, Rinehart & Winston) are

- budget management;
- supervision;
- public relations;
- coping with deadlines;
- negotiating;
- speaking;
- writing;
- interviewing;
- organizing, managing, coordinating; and
- teaching/instructing.

Staff members can conduct only one conference, so the timing will be good for some PCVs and not good for others, in terms of the readiness factor. If you are one of those for whom the timing of the conference is just right, enjoy and participate, but remember that not everyone is in the same mode. If you are one of those for whom the conference timing is not right, go and try to get as much as you can out of the conference anyway.

DO take the materials you were given at the conference back to your site. Many of the materials were designed specifically for RPCVs and will be helpful someday, if not immediately. This suggestion applies to packing for your return to the U. S. as well—take the materials with you. You may need/want them much sooner than you expect.

DO listen to other PCVs' ideas and opinions about COS issues. As you learned in training and have learned throughout your service, the diversity of ways to look at an issue or to solve a problem seems boundless. You may be able to address your concerns with your fellow PCVs' assistance and/or help them address their concerns.

DO remember that considering COS issues can be exciting, scary, wonderful, sad, exhilarating, confusing, thrilling, and awful all at once. To be hearing/feeling all those seemingly contradictory emotions is not unusual. Usually, once the first PCV talks about the conflict within him/herself, others will follow.

DON'T expect the COS conference to be a place where PCVs make monumental decisions about their futures. Instead the COS conference is a forum in which PCVs begin to consider issues such as their next career steps, how to ensure their projects' continuance and how to say goodbye.

DON'T expect the trainer or staff member to "instruct" you. As you know so well from your site experiences, attentive involve-

(Continued on next page)

# HOTLINE

Working in the Returned Volunteer Services' Volunteer Lounge, I have had the opportunity to meet and visit with many recently (and not-so-recently) returned Volunteers in various stages of the job search. The Volunteer Lounge is a gathering point for RPCV job seekers, and most RPCVs who pass through Washington tend to stop by the lounge. As HOTLINE editor, I also have the opportunity to speak with dozens of employers eager to advertise in HOTLINE and hire returned Peace Corps Volunteers. What follows is a collection of observations on what awaits the RPCV job seeker, and some tips for making the job search an effective one.

Those employers who advertise in HOTLINE, be they government agencies, private voluntary organizations, non-profit groups, schools, camps or corporations, all have some very similar reasons for wishing to hire RPCVs. They cite the independent nature of RPCVs; most have proven themselves able to work under little or no supervision. RPCVs have the ability to solve problems, developing ingenious solutions for often very complex situations. RPCVs are adaptable to even the most complex situations, and the ability to interact in an international or cross-cultural setting is a quality well-sought after in today's world. Now, you may be thinking, "If I know this, and the employer knows this, then getting a job should be a cinch." Well, yes and no.

It is all a matter of presentation. How you present yourself and your valuable skills to the employer is of the utmost importance. Do not expect to say that you were a teacher trainer in rural Nepal and have the employers lined up outside your door waiting to hire you. Not every hiring official will automatically translate teacher training into the skills mentioned above. And employers not previously experienced with hiring returned Volunteers will be even less able to do so.

To make matters more simple, you will need to break down your Peace Corps experience into skills that translate into viable needs for today's workplace. Using the above list as an example, start to break down all of the tasks you accomplish in a day, or in a week into general skill areas. Then list specific duties, responsibilities or accomplishments as examples under the more general headings. It is often a good idea to start this process while you are still in the field, as many of your daily interactions are more difficult to remember precisely upon your return. As your list develops, you will gain the ability to speak of your Peace Corps experience in more specific terms that relate to jobs here in the U.S.

Though most RPCVs do not start the job search in earnest until well after arriving in the U.S., there are a number of ways to prepare for it while still overseas. The first and most basic thing to do is to think. Imagine



Megan O'Donnell

yourself in a job, any job, and picture what it is you would be doing. What are the types of things you enjoy doing now in your present assignment, and which of these do you wish to continue in your next position? How can your skills be best utilized in another job? Where would you like to live? These are some questions to help you focus your thought process.

Next, look in current issues of HOTLINE. All countries receive a few copies of HOTLINE and often these are distributed to COSing Volunteers. HOTLINE is published twice a month and contains current job openings. These listings will give you an idea of what types of jobs are available so that you may start to put your skills together with different types of jobs. Remember that Returned Volunteer Services, the office publishing HOTLINE, does not encourage actively applying for HOTLINE jobs while still overseas as the delays in the mail may cause more frustration than satisfaction. HOTLINE is designed for the returned Volunteer here in the U.S. but can be used as a base for gaining ideas and insight into opportunities available to RPCVs. All returned Volunteers automatically receive HOTLINE for two years beginning approximately six to eight weeks following their completion of service date.

Be prepared to begin the job search in a professional manner, on the employer's terms. There is an element of "game" involved in looking for a job, and as such, there are certain rules. Though no one would presume to destroy a person's individuality, there are definitely guidelines regarding the proper way to embark on a series of interviews. Resumes, cover letters, SF-171s and all other correspondence should be typed, or word processed, not

handwritten. There should be no typographical or grammatical errors. Check to make sure that your work is consistent in one language. After two (or more) years in the field, it is easy to slip in a Spanish or French word for a similar English word. Using the guidelines above, be articulate about your Peace Corps assignment and convey your experience in terms the employer will appreciate. Most importantly, present yourself as a competent, professional person by dressing appropriately.

Finally, if after COS, you find that your travels bring you to the Washington, DC vicinity, please stop by the Returned Volunteer Lounge, where we will be happy to talk to you in person. And you just might meet some old friends there as well.

Megan O'Donnell

## (COS)

ment of the participants is facilitative of learning for adults.

DON'T forget that RVS is available to you once you return to the U.S. (See article entitled "A Day in the Life of RVS" in this issue, to get a sense of what RVS is.) Whether by phone or in person, RVS may be able to help you with career, educational and/or readjustment issues upon your return to the U.S.

DO contact RVS while you are in country should you have questions about post-Peace Corps careers, educational opportunities, and /or readjustment.

DO enjoy your COS conference. It is a time for enjoyment as well as serious consideration of issues. You and members of your PCV network will be sharing U.S. lives soon. COS is a good place to begin that process.

Nedra Hartzell

# A Career in Public Health

## Career Consultant Profile: Public Health

*Note: Returned Volunteer Services publishes a list of Career Consultants for use by PCVs and RPCVs. Each consultant has agreed to respond to calls or letters about the consultant's career field/area of expertise. With this issue of the Peace Corps Times, RVS offers the first in an occasional series of articles about or written by a Career Consultant. The purpose of the series is to familiarize PCVs and RPCVs with the Career Consultant service. Scott Becker is a Public Health Career Consultant for RVS.*

Nedra Hartzell

Many RPCVs have found exciting careers in public health, both in international settings and in the U.S. The focus of public health, with the community as client, requires professionals who have both knowledge and wisdom about community dynamics. RPCVs are often among the most motivated and sensitive applicants for study and work in the field of public health. Their first-hand experiences with the day-to-day issues of health and development allow them to utilize the concepts and tools of the field.

Public health requires a wide variety of specialists, and many people entering the field bring prior training and/or experience from clinical fields, the sciences, engineering, social sciences, and development. With increasing recognition of the breadth of health issues and the importance of prevention and health promotion, public health professionals are in demand in many related fields.

International positions in public health are very competitive, and entry level positions for Americans are limited. Wherever possible, local applicants are trained to fill positions overseas. For those positions open to Americans, previous international experience is most important, and few experiences provide better evidence than Peace Corps that applicants know what they're getting into and are likely to be able to cope.

A career in public health offers an exciting array of challenges and opportunities in today's changing environment. All public health professionals are concerned with disease prevention and health promotion for the community as a whole. The traditional public health work force includes physicians, nurses and sanitarians, nutritionists, epidemiologists, environmentalists, planners and administrators, statisticians, educators, social workers, laboratory scientists, attorneys and a plethora of other specialists committed to promoting and protecting the health of the public. A rich array of health professionals has joined the traditional force.

Public health professionals work primarily for federal, state or local government

agencies; voluntary health organizations; international agencies; universities; and to a slightly lesser extent, in private industry.

Today's public health workers enter a field of practice more vast and complex than ever before. The effective public health professional of today must be competent in his or her particular scientific or administrative specialty, but also must be aware of the overlapping influences of local, national and even global legislative and social policy, of newly emerging dilemmas in health ethics and of qualitative and quantitative aspects of the variables influencing the health and well-being of diverse population groups.

## Career Options

Because there is such a wide range of career possibilities in public health, there may be several areas that interest you. For example, many specialties allow you to choose from career opportunities as diverse as research, management, education, community practice and policy. While there are dozens of specialties in public health, most career opportunities are found in the following ten fields. Based on a nationwide survey conducted by the Association of Schools of Public Health (ASPH), the median salaries given with each field are the actual salaries earned within one year of graduation as reported by the 1986 graduates of 24 graduate schools of public health. (Adjusted for inflation to 1988 figures.)

- Health Services Administration—Persons seeking careers in administration or resource management in the public or private sectors of health service delivery can specialize in planning, organization, policy formulation and analyses, finance, economics and marketing. *Median salary within one year of graduation, \$32,500.*
- Public Health Practices and Program Management—Specialization in this area encompasses many identifiable public health programs and activities such as maternal and child health, aging, mental health, environmental health and professional disciplines such as medicine, dentistry, nursing and social work. *Median salary within one year of graduation, \$33,000.*
- Biostatistics—Career opportunities in this area involve the application of statistical procedures, techniques, and methodology to characterize or investigate health problems and programs. *Median salary within one year of graduation, \$31,600.*
- Epidemiology—Due to a nationwide shortage, opportunities abound for specialists trained in the systematic study of the distribution and determinants of disease or disability in population groups.

*Median salary within one year of graduation, \$31,100.*

- Nutrition—In short supply in the public and private sectors, these specialists are concerned with the study of the interaction between nutrients, nutrition and health and the application of sound nutritional principles to maintain good health. *Median salary within one year of graduation, \$22,900.*
- Biomedical and Laboratory Practice—Career opportunities exist for many specialists such as bacteriologists, microbiologists and biochemists who use laboratory techniques for the diagnosis and treatment of disease and for the investigation of conditions which affect health status. *Median salary within one year of graduation, \$23,700.*
- Health Education—These specialists use specific methods, skills and program strategies to help people change to healthier lifestyles, to make more efficient use of health services, to adopt self-care practices, and to participate actively in the design and implementation of programs that affect health. *Median salary within one year of graduation, \$27,600.*
- Environmental Sciences—Career opportunities are found in many diverse disciplines such as chemistry, toxicology and engineering and are concerned with the identification and control of factors in the natural environment (air, water, land) which affect health. *Median salary within one year of graduation, \$30,800.*
- Occupational Safety and Health—Specialists employed in this field are concerned with the identification of health and safety hazards related to work and the work environment as well as their prevention and control. *Median salary within one year of graduation, \$34,200.*
- International Public Health—For persons seeking international careers, this field encompasses virtually all specializations in public health and focuses on improving health standards in developing countries. *Median salary within one year of graduation, \$24,800.*

## Outlook

Manpower shortages exist in practically every area of specialization in the field of public health. These shortages are expected to continue well into the next century. Consider these facts published by the U.S. Department of Health and Human Services, Public Health Service in its *Fifth Report to the President and Congress on the Status of Health Personnel in the United States*.

- On any given day in the U.S., there are between 2,500 and 5,000 vacant public health positions.
- Currently, there is a shortage of 1,800 public health nutritionists.

- Concern over toxic wastes is growing. State and local governments report environmental health as one of their highest priorities.
- Infectious diseases such as AIDS, Legionnaires, and Toxic Shock Syndrome will require the development of new public health technologies.

### Options for Education in Public Health

It has been noted that one can obtain a Master of Public Health degree from over two hundred institutions throughout the U.S. When reviewing your options for graduate schools, an important thing to note is the accreditation status of the school. By attending an accredited institution, you can be assured that the school offers a comprehensive range of instructional programs in basic public health specializations and that the degree earned will qualify you for many jobs which specify graduation from an accredited institution as a condition of employment. In addition, attending an accredited institution will make you eligible for public health traineeships and other student assistance resources that are only available through accredited schools of public health.

Schools of public health have been educating professionals in the techniques of health preservation and disease prevention and controls since the early decades of the twentieth century. Some schools of public health had their beginnings in university schools of medicine; others were conceived from the outset as autonomous units within their parent institutions. There are twenty-four accredited schools of public health in the United States—eight at private and sixteen at public universities.

A characteristic strength of public health is its willingness and ability to draw upon a variety of disciplines in order to solve community health problems. Because public health recruits individuals from many diverse fields, one of the most important functions of a school of public health is to provide professionals from other disciplines with a common vocabulary and an understanding of public health perspectives, techniques and values. The one-to-one clinical relationship of practitioner-to-patient must be expanded to encompass the unique community-based orientation of public health. This broad approach parallels that of other fields such as anthropology, sociology, economics, and engineering. The schools of public health often accept students with academic or experiential backgrounds in these fields, as well as clinical medicine (medicine, nursing, dentistry, optometry, osteopathy, podiatry, veterinary medicine) and areas such as law, social work and communications.

### Degrees Offered and Prerequisites for Admission

Schools of public health are primarily graduate institutions and offer a variety of advanced degrees. All schools offer the Master of Public Health (MPH) and most offer the Master of Science (MS). Some schools also award specialized master's degrees in hygiene, health sciences, health administration and other areas. Doctoral programs in schools of public health prepare graduates for teaching, research and upper-level administrative positions. Common degrees conferred at this level include the Ph.D., Dr.P.H. and Sc.D.

The length of the educational program varies with the individual institution, the type of degree sought, the area of specialization and the nature of a student's prior experience in a health related field. As a PCV, you may be eligible for certain programs at the schools that have been designed specifically for you. For example, the University of Alabama at Birmingham initiated a Peace Corps Fellow Program in 1988. This cooperative program was established as a component of the school's graduate program in international health. Contact the individual schools to see if a comparable program is offered at that institution.

University of Alabama at Birmingham  
 Boston University  
 University of California-Berkeley  
 UCLA School of Public Health  
 Columbia University  
 Harvard University  
 University of Hawaii  
 University of Illinois at Chicago  
 Johns Hopkins University  
 Loma Linda University  
 University of Massachusetts  
 University of Michigan  
 University of Minnesota  
 University of North Carolina  
 University of Oklahoma  
 University of Pittsburgh  
 University of Puerto Rico  
 San Diego State University  
 University of South Carolina  
 University of South Florida  
 University of Texas  
 Tulane University  
 University of Washington  
 Yale University

### Further Information

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American Public Health Association  
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 (202) 842-4668

National Council for International Health  
 1701 K Street, N.W., Suite 600  
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### Contributors

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Dr. William Van Wie is currently Associate Dean for Student Affairs, Columbia University School of Public Health. He served in a Peace Corps Health Project in Malawi, 1964-1966, and returned to complete a Master of Public Health degree (not in his pre-Peace Corps plans). He has worked in local health departments and university settings in the U.S. and has spent 14 years in international health work including three years in the Philippines as advisor to the Department on Health in a U.S.-sponsored project.

## The Joys of NCE

One of the benefits Peace Corps Volunteers receive upon their completion of Peace Corps service is non-competitive eligibility. Many of you may already be familiar with the term, if you have had your Close of Service workshop. Non-competitive eligibility (NCE) can be useful in obtaining federal government employment. NCE is a special mechanism through which RPCVs can be appointed to Federal competitive and merit-based positions without following the open competitive process required of the general public in order to be hired. As long as you meet the requirements for a given job, the hiring agency can hire you directly, regardless of whether or not you are among the most qualified candidates. Federal agencies often seek out RPCVs for noncompetitive appointments. One benefit to the agency is the speed with which a non-competitive candidate may be hired. However, no agency is required to hire non-competitive candidates, so non-competitive eligibility alone does not guarantee an RPCV a job.

If working for the Federal government interests you, then non-competitive eligibility is the easiest way to gain federal employment. Often, RPCVs do not fully realize that NCE is in effect from the day of your COS until exactly one year later. As many Volunteers take months to travel and wind their way home, their non-competitive eligibility is running out. Not to worry, as long as you are aware of your own time line.

(Continued on page 10)

# Getting Ahead by Degrees

From 1971 to 1973, PCV Laurie Richards was doing teacher training and curriculum development in Yap, Micronesia, on a small island, with just a couple of hundred Yapese, her PCV husband, and herself. "I hadn't heard of Yap until I got there," Laurie said. "It's an island of self-sufficient food gatherers with no need of money. If someone has surplus money, they buy canned goods, cigarettes, and beer from Japan. It's very hot, and the people there live in woven thatched huts with no permanent personal possessions except the baskets in which they keep the betel nut. The Yaps are as different from our culture as you can imagine. They don't talk very much; if they come to visit they often don't tell you they're there, or they will go an hour without speaking, but you share the betel nut. When you're in Yap, where you don't need money, you get nervous about going back to a money economy, where if you don't have money you don't eat."

It all seems very far away to her now, as she works as manager of one third of the National Aeronautic and Space Administration's computers. "I went overseas and it wasn't far enough, so I thought I'd shoot for the moon," Laurie said laughing.

When she came back from Yap, after teaching piano and working in a bank, Laurie and her husband both decided they needed graduate degrees to prepare them for careers in international development. It is a decision many RPCVs make. Three graduate institutions in the U.S. which attract a large number of RPCVs to their international development programs are: The School for International Training in Vermont; The Monterey Institute in California; and The American Graduate School of International Management (Thunderbird) in Arizona.

Laurie and her husband went to The Experiment in International Living's School for International Training, in Vermont, where they took the Program in Intercultural Management, leading to a Masters in International Administration (MIA). The School also offers a Master's degree in teaching English as a second language (MAT) and an undergraduate degree in World Issues.

The Program in Intercultural Management averages 34.5% returned Peace Corps Volunteers in each of its two yearly classes of approximately 45 students. It prepares participants for careers in intercultural management, foreign student advising, development administration, and training fields, with an emphasis on working in the nonprofit sector. It seeks persons committed to affecting constructive change in international and intercultural settings.

"In the Peace Corps," Laurie Richards said, "you learn how to think on your feet, use your knowledge and apply it to new situations. You believe in experience. The



Over 34 percent of SIT's Intercultural Management graduate students are Peace Corps Returnees. International or intercultural internships are an essential part of the intensive program.

great appeal of the School for International Training is that it believes in and capitalizes on the value of experience. The program is very much rooted in practicality; the coursework takes six months. The internship requirement afterward (six credits, six months) falls near to the heart of a PCV because it's like doing another volunteer stint, but this time in a more marketable context."

Ed Geibel, now Deputy Director, Bureau of Refugee Programs, State Department, was in Thailand as a PCV from 75-78 and then worked on additional projects there for another five years. He did his MIA at SIT's PIM.

"It is easy to get co-opted when you come back from Peace Corps," Ed said. "Easy to return with high ideals and want to lead a life that is helpful to others and then get co-opted by money. People should work to keep those ideals afire. It is possible to continue to work for causes that are both satisfying to yourself, helpful to others, not exploitive, and still pay the rent. SIT helps

people figure out how to do it. It teaches not only ethical conduct, but how to design programs and projects that have an ethical base. I saw the School as a halfway house—I had been out of the country for seven years. The School gave me the time and the atmosphere to figure out how the U.S. worked and how I would want to fit into the U.S. again."

Laurie Richards found it was hard to market her Peace Corps experience without a graduate degree. "Walk into NASA and say, 'I'm a Peace Corps volunteer'; they're not going to listen. But if you say you did an internship with CARE in Thailand, it's less fuzzy-headed. It's the internship even more than the degree that makes you marketable. I got to the top of a technical field like NASA in five years because I have an MIA. And what better way to get that piece of paper than through a process that is practical and based on experience?"

SIT requires an internship in all its programs, both undergraduate and graduate. Internships provide students with the op-

portunity to apply the knowledge and skills acquired during the on-campus coursework. Alumni have found that solid academic preparation combined with professional accomplishment is highly valued by employers. The School's students do internships all over the world.

The Monterey Institute of International Studies, Monterey, California, specializes in international careers. It features four interrelated academic divisions: International Management (MBA); International Policy Studies; Language Studies; and Translation and Interpretation. The school is designed for people going into international careers, and it too has close Peace Corps ties. Its ex-President, William Craig, was the first training director of the Peace Corps and Professor Peter Grothe, Ph.D., its international student advisor, actually invented the name "Peace Corps", and later worked in Peace Corps administration.

"I was working for Hubert Humphrey as a foreign relations advisor in 1960," Peter Grothe said. "He had a lot of legislation with the word 'peace' in it, like 'Food for Peace.' To be consistent, I called the new program 'Works for Peace Corps.' Then we shortened it. A lot of people didn't like the word 'corps' because it sounded militaristic, and a lot of others didn't like the word 'peace' because it sounded communistic. I asked Humphrey if I could take the idea to Kennedy after he was nominated, and he said sure. I wrote a speech and brought it to Archibald Cox, who was head of Kennedy's speech writers. Then I forgot about it. I left Humphrey and started graduate school. When I went to a rally at the Cow Palace in San Francisco in October of 1960 and heard Kennedy make my speech, introducing the concept of the Peace Corps, I said to myself, 'If the Lord wants to take me up right now, Lord, I'm ready to go.'"

Elizabeth O'Malley, RPCV/Kenya and now APCD/Kenya, says, "At the Monterey Institute I found untapped depths within myself. I was challenged to contribute as much as I received. After graduation, I found that my skills were actually in demand. This was largely as a result of the emphasis placed on quantitative methods, organizational development, and language. It was the perfect place for me."

Monterey averages 15-20 RPCVs a year in a class of approximately 550. In response to Peace Corps returnees, a Master's degree in development administration (MPA) was added to the curriculum. "RPCVs have affected our curriculum," Peter Grothe said. One full and one half scholarships are available to RPCVs every year. SIT offers one \$1000-2000 scholarship for RPCVs in the PIM, one for the MAT, and one also for its undergraduate World Issues Program.

Both SIT and Monterey attract international students. Twenty-five per cent of the PIM students are from countries other than

the U.S., and for Americans, crosscultural experience, preferably living in another culture, is required. Monterey says its 500 students this year come from 40 countries on six continents; 95% of its American students have lived abroad.

Another school that attracts RPCVs is Thunderbird, the American Graduate School of International Management, in Mesa, Arizona, which offers a Masters in International Management. The degree is designed mainly for students interested in careers in the for-profit sector, although the nonprofit work is also covered. It has three components: business courses; area studies; and languages. The course lasts for three semesters, so the degree can be completed in one calendar year. There are approximately 300 students in each course, and internships are not required. Thunderbird provides two assistantships per semester for RPCVs, with one half of the tuition paid for two semesters, and the students working ten hours a week. Last year nine RPCVs completed the degree.

RPCV/Swaziland Carl Sorensen was the recipient of one of the RPCV assistantships after his Peace Corps service. "I was fuzzy about the details of my next career step, yet knew I wanted to stay in development," said Sorensen. During his first semester at Thunderbird, Sorensen questioned his choice, because of the private sector orientation of the program. Soon, however, he found professors who had development experience and persuasions with whom to work and study.

Currently a Field Office Financial Systems Specialist with Save the Children, Sorensen cited a broader, international economic perspective gained during his year at Thunderbird as the best benefit of his graduate study.

"Through the Peace Corps," SIT grad Ed Geibel said, "I came to believe that probably the most worthwhile thing that anyone from my kind of middle-class background can do is give people a decent chance in life. Americans have lots of options that are not open to others for societal, economic, or religious reasons. Teaching English to children in rural villages may not be such a big deal, but it will keep open a lot of options for these children in their adult lives that otherwise would be closed. I believed when I was doing it, in Peace Corps/Thailand, and I believe now, that the specific technical abilities you need to master just about any job outside of brain surgery can be learned on the job. How to work with people effectively, program design and planning, budgeting and program evaluation, these are the skills I needed from a Masters degree program. I got exactly what I needed."

Schools sometimes won't send information overseas. Under those circumstances ask the school to send the materials to RVS using the following format: Name of Volun-

teer, PCV/Country of Service, c/o Returned Volunteer Services, Peace Corps, Washington, DC 205265. RVS will forward up to five graduate school catalogues per PCV.

Joyce Marcel  
School for International Training

For admission materials, contact the following persons at each graduate program.

Janet Gross or Lani Wright  
PIM MAT  
School for International Training  
Kipling Road  
Brattleboro, VT 05301

Whitney Gravel  
Admissions Director  
Monterey Institute  
425 Van Buren Street  
Monterey, CA 93940

Julia Harvey  
Admissions Office  
American Graduate School of International Management  
Glendale, AZ 85306

## Writing Samples

Several RPCVs have recently asked RVS for advice about writing samples. Potential employers sometimes request writing samples and give little guidance about what they are seeking.

RVS offers the following advice regarding the submission of writing samples with job application materials.

1. Use your good sense about what is appropriate. If you are applying for a position which will require technical writing skills, don't submit a letter you wrote to raise funds for your college reunion. Try to come up with samples of past writing which fit the type of writing you would be doing in the position for which you are applying.

2. Submit two or three samples, if possible. Keep each sample short, 2-3 pages at most. Both formal and informal samples may be acceptable. For example, a memorandum from a previous job in which you summarize an issue or make recommendations might give an employer a good sense of how you write, as might the introduction or conclusion of a paper you wrote in college. The fundraising letter described above might be appropriate in some cases as well.

3. Set the context at the top of each writing sample. Type: "John Doe, Writing Sample, 1988, Memorandum written during Peace Corps service in Zaire in which I made recommendations to the Agency for International Development for future projects in the village where I lived and worked." In other words, let the reader know what he/she is reading. If it is part of a larger product, say so.

(Continued on page 10)

# The Self-directed Job Search

There are four steps in a self-directed job search. Most of us are so anxious about the future that we skip the first three steps and start with the fourth! This makes for a long, aggravating, and ultimately unsuccessful search.

The purpose of this article is to summarize the four steps of a self-directed job search and to offer PCVs and staff overseas basic job search information as "food for future thought."

## Step One: Self-Assessment

In this first step, the job seeker determines what he/she wants in a next position value-, interest-, and skill-wise. For example, if Jane's values are incompatible with those of her current coworkers, a priority in her next position might be coworkers with whom her values are compatible. David might be seeking the opportunity to develop his public speaking and training skills at his next worksite. Many of the "bestseller" career books are very helpful with this stage. The ever-popular *What Color Is Your Parachute?* by Richard Bolles contains a section called "The Quick Job-Hunting (and Career-Changing) Map". That section takes the reader through the assessment process thoroughly and with humor and expertise. Skipping this step means that the job seeker may be sabotaging his/her own best job-seeking efforts: "If you don't know where you're going, you probably won't get there."

## Step Two: Gathering Information

Once the job seeker has a clear picture of what he/she wants in a position, the next step is to determine where (in what positions and with which employers) he/she can find such work. Identifying and exploring options is another way of describing this step. Informational interviewing is often used at this step, as well as printed resources. As an example, the job seeker interested in public relations for a small non-profit organization might interview Aunt Carol's friend who writes, edits and produces a monthly newsletter, an annual report and all public service announcement and press releases for the local Gray Panthers organization. RPCVs with established careers are excellent information resources as well. Returned Volunteer Services maintains a list of Career Consultants to help RPCVs in this information-gathering objective. (See related article in this issue entitled "Career Consultant Profile".) RVS also maintains a career resource library with limited information on career fields and some organizations.

## Step Three: Goal-Setting

The job seeker next sets specific goals for the job search. Goal-setting in this context means integrating the general information resulting from the self-assessment step with

the practical information gained from the information-gathering step. Writing a detailed employment goal and then outlining the behavioral steps one will take to reach that goal is a rigorous process. Goals should be practical and attainable; have both short- and long-range components; and be action- and time-specific. Ability to articulate your goals clearly and in detail will be a positive signal to potential employers, a signal that you know what you want and that you are seeking what you want.

## Step Four: Job-Seeking

Finally, the job search gets to the point with which we are most familiar—developing a resume, contacting employers, following leads, and (hopefully) interviewing. Having thoughtfully and thoroughly completed the first three steps means that the background for this fourth step is solid. For example, job seekers who have determined their objectives know what's important to emphasize in their resumes. One hint about this step is to keep a log of all job-seeking activities. Keeping a log will help the job seeker to remain organized and honest. Sometimes we think we are doing much more in our job searches than we actually are. The log will be a constant reminder both of what's been accomplished and what's left to do.

RVS looks forward to hearing about, and perhaps assisting, your job search in the future.

Nedra Hartzell

## (Writing Samples)

4. If you are really in the dark about what the employer is requesting, ask questions. Perhaps the employer will give suggestions about what he/she is expecting to receive.

5. If you have nothing appropriate, write something to submit. Research a topic of interest to the organization. Showing such initiative might be an additional selling point for your candidacy.

6. My final suggestions are obvious. The writing samples you submit should be flawless. Rewrite and/or retype samples which contain grammatical or typographical errors. Submission of the samples is a way to show a potential employer how seriously you would take the responsibility of writing for his/her organization. Finally, don't forget that the writing should flow from one topic to another with ease, make sense, have a point, and be organized (intro, body, conclusion).

As always, good luck. Call RVS if you think we can help with your writing samples.

Nedra Hartzell

## (Non-competitive)

As a Volunteer currently in the field, you may begin to think about possibilities for federal employment. *HOTLINE* is a good source of information regarding agencies currently recruiting non-competitive RPCVs. Chances are that similar jobs will be available upon your return to the States, as many of the announcements are general entry-level recruitment notices or positions that open on a regular basis.

Non-competitive eligibility may be extended for up to two additional years if any of the following conditions apply: 1. If after Peace Corps service the returned Volunteer enters the military 2. If after Peace Corps service the returned Volunteer studies at a recognized institution of higher learning (this normally means being enrolled as a full-time student) or 3. If after Peace Corps the returned Volunteer engages in another activity that the hiring agency thinks warrants extension of the original one-year limit.

Granting an extension is discretionary with the hiring agency, as is the determination of what activities fall within category three. The *Federal Personnel Manual (FPM)* states that, "Generally, work experience which is pertinent to the position being filled and which can be expected to enhance the candidate's performance and value to the agency could be an appropriate basis for extension. Extensions should not be granted routinely, but should be reserved for situations in which the activity has truly enhanced the ex-Volunteer's value to the agency." It also states, "In addition, employment with Peace Corps in activities related to Volunteer program operations, which can be seen as an extension of Volunteer service, may provide an appropriate extension of eligibility."

Non-competitive eligibility is proved by attaching a copy of your Peace Corps Description of Service to your SF-171, Application for Federal Employment. The Description of Service will reference "Executive Order 11103", the Presidential directive that established non-competitive eligibility. However, not all federal employers are familiar with non-competitive eligibility, and it is the responsibility of the RPCV to make the personnel staff aware of their NCE. You may reference the *Federal Personnel Manual* (a handbook all Federal Personnel offices should have), Section 6-7, Chapter 315. In addition, Returned Volunteer Services has included a "Memo to Federal Employers," in the appendix of the yellow *Career Resource Manual* that the Peace Corps Volunteer will receive at Completion of Service. This memo explains non-competitive eligibility to the federal employer.

Once arriving back in the States, feel free to call RVS if you have any questions.

Megan O'Donnell

# Is There a Future in Development for You?

The first thing many RPCVs want to do when they get back to the U.S. is to return to the developing world. A career in international development is the next logical consideration. Sometimes that decision is well-founded and sometimes not. A desire to return to international development can be a reaction to readjustment, a return to the familiar and a retreat from the unknown, and/or an excellent opportunity for the future. This article will address the basic requirements needed for a career in international development and is written for PCVs and overseas staff members interested in a future in international development after Peace Corps.

Private, nonprofit voluntary organizations (PVOs) and for-profit consulting firms have similar personnel needs. Both types of organizations are seeking employees with technical expertise gained through overseas experience and, usually, graduate study/degrees; language capabilities; and at least two years experience in the developing world. The experience criterion is often expanded to three to five years, and developing world experience is interpreted as technical, grassroots, nonclassroom experience. The qualifications for entry level positions vary by organization, yet the above list is common as minimum requirements. As with the international development intern programs discussed elsewhere in this issue, competition for positions with international development firms is keen.

Development projects funded by AID are assigned through a proposal process. This means that many firms "bid" on proposed projects, both with programmatic and monetary components. The firms bidding on the contracts must name actual persons who will perform the tasks required by the project. Thus, development firms are in constant need of qualified personnel to name on proposals. Firms maintain data banks of potential employees to meet the constant need for qualified personnel.

The first step in the international development job search is to identify development firms which are working in the geographic, programmatic and language areas of your expertise. The next step in the job search is to talk with those firms' program and personnel officers about future prospects. Getting into the data banks of the firms with which you want to work is the next step. As with any job search, networking among professionals in the career field is critical at every stage of the search.

What can the PCV and staff member in the field do to enhance his/her prospects for a future in international development? First, work hard and learn much. Get to know your country, its people, their culture, its development needs and the ways in which those needs can/cannot be addressed. You are forming opinions and attempting to solve problems every day. Use

your observations and experiences to determine what you would do if you could, in addition to what you are doing now. Develop your technical skills. Ask host country counterparts, other agency personnel, ICE and OTAPS personnel, and Peace Corps staff for assistance.

PCVs in education programs need to know that their teaching experiences may not be evaluated as development experience by future development employers. Those in that position may want to expand secondary projects and community involvement so as to be able to meet the experience criterion through Peace Corps service.

Second, value the opportunities to be supervised, to supervise others, to develop programs and to monitor budgets, if you have such opportunities. The skills of program development, program evaluation, personnel management and budget management are needed at every worksite, domestic and overseas. Using your current work to hone those skills is wise.

Third, get to know as many development professionals as you can. Make a point to meet the staff persons of development organizations in your country. Ask questions about their work and their careers, and for advice about your work if you need it. Try to understand the structure of the international development organizations other than Peace Corps in your country and determine where in the future you might want to fit in. Seek out those you wish to emulate and ask about career paths and qualifications.

Four newly-revised publications are now available from RVS. *Natural Resource Careers* was expanded to include many addresses and referral courses. RPCVs Jack Riggan (Guatemala) and Shaun Hamilton (Niger) contributed to the revision. *Health Careers* contains a book printed by the Virginia Health Council and other materials covering such topics as accredited Schools of Public Health, midwifery and health-related professional associations. RVS Intern Judy Miller of American University identified and compiled the materials. *Careers in Agriculture* describes agricultural career possibilities in detail and provides many reference sources. RPCV Gretchen Bowman (Honduras) wrote this revision. Finally, RVS offers *Fact Sheets*, guides to services for persons over 60 in each of the 50 U.S. states. Tell RVS which state's (or states') Fact Sheets you want.

Write RVS to request copies of the new publications. Please allow 2-3 months for receipt. The address is RVS, Peace Corps, Washington, DC 20526.

Fourth, learn the indigenous language well. If that language is one which is not common to other developing nations, start to learn one which is. French, Spanish, and Arabic are marketable.

Finally, keep track of what you are doing overseas. You will need this record to write a resume and to refresh your memory about completed projects in the future. If you have written a grant application, memorandum with project recommendations and justification, and/or a project report, keep a copy for yourself. You may need a work-related writing sample in your next job search.

The Office of Returned Volunteer Services at Peace Corps/Washington has several development agency directories available for use by RPCVs. Washington, DC, is the home of many U.S. development agencies, so a working visit to DC will necessarily be a part of your development job search. RVS should be part of your plans for that time in DC.

Please write RVS should you have questions about the information in this article. (RVS, Peace Corps, Washington, DC 20526.) Readers should also see "International Development Intern Programs", also in this issue.

Nedra Hartzell

## Foreign Service Exam Cancelled

The 1989 Foreign Service Exam, originally scheduled for December, has been cancelled, according to the State Department.

The reason for the cancellation is to give the State Department time to revise the written exam. The general background portion of the exam was found to be discriminatory toward women applicants in a court decision earlier this year.

A State Department spokesperson indicated that the next exam may be given in June, 1990. Returned Volunteer Services will send exam applications to each post overseas once the exam is rescheduled and the application materials are available.

## RPCVs & PCT

Returned Volunteers may receive the *Peace Corps Times* for one year after COS. Because few Volunteers return to their "home of record" we do not send it automatically. After you get settled drop the *Times* a note with your new US address and include your country and dates of service.

# International Development Intern Programs

Peace Corps/Washington's Office of Returned Volunteer Services (RVS) sponsors a series of career development workshops each year. One presentation topic during the past year was International Development Internship Programs. The International Development Intern (IDI) program of the Agency for International Development (AID) and the Young Professionals Program (YPP) of the World Bank were described at the workshop. Intern is a misnomer for the IDI program. IDI is more a management training program for AID than an intern program. The average age of IDI participants is about 35, and approximately 85-90% of AID's Foreign Service Officers are IDI graduates. The program is an excellent and usual entree to AID.

Competition for the IDI program is keen. Recruitment and acceptance of applications is continuous, but the time from application to beginning the program may take up to a year. Applicants are encouraged not to expect prompt action on submitting their applications.

In 1987, 55 IDI interns were chosen from an applicant pool numbering 7500. Of those 7500, only 2100 met basic qualification criteria, however. Technical review committees then rated each of the 2100 qualified applications. From those ratings, the top 300 applicants were interviewed and assessed in person. Only 115 of the 300 "passed" the assessment process and, of those, 55 were hired. Of those 55, 35 were employed after the two year training period. Attrition is a reality, both by individual and AID choice. About 30-40 % of recent IDI classes have been composed of RPCVs, so your overseas development experience is a plus. The IDI program expects to hire 75 interns in 1989 and 90 interns in 1990.

Minimum qualifications for IDI applicants are a graduate degree and two years of relevant work experience. In reality, those being hired for IDI also have overseas experience and language skills. Language expertise is required for tenure in the AID Foreign Service and must be earned within five years of employment.

IDI applicants must designate position titles for which they are applying. Examples are Accounting, Agriculture (includes Rural Development and Natural Resources), Economics, Education/Human Resource Development, Program Officer, Program Development Officer, Private Enterprise Advisers, Contracts/Commodity Management, and Health/Population/Nutrition.

Further complicating the competition is the issue of AID need. For example, a Health/Population/Nutrition applicant may be among the best qualified in the applicant pool yet not accepted into the IDI program. The reason for this is that AID may not need new personnel in that field. Each "class" is carefully composed to meet current AID need. Such an applicant would be placed on

a waiting list for a year, in case openings for persons in his/her field would occur.

The AID staff members who discussed the IDI program with RPCVs underscored the importance of understanding the way of life one would enter as an employee of AID, with 66-75% of one's career spent overseas.

The IDI program is individualized. Each participant creates his/her own career development plan with a career development officer and follows it. Usually one year is spent in Washington followed by a second year overseas.

PCVs seeking further information about the IDI program should request an IDI applicant packet from IDI Recruitment Staff, PM/RS, Room 1430 S.A. 1, AID, Washington, DC 20523.

Midlevel appointments as AID Foreign Service Officers are rare but possible. However, most midlevel appointees are recruited from the fields of accounting and economics.

Civil Service (as opposed to Foreign Service) opportunities with AID are also available. Contract specialists, accountants, and economists are particularly needed. Applications are processed quickly and qualified applicants with Peace Corps experience and noncompetitive eligibility are welcomed. Contact AID, Civil Service Personnel Division, Room 1127 S.A. 1, Washington, DC 20524.

All AID employment requires the Standard Form 171 (SF171), the federal government job application. Excellent suggestions for completing the SF171 are included in the *Career Resource Manual*, which is distributed at/cos conferences.

A second internship program is the Young Professionals Program (YPP) of the World Bank. Nancy Cooke, an RPCV/Thailand, former YPP participant, and current YPP Administrator conducted the session about YPP. Current and former YPP participants are called "Why-Peas" within the Bank and constitute approximately 19% of the Bank's current staff. YPP is the normal means of joining the Bank and the International Finance Corporation for beginning professionals.

Basic requirements for consideration as a YPP are a masters degree in economics, finance or public administration (about half of YPPs have PhDs, however); two years of relevant experience or advanced training; strong analytical skills; and superior academic achievement. Applicants can be no older than age 32 and must be fluent in English. Strong commitment to the development goals of the Bank, and multi-cultural and communication skills are expected as well. Most YPPs have developing world experience, at least one additional language (French, Spanish, Chinese, Arabic or Portuguese), and a second degree.

YPP entrants number about 25-35 annually, with U.S. citizens averaging 35% of

each "class". Over 90 countries have been represented in the YPP since its inception in 1963.

YPP is similar to the IDI program in that competition is very keen and YPP is not really an intern program.

Unlike the IDI, the YPP has a set annual application process.

Each autumn a recruitment effort begins, and applications are due October 31. YPP receives about 3000 inquiries per year. Those applicants are screened to about 600 who are asked to complete full applications, including essays, transcripts, and references by November 30. Those 600 applications are reviewed in depth and 150 applicants are called for panel interviews in Washington, DC, Paris, Nairobi or Bangkok during January and February. The panel interview is conducted by three senior World Bank staff members. Fifty to seventy applicants are referred to the final selection committee, decisions are announced in early March, and YPPs begin the program in the summer. It is important to note that YPP does not recruit persons with public health, international relations, anthropology and other related backgrounds. The work of the Bank is development, finance and economics.

The YPP is not an intern nor a training program. Instead, it is an entree to the Bank. Each YPP spends the first year on probation doing two "rotations". Each rotation requires work on a major task or set of tasks. The two rotations are in different geographical regions of the Bank. Ninety percent of Bank employees are based in D.C., but most travel extensively. Assignment to overseas Bank missions is rare.

Contact YPP, The World Bank, 1818 H St, NW, Washington, DC 20433, for application materials.

RVS hopes this information is helpful to those considering AID or World Bank futures. See another article in this issue entitled "Is There A Future in Development for You?" for further information.

Nedra Hartzell



## Minnesota PCVs

Looking for a job? Going back to school? Don't know what you'll do? We have some material which may help you. Contact the Career/Support Committee at:

MN Returned Peace Corps Volunteers  
P.O. Box 64B  
Minneapolis, MN 55406

Feature

## Spotlight on Training

OTAPS' training support unit currently has several new initiatives in the works that should interest Volunteers and staff. These initiatives will benefit them both during and after their Peace Corps service.

### The Talent Bank

The training support unit has developed a computerized Talent Bank, in which the names, skills and experience of some 600 consultants are listed. If a program officer from Morocco, for example, is seeking someone who is an expert on growing vegetables in the desert, who has done training and speaks French, a search of the database should reveal a list of people with those qualifications from whom the staff member may choose.

The database can also indicate whether there is a written evaluation of the person on file. The list is kept up-to-date and names of interested people and those recommended by Peace Corps staff constantly are being added. Many are RPCVs.

### Programming and Training System (PATS) Manual

Through a joint effort with Peace Corps regions and in-country offices, the training support unit is producing a resource document that will be a how-to manual for programming and training staff. This manual is based on Peace Corps' previously developed *Integrated Programming System* and *Integrated Training System*, as well as on field surveys, in which as the manual indicates, staff reported the need for an expanded training system, additional information on VRS (Volunteer Recruiting and Selection) guidelines for obtaining Volunteers, and monitoring and evaluation strategies. PATS is an attempt to provide that additional information and to integrate the major tasks of programming and training into one main source. As programming and training efforts change and become more consistent, PATS will be updated and expanded as necessary.

### Test Yourself

How much do you know about senior Volunteers? Test yourself by marking True (T) or False (F) next to each of these statements, derived from Peace Corps' *Facilitator's Manual, Working with Senior Volunteers*. The correct answers appear below.

1. In general, older persons have more physical ailments and are less resistant to infectious diseases than are younger persons.
2. All five senses tend to decline with age.
3. The reaction time of most old people is slower than the reaction time of younger people.
4. Older people do not adapt as well to cold and heat as do younger people.
5. Older workers are prone to more frequent absences because of age-related afflictions and above-average rates of sickness.
6. Older persons are more likely than younger persons are to suffer from depression, anxiety and other forms of mental illness.
7. Most older persons become discouraged easily if things do not go the way that they expected.
8. Most older persons are often bored and do not know what to do with their time.
9. The majority of older people are socially isolated and lonely.
10. In general, there is an increased interest in independence and autonomy as people get older.
11. The majority of people over age 65 have lost a substantial portion of their intellectual ability.
12. Learning something new is very difficult for older persons.
13. Problem solving and verbal abilities tend to remain stable or to increase with age.
14. Older persons are more likely to have problems with short-term memory.
15. Older workers are more difficult to train, making it more costly to prepare them for the job.
16. Productivity and efficiency are lower for older workers than for younger workers.
17. Older workers are less committed to their work than are younger workers.
18. Older workers tend to be more conscientious and dependable than do younger workers.
19. Older workers have more accidents than younger workers have, and older drivers have more accidents than do younger drivers.
20. Older workers do not get along with their coworkers and supervisors as well as younger workers do.
21. Older persons tend to be more interested in security and dependability in their lives.
22. Being accepted and appreciated becomes more important with age.
23. Older persons are more set in their ways and less adaptable than are younger persons.
24. Older people in general take fewer risks than younger people take and require a higher degree of certainty before committing themselves to an action.
25. People tend to become more religious as they get older.

1-T, 2-T, 3-T, 4-T, 5-T, 6-F, 7-F, 8-F, 9-F, 10-T, 11-F, 12-F, 13-T, 14-T, 15-F, 16-F, 17-F, 18-T, 19-F, 20-F, 21-T, 22-T, 23-F, 24-T, 25-F.

The manual will contain information on how to become knowledgeable about the host country, the Peace Corps program and its effectiveness; what issues to consider and steps to take in developing, monitoring and evaluating a project; and how to assess and develop the required training input. PATS is scheduled for publication in October.

## Working with Senior Volunteers

Another issue the training support unit has focused on recently is how to respond to the special needs of senior Volunteers (those above the age of 50), a disproportionate number of whom leave the Peace Corps before completing their service. Recommendations by a special Peace Corps task force on senior Volunteers and a *Strategy Guide for Working with Senior Americans*, prepared for Peace Corps by the American Association for International Aging, helped the training support unit define its initiative.

These reports made it clear that although a manual on *Peace Corps Training and the Older Volunteer* had been available, the information was not necessarily being applied. Staff at all levels needed to be continually made aware of the issue.

As a result, OTAPS' September 1988 *Training Forum* newsletter was devoted exclusively to the subject of senior Volunteers and included a series of statements testing

staff members' perceptions. (See *Test Yourself*.) In addition, the training support unit has produced two other manuals to enable staff to conduct workshops on the subject for Peace Corps trainers and program officers. One is for facilitators, specifying how to organize the workshop and the activities and materials to be included. The other is for participants. It contains readings on the myths and realities of aging and exercises to analyze the critical incidents described.

The training support unit conducted a trial run of these manuals, relying on staff members from other offices in Peace Corps/Washington and senior RPCVs as their test audience. The response was excellent. The group felt that the critical incidents they discussed illustrated lessons that could be applied to working with Volunteers in general and in any number of different situations.

It is hoped that with this training, staff will become more aware of the needs of senior Volunteers. Staff can then do a better job of informing seniors about the realities of Peace Corps service and what it can mean to them afterwards, placing them in appropriate locations with suitable assignments, and counseling them on adapting to Peace Corps life.

## Competency-based Approach to Language Instruction

One complaint many seniors have had about their Peace Corps experience is that

they never learned the language spoken in their host countries, or at least learned it well enough to feel comfortable living there. This complaint as well as other questions about pre-service foreign language training have led OTAPS to reconsider Peace Corps' approach and come up with some solutions.

Back in the '70s, research indicated that adults learn differently than children do. They found, for example, that it is easier for adults to remember a word if they can associate it with something meaningful to them, rather than repeat it by rote.

U.S. institutions began elaborating on this approach to teaching language, referred to as *competency-based*. Instead of developing a curriculum organized according to principles of grammar, they began developing it according to different *competencies*, from knowing what to say to the grocer to knowing how to explain to a fellow professional the work being done. Textbooks were developed that provided the theoretical framework for this type of instruction, including the place of grammar in the system.

Based on this information, the training support unit began the process of revamping Peace Corps' language program. Guidelines were prepared and through a series of workshops, beginning in Thailand in 1987 and ending in Swaziland in 1988, Peace Corps introduced the competency-based language training approach to staff from a total of 41 countries.

(Continued on page 18)



Participants in the language training workshop in Swaziland meet for a photo session.

# From the Field

## Learning from Legends

As a community development worker on Yap, I was aware that my success depended on my ability to recognize and be attuned to local cultural values. Someone working in agriculture may consider the local culture in trying to solve a particular problem—how to increase potato production, for example—but a community development advisor must first examine and understand the culture as a whole before assuming any task.

Culture is not what people do, but the ideas and standards that guide their behavior. By respecting and understanding these ideas and standards, a community development advisor can begin to see and hear people's needs and wants.

These are the principles I followed in the project I designed as a Volunteer on the island of Yap in the Federated States of Micronesia, where I served from 1986 to 1988. I had a dual assignment as community development advisor and English language teacher.

In Yap, for cultural continuity and safety, Volunteers must live with Yapese families. I lived with a large extended family, who adopted me as one of their own. During my first few months of service, my Yapese father became my mentor. He taught me many customs and treated me like one of his own daughters, not an outsider. In fact, he inspired the project I am describing here.

In teaching oral English to elementary school children, one reward technique I used was to read aloud a story every Friday after a weekly quiz. I discovered that testing the students' comprehension that they understood best those stories relevant to their culture. Legends from Africa and Australia made more sense to them than did such American classics as *Mary Had a Little Lamb* or *Johnny Appleseed*. These classics were confusing: apple trees became mango trees and rivers became oceans.

I saw a need for culturally relevant storybooks for these children that would be available to them in English. In considering this need, I remembered my conversations with my Yapese father, in which he had said, "There are a lot of Yapese stories for kids," and began to think of ways to make use of these stories.

The Yapese people, like other peoples of the world, have an abundant store of oral legends. Many are like *Aesop's Fables*: They teach social values and customs.

Only 50 years ago, education consisted of parents teaching their children basic survival skills by having families gather together at night to listen to their elders recite. Storytelling taught children the customs

and values necessary to be a respected Yapese community member; the stories children heard at night reinforced what their parents had taught them during the day.

These legends are familiar to most people on the island, but virtually none are available in printed form. I began to search for these legends. My father was too ill to recite any for me, so I asked my school principal to tape record one for me. I also wrote to every regional research center, university and museum in the Pacific Basin, asking if they had any of these stories translated and printed.

The few I received proved to me that these printed legends could be useful in the classroom as a way of teaching Yapese values and customs. Yap, like all rapidly changing societies, has had a problem accommodating the old culture to the new. As one Yapese gentleman told me, "It's kind of mixed up." Yap society asserts "Obey the local customs"; however, it accepts some Western influences that challenge those same customs. The problem is especially difficult for Yapese children, whose information in school comes from outside sources. Students cannot productively shape a value system when contrasting their lessons in school with their village home.

I therefore asked permission to work with the Yap State Department of Education to develop an English language curriculum based on the traditional Yapese legends. The objective was to give students a solid foundation for them to judge the past and the present and compare the two so that they could reach their own decisions.

Permission was granted and the proposal accepted. I was instructed to work with the social studies curriculum writer, who became my counterpart.

The project blossomed. My counterpart showed me two drawers full of transcribed legends and handed me an index dated ten years previously! It seemed this project had been tried and shelved because it lacked the kind of direction and guidance I was willing to provide. I suggested he collect and translate some legends and I would polish them. He asked some elders to recite them, and in a month's time, we had collected, transcribed, translated and edited ten legends.

While I was on vacation, my counterpart had the legends illustrated. When I returned, he proudly showed them to me. I was thrilled!

Given the Yapese culture, it did not seem realistic to expect the project to continue moving so quickly. I made incremental goals of each step, rather than focusing on the end product as the one major goal. I did not want anyone to lose interest. I wanted to lead them through each step of the project and be sure that they learned the necessary skills, so that one day those drawers of leg-

ends might become an economic resource for the people.

Our next step was to devise lesson plans for each legend aimed at reinforcing the values it expressed. The chief curriculum writer, my counterpart and myself met to discuss different types of lesson formats and decided that each of us would be responsible for writing up one. We would present all of them at our next meeting so that we could merge our ideas and create a suitable format to write an individual lesson plan for each legend.

At our next meeting, I presented my work; however, my colleagues had done nothing. They praised and accepted my work but no assistance followed. I could not figure out what had happened to our teamwork.

At this point, I knew I had the following choices: I could let the project be shelved again; I could continue the project alone; or I could back off for awhile and seek advice on Yapese culture, in an attempt to reestablish a working team.

I chose to seek advice. I sat down with my APCD, whom I viewed not simply as an administrator filling out forms and signing papers, but as a friend and valuable resource person.

He explained to me that Yapese people placed a great deal of importance on discussing ideas; that unlike Westerners, Yapese people do not make decisions quickly but need time to think things over thoroughly. He told me they react this way because they live in an island society, a closed society, where people must be extremely careful not to offend anyone because they know each other and live together all their lives. A wrong decision, especially concerning their oral history, could bring about adverse community feeling toward the State Department of Education and/or Peace Corps.

I followed his advice and tried again. I slowed down and quit making decisions for my team members. I waited. At times, decisions were made after five minutes of silence; other times, I waited weeks. More importantly, I accepted their decisions without criticizing or judging them; I left all decisions in their hands.

The project got back on track. It took longer and was more difficult to accomplish than it would have been if I had operated alone, but we finished the lesson plans together. My teammates' input was essential for community acceptance of our project.

My counterpart organized a pilot test in some of the elementary schools, which we conducted and evaluated. We agreed on some changes, did the final editing, then submitted the material for approval. Once approval was granted, we pasted the material together, and my counterpart coordinated the process of having it printed as a book.

Throughout the project, we always dis-

cussed the possibility of publishing the legends and drawings together because we liked the drawings of our talented illustrator. I discussed the idea with the ex-governor of Yap, and we agreed it would best be accomplished if we had the book copyrighted in the name of the Yapese people. Any monetary proceeds could then be used for a public library. Presently, only the high school and the Peace Corps office have a library, and there is no bookstore on Yap.

During my last three months of service, we collected, translated and edited 30 legends to compile this second book. My counterpart and I were distributing it around the office, when the head of curriculum approached us and asked, "Sue, what do you think about publishing this?" I replied, "That's a great idea! You know the procedure better than I do"—and he did. The end result was *Yapese Legends*, a book of stories in English, written and produced by the Yapese people. *The Story of Manbuth*, which appears here, is one of these legends.

When I think back on this project, I realize that it accomplished more than I had anticipated. From a personal standpoint, I learned a valuable lesson: It is easy to say one must work within the culture, but it is not easy to do. I knew the importance of being culturally sensitive; yet, without realizing it, I had imposed my Western work ethics on the Yapese, and they resisted.

I realized my mistake and sought advice in order to establish a solid working relationship with my teammates and work within the Yapese culture to finish the project together. Doing so took patience and perseverance, and I had to set aside my personal values about work.

From the community's point of view, the project's main accomplishment was not the books it produced, but the skills learned in producing them and the discovery that they could be an economic resource. Community development is not writing books, but giving people confidence in their own potential, making them aware of opportunities and providing them with choices.

I saw my role as a catalyst for the Yapese people to develop their folklore for their own practical use, as storybooks for children and as an export commodity to provide the capital for a community service—a public library. They have a process now for capitalizing on a unique resource, whereas before, they only had two drawers of transcribed legends collecting dust. They also have a sense of community pride.

Susan Willett



## The Story of Manbuth

*(The story of Manbuth teaches the virtues of kindness and also tells how Umel [Cardinal Honeyeater] got its beautiful red color.)*

Long, long ago on the island of Yap, there lived a very beautiful girl named Manbuth. She was so beautiful that other girls were jealous and cruel to her. While her parents felt sorry about this, they always taught her to be kind and forgiving. "No matter how hard they try to hurt you they never win unless you let them, so don't ever try to hurt anybody."

Manbuth obeyed her parents and was so kind and gentle that little animals became her friends, especially Umel, a little gray bird. They were often together and missed each other when apart. One day some jealous girls enticed Manbuth to travel with them to an offshore island, where they left her. Alone on the little island, Manbuth was sad. At home her parents grieved for her.

Then one day, Manbuth's mother heard a little bird singing. She listened and came to understand the glad tidings: Manbuth was alive. So happy was Manbuth's mother that she took her best tumeric and powdered Umel with the brilliant color. Once the family reunited, the village gave a feast for Manbuth but did not want to invite the jealous girls; however, Manbuth invited the girls to her party and forgave them saying, "I'm sorry for you because in trying to hurt others, you only hurt yourselves."

The story ends happily and Umel remains red-breasted to this day.

Yapese Legends



## Workshop Brings New Dimensions to Water/Sanitation Projects

Peace Corps is encouraging field staff to develop better Water and Sanitation (W/S) projects, in which the community makes use of appropriate technologies to improve child care and community health. To this end, Peace Corps has been collaborating with AID's Office of Health on a Water and Sanitation for Health (WASH) project, which provides technical assistance to government and nongovernment agencies to develop effective water and sanitation programs.

Peace Corps also has been trying to involve Volunteers in efforts of the U.S. Public Health Service, through its Disease Control Center in Atlanta, to eradicate the guinea worm. This is a water-borne parasite common in West Africa, Pakistan and India, which produces ugly bodily lesions and incapacitates its victims for 30 to 90 days. The infection is especially prevalent during the planting and harvesting season in these countries.

As more Water/Sanitation Volunteers are slated for Africa, the question of how they can be used effectively in that part of the world has taken on new importance. Regional workshops have been providing an answer.

The first workshop, held in Ghana in March 1988, was exclusively for Program and Training Officers. It considered the possible goals and objectives of an expanded Water/Sanitation program and ways to measure their achievement. The second, held almost a year later in Niger, involved Associate Peace Corps Directors responsible for planning projects, to guide them in developing new ones. A representative from NANEAP also was on hand to spark activity in that region.

Two consultants, Lee Jennings and Robert Gearheart, were instrumental in designing this workshop, in a team effort with Margaret McLaughlin from the Africa Region and Jaime Henriquez from OTAPS. Funding also was a joint responsibility with WASH paying for the trainers, SPA for half the participants and the Health Sector's Child Survival funds paying for the remainder.

The objective of the workshop was to have APCDs expand their thinking about W/S projects to see them in relation to child survival, women in development, appropriate technology, health and other issues that concern Peace Corps. It was hoped too that they would see the range of activities that Volunteers could be involved in and learn

what resources were available to them to help in the planning.

At all the sessions, the emphasis was on hands-on learning, with discussion focused on actual experiences from the field. The group analyzed the strengths and weaknesses of relevant Peace Corps projects in their countries and how staff can implement the programming guidelines that OTAPS' Water/Sanitation Sector had developed. They viewed the film, *The Water of Ayole*, illustrating how a failed water-pump project became a success once the community, especially the women, were organized to support it and someone in the village was trained to repair the pump. A report by Michael Fitzgerald, the APCD in Chad, summarizing Peace Corps' experience in that country, reinforced the message that projects need to be sustainable.

Using the W/S programming guidelines, participants drafted proposals for possible projects. They also prepared action plans showing how they intend to make use of their new knowledge and share their experience with their host country counterparts, government officials, Volunteers and other people from Peace Corps and nongovernment agencies whose input is both necessary and helpful. As Jaime Henriquez, OTAPS' W/S Specialist commented, "We didn't want them to sit in isolation writing proposals. We wanted to give them a head-start so that when they returned to their offices, they could work with their counterparts to produce programs with new dimensions that would enlist Volunteers across the board."



*Peace Corps/Tunisia APCD Mohammed Abid (left) and Director Steve Hanchey (center) play host to RPCV Kevin Lineberger, who visited Tunisia to develop the basketball program.*

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## Volunteers Keep Their Eyes on the Ball in Tunisia

If you once had hopes of becoming another Michael Jordan but never made it to the NBA, Peace Corps/Tunisia may have the answer for you. Starting this summer, Peace Corps, in cooperation with the Ministry of Childhood and Youth and the National Basketball Federation of Tunisia, will be training five Volunteers who will be helping to organize and coach Tunisian basketball teams.

Peace Corps/Tunisia Director Steve Hanchey conceived the idea as a way of offering constructive activity for youth. Sixty-five percent of the population is under the age of 25 and many youth are unemployed. In the '60s, Peace Corps had a sports program in Tunisia and Hanchey is hoping to resurrect it through this basketball initiative.

Encouragement from the Ministry and the Federation is making it possible. The Tunisian government has plans to set up 200 mini-basketball programs in villages and cities throughout the country and sees PCVs playing a central role.

The U.S. Information Service (USIS) is another collaborator. USIS has a program called *Sports America* by which it sponsors trips by American athletes to other countries that are trying to develop sports activities. Under this program, at Peace Corps' request, USIS sent RPCV Kevin Lineberger, a former basketball player and coach of the national championship team in Saudi Arabia, to Tunisia for three weeks to help design Peace Corps' new initiative. The Tunisian Basketball Federation made all the in-country arrangements.

While he was there, Lineberger toured the country. He met with officials from the Min-

istry, the Federation and the major sports clubs and conducted basketball clinics for members of the major clubs and women's basketball teams. During the discussion at the wrap-up session, Tunisian officials, indicating their interest, urged Peace Corps to recruit a dozen Volunteers but agreed to compromise on five as the initial number of trainees.

The four-week pre-service training designed by Lineberger is taking place this summer, in a brand new facility constructed especially for the basketball program. Training sessions are being held to familiarize the Volunteers with youth development and sports needs in Tunisia, local attitudes towards basketball and coaching, and basketball rules and techniques in Tunisia different from those in the U.S.

In the final two weeks, Volunteers are participating in a mini basketball camp, ob-

... serving, playing ball and coaching. The Ministry selected the young Tunisian campers, as well as the Tunisian coaches, who are the Volunteers' counterparts. The program is ending with a team competition followed by a closing graduation ceremony. Through the joint auspices of USIS and Peace Corps/Tunisia, Lineberger is supervising the training program.

After their pre-service training, these Youth Development/Sports Volunteers are being assigned to the National Basketball Federation of Tunisia, which is responsible for placing them. First they will be working where there are teams and facilities; then they will move to the less-developed areas. Eventually, the program will be country-wide.

For this new initiative, Peace Corps/Tunisia has been seeking Volunteer recruits with at least two years' experience as varsity basketball players or coaches. Previous work with youth is another criterion. Lineberger feels there should be no problem finding such people. As he points out, the NBA already has started expanding into Europe but is finding that some American players want to return home because they feel isolated. "In the Peace Corps, they'll have a support group plus a whole new experience and a chance to learn French and Arabic. Now that the world's become a global village, if you don't know what you want to do except play ball, this is a great opportunity—and you'll be able to play ball every day!"

### (Feature . . . from page 14)

The training support unit also developed a series of four videotapes with accompanying written materials to be used in training the language trainers. These describe the scientific information on adult language learning and illustrate methods of teaching adults based on this information. In addition, a *Language Training Reference Manual* is being developed for instructors on how to write lesson plans, create the appropriate learning environment and measure results.

### Rating Proficiency

The training support unit is working with the Educational Testing Service (ETS) to train testers to use a new language proficiency interview for testing Volunteers. Until now, Peace Corps has used the *Language Proficiency Inventory* (also known as the FSI [Foreign Service Institute] scale) to rate language ability, but this rating scale is inappropriate for the Peace Corps, and ETS will introduce the *Oral Proficiency Interview* (OPI) developed by the American Council on the Teaching of Foreign Languages (ACTFL). The ACTFL scale is the official standard recognized by American universities.

In the *Oral Proficiency Interview*, the language tester assesses language skills according to the person's consistent ability to use the language effectively and appropriately in real-life situations. Four criteria determine the rating: the global tasks or functions the person can perform with his or her language skills; the social context and content areas in which the person can function; accuracy in using the language, so that tasks can be performed well; and the vocabulary used in extended discourse.

ACTFL divides language proficiency into levels—Novice, Intermediate and Advanced—with various gradations in between. The *Intermediate-Low* level, for example, ACTFL defines as follows:

*Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.*

ETS will be field testing the new program in three countries—Kenya, Paraguay and Tunisia—before making it operational throughout Peace Corps, which it is estimated will take two to three years. Although the *Oral Proficiency Interview* does not use numbers, ETS will provide a numbering scale, with an *Intermediate-Low*, for example, rated a 1 minus.

### Evaluating the Program

To assess how far the implementation of a competency-based approach in language training has progressed, the training support unit is conducting a multifaceted study. Seven countries—Nepal, Thailand, Philippines, Morocco, Ecuador, Honduras and Zaire—are being included to provide a sample of language training programs from each Peace Corps region. Groups of Volunteers assigned to these countries have been asked to respond to questionnaires—once immediately after their pre-service training and a follow-up after they have been on their assignments for three months to a year, depending upon when they completed their pre-service training. They have been asked to evaluate their language training and indicate how proficient they are in the use of their new language.

The language coordinators for these countries also are being surveyed. They are being asked to describe the amount and

type of language training Volunteers receive; the selection, number, qualifications and training of the instructors; the types of instructional materials used and how they were developed; and any problems encountered in implementing the program.

Preliminary findings suggest some further improvements needed, particularly in structuring the curriculum so as to indicate what elements of the language the trainee must know to be competent in various situations and how to integrate grammar into the lesson. The task of developing a functional program is complicated by the fact that Volunteers must learn technical terminology, which varies with the particular specialty, and most standard textbooks, where they exist, do not provide the kinds of materials Peace Corps Volunteers need. Staff members in each country, therefore, are trying to develop their own language-instruction materials—an enormous task requiring time and resources not readily available.

Consulting with Sector Specialists, the training support unit is planning to outline materials that can be augmented and refined with specific information collected from Volunteers and field staff. Such a collaborative effort will help generate materials tailor-made for Volunteers to do their jobs.



### ICE ALMANAC

**ICE Director**  
David Wolfe

**Editor**  
Judy Benjamin

The ICE ALMANAC features a variety of ideas and technologies that Volunteers can adapt locally and highlights particular program areas with notes and recommendations from specialists in the Office of Training and Program Support (OTAPS).

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps, ICE, Room 8657, 1990 K St. NW, Washington, D.C. 20526.

# Networking

## The Peace Corps Library

The Peace Corps Library was created in 1967 to serve the information needs of Peace Corps staff, Volunteers and others interested in the Peace Corps. Because of the increasing demand by PCVs for technical information, the Information Collection and Exchange (ICE) Division was created in 1977 to respond to requests from Volunteers and overseas staff. The Library then was able to concentrate on serving the needs of staff and others in the U.S., as well as being the institutional memory of Peace Corps.

The Library's collection specializes in books and materials on Peace Corps history and information, past and present Peace Corps countries, languages (including many that are taught infrequently) and such topics relevant to Peace Corps' work as economic development, women in development and cross-cultural studies.

ICE frequently relies on the resources and services of the Peace Corps Library to get the information Volunteers need. Two of the most frequently used services are searching of commercial online databases and inter-library loan.

**Online Database Searching**—Through a specialized computer system called *DIALOG*, the Library is able to search various subjects and retrieve listings of relevant magazine articles and books. *DIALOG* contains over 300 databases on different subjects ranging from agronomy and psychology to zoology. In response to requests from Volunteers, ICE recently used *DIALOG*, for example, to find information on adapting bookkeeping for illiterate people and on recycling used motor oil.

**Interlibrary Loan**—Once the results of a search have been retrieved, if the Peace Corps Library or ICE does not have the materials listed, they can be obtained through an interlibrary loan system. The computer indicates which libraries have the materials and puts through the loan request. Books obtained in this way cannot be sent overseas, but articles can be copied and mailed to Volunteers.

Peace Corps Librarian Marian Francois feels "there are many other resources that Volunteers and staff returning from overseas would find of interest at the Library. Whenever they are in Washington, they should be sure to drop by and visit us."



Librarian Marian Francois works at her computer in the Peace Corps Library.

### Help Us Help You

ICE always tries to get PCVs the information they need. Most of the time we can answer your questions from the information in our Resource Center, a unique collection of field-generated materials, which includes many documents written by PCVs. When necessary, we search for the information through our network of organizations as well as the Peace Corps Library. Sometimes we will refer you to an organization that specializes in your subject so that you can communicate directly with experts.

To help us in our task, however, we ask that you be as specific as possible in making your requests. We need to know

- the nature of your project
- the reason you need the information
- sources you have already consulted (people, organizations, books)
- what information you already have and why it is inadequate.

Also, please be selective about requesting specific articles you may have heard of. Neither ICE nor the Peace Corps Library can process long lists of requests for journal articles.

What we ask of you may sound like a lot of work, but it will help us to get you the most useful information possible. Remember, the more you tell us, the better—and faster—we can help you.

## SIETAR INTERNATIONAL

The International Society for Intercultural Education, Training and Research  
1505 22nd Street, N.W., Washington, D.C. 20037.

If you have been thinking of parlaying your Peace Corps experience into a permanent career in the international field, you might consider joining SIETAR. As its name implies, this organization provides a forum to exchange ideas and information on intercultural relations. It sponsors workshops and an annual conference; publishes a bi-monthly newsletter, a quarterly journal and other publications; and supports a summer institute at Georgetown University.

The organization has approximately 2,000 members from all over the world. It is especially active in Canada, France and Japan. Membership is open to both individuals and institutions interested in promoting intercultural understanding. Members fall largely into three groups—business people whose firms are in international trade; academicians, i.e. teachers and researchers in the field of intercultural relations; and trainers who work as private contractors conducting programs to help people adjust to another culture. Many students also join.

Individual membership is \$75.00 a year; \$60.00 a year for people overseas; \$35.00 for students in the U.S.; and \$30.00 for students elsewhere. Members receive a discount on all SIETAR publications and on registration fees for workshops and conferences. They also can be listed in SIETAR's

Job Registry and can attend monthly meetings with a SIETAR volunteer who serves as a career counselor. SIETAR affiliates in other countries and other regions of the U.S. outside of the Washington area also hold these career counseling sessions, as well as brown-bag luncheons where members get together to share their common interests.

The Washington office acts as a clearinghouse, sending out materials and answering requests for information on intercultural matters. Someone called recently, for example, asking about video tapes on Japan. Students frequently ask about graduate programs, and SIETAR is putting together a list of graduate schools that have good comprehensive programs in intercultural education. SIETAR is also starting to compile a list of trainers and their specific expertise, in response to requests from companies instituting intercultural training programs.

SIETAR publications are particularly useful for training people to live and work in other cultures. They are usually intended for professional trainers or educators, but a number of titles would interest Volunteers. These are a few examples: *How to Be a More Successful Language Learner*; *In Another Dimension: A Guide for Women Living Overseas*; *Survival Kit for Overseas Living*; *International Careers: Where to Find them*; *How to Build Them*; *Intercultural Marriage*;

## Farmer-To-Farmer Program

The Farmer-To-Farmer (FTF) Program, as one PCV in Paraguay described it, "is like ICE on legs." This is because FTF, upon request, provides PCVs working in agriculture and related fields with the expertise of seasoned American agriculturists. With their overseas experience, these agricultural experts are a valuable resource to PCVs involved in a primary or secondary project that requires technical assistance for between 2 to 16 weeks. FTF Volunteers are technical consultants who may be requested to assist one PCV or a number of PCVs and their host country counterparts. These consultants are available to address problems occurring across a wide agricultural spectrum from credit cooperatives to soil conservation.

The program is a collaborative effort: The in-country staff and FTF Coordinator/OTAPS review the PCV's project and request for technical assistance; Volunteers in Overseas Cooperative Assistance (VOCA) recruits the appropriate volunteer; AID funds the program.

**How FTF Has Helped:** As of May 1, 1989, 21 Peace Corps/Farmer-To-Farmer Volunteers (FTFVs) have assisted PCVs, their counterparts, and participating farmers, students, cooperative managers and the like in nine developing nations. The broad range of these assignments is a reflection of the diverse technical assistance needs PCVs encounter in their work and to which FTF, as a service to PCVs, is designed to address.

\***Tunisia** - PCVs benefited on two separate assignments from FTFVs with extensive experience in beekeeping.

\***Honduras** - A veterinarian specializing in dairy cattle nutrition and reproduction, a hydrologist/irrigation specialist, and a food processing expert specializing in cacao/cocoa provided assistance to PCVs and their counterparts. A cut-flower expert also is arriving there to assist a PCV and the members of a cooperative in the expansion of their cut-flower production.

\***Senegal** - An FTFV assisted a PCV working with an agribusiness enterprise and two farmers' associations with post-harvest handling, processing and marketing of melons and vegetables.

\***Benin** - An FTFV served as a technical consultant to a PCV assigned to a young-farmer training center.

\***Dominican Republic** - An agricultural engineer worked with two PCVs and a 500-member cattlemen's association on the layout and design features for a multipurpose livestock facility.

\***Tonga** - An FTFV has been requested to assist PCVs in establishing and managing citrus orchards.

\***Western Samoa** - A horticulturalist/agronomist has been requested to advise on renovating botanical gardens in conjunction with a conservation education program.

The list goes on, as do the possibilities for assistance through FTF for PCVs working in fisheries, agro-forestry, forestry, small enterprise development and any other field related to agriculture.

If you are interested in having an FTF Volunteer assist your project, contact your APCD or the Farmer-To-Farmer Coordinator, OTAPS, PC/Washington.



FTF Volunteer Charles Leshner demonstrates the latest beekeeping techniques to PCV Jan Segna and her Tunisian associate.

## New Conservation Resource at Your IRC

If you are working on a project involving natural resources, soil or water conservation or conservation education, a new resource is now available at your In-country Resource Center to help you. ICE has recently begun distribution of *The Journal of Soil and Water Conservation* to countries with programs in conservation and natural resources.

This excellent, bimonthly journal contains articles on the theory and practical application of soil and water conservation techniques. Many of the articles discuss soil and water conservation as related to agricultural practices. In addition to the articles on projects around the world, many resources for equipment and information are listed.

The Natural Resources/Forestry Sector of OTAPS now has a special agreement with the Soil and Water Conservation Society, publishers of the *Journal*. Along with each subscription to the *Journal*, the Society is distributing a *Resource List* of its members interested in helping PCVs with their projects by answering questions and consulting by mail with them on problems they might have. The *Resource List* includes, besides contact data, information about the consultants' backgrounds, current positions, their fields of expertise and past affiliation with Peace Corps. This should prove to be a valuable resource for Volunteers working in related projects.

*A List of Promises and Pitfalls.* A list of SIETAR publications is available on request.

SIETAR's international conference this year was held in Boston. Co-sponsors were Boston University School of Education and Lesley College in Cambridge, Massachusetts, which offers a master's program in intercultural relations with *special RPCV*

*waivers*, according to its brochure. The SIETAR summer institute at Georgetown University in *Foundations for Intercultural Training*, which is held for one week in July, also offers graduate credit. Participants may be able to waive fees by working as interns for SIETAR, helping to organize the institute.

## Books, Books, Books

ICE is offering the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in **The Whole ICE Catalog**. To order, write to Peace Corps Information Collection and Exchange, 1990 K St. N.W., Washington, D.C. 20526.

### CONSTRUCTION/HOUSING

- CH002 Housing Assistance for Developing Countries
- CH008 A Role for Replenishable Resources in Shelter Programs

(Continued on page 23)

# Sector Updates

**NOTE:** ICE has received the publications described below since the May/June 1989 issue of **ICE ALMANAC**. They are for the use of Peace Corps Volunteers and staff, and ICE makes these publications available to them free of charge. If **(RP)** precedes the ICE Publication Number, Volunteers must describe how the publication relates to the projects they are working on when requesting it from ICE. **(IRC)** indicates ICE distributes it only to In-country Resource Centers or Peace Corps staff. All the other publications listed are made available to Volunteers, without restrictions. We include the price and the publisher of each title for the benefit of our non-Peace Corps readers.

## AGRICULTURE

**(IRC)AG107—Farming Systems Principles for Improved Food Production and the Control of Soil Dehydration in the Arid, Semi-Arid, and Humid Tropics.** 1988 (International Crop Research Institute for the Semi-Arid Tropics, P. O. Box 502324, Patancheru, Andhra Pradesh, India) 36 pp. \$15.00.

A series of papers addressing the problem of soil dehydration, including case studies in Thailand, India and Egypt. Designed to focus attention of policymakers on appropriate soil policies. Presents a series of guidelines to prevent soil dehydration while ensuring increases in productivity. Addresses a variety of agricultural climates and thus is applicable worldwide.

**(IRC)AG125—Post Harvest Crop Processing: Some Tools for Agriculture,** by Brian Clarke. 1987 (Intermediate Technology Publications, 103/105 Southampton Row, London WC1B 4HH, England) 29 pp. \$7.50.

Provides addresses of distributors of small-scale, generally low-cost tools for postharvest crop processing (e.g. oil extractors, grain cleaners, mills, shellers, etc.). Majority of suppliers are located in Europe, Japan and India. Useful to projects that have supplemental funding for purchase of imported equipment. Although most of these items are simple in design, maintenance and repair may present a problem.

**AG129—The New Seed Starters Handbook,** By Nancy Bubel. 1988 (Rodale Press, 33 E. Minor St., Emmaus, Pa. 18049) 385 pp. \$14.95.

A well-written and user-friendly guide suitable as a field reference for home gardens and also larger-scale seed projects. Includes sections on starting seeds indoors, moving plants outside, using special techniques and facilities (such as greenhouse cultivation) and saving seeds. Also includes an

encyclopedia section listing 200 plants, including vegetables, fruits, trees, shrubs and herbs, with details on how to begin each from seed. Illustrated with photos and drawings. Includes an index, bibliography and glossary.

**AG130—How to Grow More Vegetables,** by John Jeavons. 1982 (Ten Speed Press, P. O. Box 7123, Berkeley, Calif. 94707) 160 pp. \$11.50.

A highly praised guide to garden planning, containing seed information, compost recipes and a detailed explanation of the *Biodynamic/French Intensive Gardening Method*. According to this guide, use of these techniques will quadruple crop yields while lessening the demand for natural resources. Enables the gardener to grow a year's supply of soft fruit in under 200 square feet of soil per person, which will require less than ten minutes in daily upkeep. Intended for backyard gardeners or small farmers lacking ample resources.

**(IRC)AG131—The Insecticides, Herbicides, Fungicides Quick Guide,** by B.G. Page and W.T. Thomson. 1988 (Thomson Publications, P. O. Box 9325, Fresno, Calif. 93791) 153 pp. \$14.50.

A valuable general reference useful in determining which chemical to use to control specific pests. Includes addresses of manufacturers as well as conversion and calibration charts.

**AG137—Plantain Bananas,** by Hugues Tezenas du Montcel. 1987 (Macmillan, Houndsmills, Basingstoke, Hampshire RG21, 2XS, England) 106 pp. \$2.75.

A comprehensive guide to plantain cultivation in the tropical regions of Africa and the Caribbean. Includes sections on fertilizers, disease and pest control, cultivation systems and environmental requirements. Relevant to PCVs, extension workers, educators and farmers. Includes charts, diagrams and photos, as well as a glossary and index.

**(IRC)AG220—Quality Protein Maize,** by William L. Brown. 1988 (National Academy Press, 2101 Constitution Ave. N. W., Washington, D.C. 20418) 100 pp. \$12.00.

Provides an overview of the advantages and limitations of quality protein maize. Relevant to project planners and agricultural specialists exploring methods of increasing the protein content in crops. Illustrated with charts, drawings and photographs. Includes bibliography and list of organizations involved in quality protein maize research.

**(IRC)AG221—Agricultural Chemicals, Book IV: Fungicides,** by W.T. Thomson. 1987 (Thomson Publications, P. O. Box 9335, Fresno, Calif. 93791) 196 pp. \$16.50.

Gives chemical identity, toxicity information, uses and precautions for major agricultural fungicides. Includes many formulations that are not permitted in the U.S. Useful in identifying fungicides and informing anyone concerned with pesticide safety and possible misuse of agricultural chemicals.

## COMMUNITY DEVELOPMENT

**(IRC)CD013—Population Images, 2nd Edition,** by Robert Fox. 1987 (United Nations Fund for Population Activities, 220 E. 42nd St., New York, N.Y. 10017) 35 pp. \$9.00.

Presents population projections by region and the impact of population growth on natural resources. Discusses the growing importance of urban populations to the earth's future development. A useful addition to IRCs' reference collections.

**(IRC)CDE017—NGOs and Shelter.** 1986 (Mazingira Institute, P. O. Box 14550, Nairobi, Kenya) \$12.00.

A compilation of case studies, feature articles and country overviews, focusing on the work of nongovernmental organizations in the field of shelter. Case studies include shelter-related activity in Nigeria and Ghana. Feature articles discuss such issues as government-NGO relations and policies, and services for the homeless. Country overviews describe NGO efforts in Botswana, Kenya, Malawi, Mozambique, Tanzania and Zimbabwe.

## EDUCATION

**ED091—Nucleus: English for Science and Technology: Biology,** by Donald Adamson and Martin Bates. 1980 (Longman Group, Ltd., Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England) 110 pp. \$8.25.

One of a series designed for students who need English language skills for special purposes. In simple English, provides a sound basis for the study of biology. Presents illustrated text and related language activities. Can also be used in an ESL classroom to stimulate the interest of science students studying English.

## FISHERIES

**(IRC)FH104—Community Fishery Centers: Guidelines for Establishment and Operation**, by A.M. Anderson and M. Ben-Yami. 1985 (Food and Agricultural Organization, Via delle Terme di Caracalla, 00100 Rome, Italy) 94 pp. \$7.50.

A useful resource for planning and maintaining fishery programs in countries with potential for coastline or inland fish cultivation. Includes sections on organization, site selection, project planning, financing and training. Not a how-to manual, as it lacks the requisite technical information. Illustrated with tables and charts. Includes a bibliography.

**(IRC)FH105—Manual for Management of Small Fishery Enterprises**, by Nautilus Consultants. 1987 (Food and Agricultural Organization, Via delle Terme di Caracalla, 00100 Rome, Italy) 192 pp. \$20.00.

Intended for fishermen, fish processors and fish traders who want to improve their business, whether a family operation, an association, a cooperative or a corporation. First section is a fictional case study; the second deals with starting a fish business, and the third addresses its operation. Includes drawings, charts, index and bibliography.

**FH106—Soil and Freshwater Fish Culture**, by A.G. Coche. 1985 (Food and Agricultural Organization, Via delle Terme di Caracalla, 00100 Rome, Italy) 174 pp. \$20.00.

Intended to assemble the basic concepts needed for successful planning and development of freshwater fish culture in relation to soil. Contains general background, as well as information on various soil properties, including texture, structure, permeability and consistency. Provides basic definitions along with step-by-step instructions on the materials necessary to conduct a soil survey. Complete with several tables, illustrations and glossary.

**FC153—We Did This Ourselves**, by Gary R. Burniske, Bruce B. Burwell and James D. Nations. 1987 (Peace Corps, Office of Training and Program Support, Natural Resources Sector, Washington, D.C. 20526) 63 pp. Free.

Describes a successful soil conservation case study conducted jointly by CARE and Peace Corps in Guatemala in 1987 and funded by AID. Focuses on the improvement of Guatemala's subsistence farming through soil conservation techniques (bench terraces, gully reclamation, infiltration ditches, compost) that increase and

## Small Project Assistance Program (SPA)

SPA is a unique program that joins the human resources of the Peace Corps with the financial resources of the Agency for International Development (AID). Established in 1983, the Program currently supports small self-help efforts through direct grants to community organizations in over 35 countries.

SPA consists of two components: the SPA fund, which directly supports community projects; and the Technical Assistance (TA) agreement, which provides training and technical advice to PCVs, staff and host country nationals (HCNs) working on these projects.

SPA grants are made by PC/Country Offices to community groups working with PCVs in 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 countries with program consultants. TA activities stimulate and/or directly support SPA projects.

A SPA EXAMPLE: In the first two months of this year, SPA helped finance four different staff-development workshops in Africa:

- a Water/Sanitation Programming Conference in Niger for Associate Peace Corps Directors (APCDs) and Program and Training Officers (See *Workshop Brings New Dimensions to Water/Sanitation Projects*);
- a Fish Culture Conference in Gabon for APCDs from countries with fish culture programs to help staff evaluate projects and design new ones;
- a Women in Development (WID) Conference in Mali for APCDs, Volunteers and representatives from host countries in West Africa, to promote concern for WID in Peace Corps programming and develop a regional network to exchange news and information;
- an Administrative Officers' Conference in Kenya for Peace Corps Administrative Officers from the Africa Region to meet with representatives from OTAPS and SPA to improve communication between OTAPS and field offices.

For information on qualifying for a SPA grant or for Technical Assistance, contact the PC Country Office or the SPA Coordinator, OTAPS, PC/Washington.

sustain crop yields and on-farm tree plantings that facilitate access to forest resources. Promotes a food-for-work incentive to encourage domestic farmers to adopt these methods. Includes several short case studies and data tables.

## HEALTH

**(IRC)HE108—Primary Health Care Thesaurus, Vol. I: A List of Service and Support Activities**, edited by Jean Shaikh. 1988 (PRICOR, Center for Human Services, 7200 Wisconsin Ave., Chevy Chase, Md. 20814) \$15.00.

Seeks to improve cost effectiveness of basic health care services, as it documents and analyzes the activities of primary health care programs in developing countries. Provides an extensive list of service delivery activities for oral rehydration therapy, immunizations, malaria treatment/prevention, acute respiratory infections, child spacing, growth monitoring and maternal health care. Volume I focuses on the breakdown of health care tasks into quantifiable subtasks, thus enabling an enumeration of service delivery and support. Intended for health care researchers, managers and evaluators.

**(IRC)HE116—Primary Health Care Thesaurus, Vol. II: Service and Support Indicators**, edited by Jean Shaikh. 1988 (PRICOR, Center for Human Services, 7200 Wisconsin Ave., Chevy Chase, Md. 20814) \$25.00.

Volume II concentrates on the measurement of the health care activities identified and broken down in Volume I. Establishes vital indicators that quantify health care efforts and enable objective observation and record keeping.

**(IRC)HE213—CHILD-to-child: A Simple Cure**, by Colette Hawes. 1985 (Longman Group, Ltd., Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England) 46 pp. \$1.53.

A children's guide presented as a story, relating how an 11-year-old girl cures her small brother of diarrhea. Shows children how to prevent death by acting promptly and using a simple mixture of drinking water and ingredients available in most households.

**(IRC)HE214—CHILD-to-child: Down with Fever**, by Pauletta Edwards. 1985 (see HE213) 48 pp. \$1.53.

A children's guide presented as a story, relating how an 11-year-old girl saves the life of her sister. Emphasizes the importance of

early recognition and treatment of pneumonia. Also shows the part older children can play in fighting illness.

**(IRC)HE215—CHILD-to-child: Dirty Water**, by Ken Cripwell. 1985 (see HE213) 32 pp. \$1.28.

Informs children how to recognize and avoid dirty water and help solve the pollution problem. Tells an imaginary story of a young boy who falls asleep and wakes up to find himself reduced to miniature size. Highlights some of the dangers found in and around water.

**(IRC)HE216—CHILD-to-child: Accidents**, by Hugh Hawes. 1985 (see HE213) 30 pp. \$1.28.

A children's guide highlighting some of the many places around the home where serious accidents can happen. Informs children of safety precautions and encourages them to take responsibility for the care of younger siblings.

**(IRC)HE217—CHILD-to-child: Good Food**, by Colette Hawes. 1985 (see HE213) 30 pp. \$1.28.

Attempts to show children how important good food is to their growth and development. Explains the value of many local foods and shows how good food can improve health and happiness.

**(IRC)HE220—Mother and Child Health: Delivering the Services**, Cicely D. Williams, Naomi Baumslag and Derrick B. Jeliffe. 1985 (Oxford University Press, Wal-

ton Street, Oxford OX2, 6DP, England) 316 pp. \$29.95.

Examines health problems of mothers and children particularly in tropical and underdeveloped countries. Not intended as a comprehensive textbook, but as a presentation of public health philosophy. Chapters include measurements of health, health education, health services, cultural factors, and the delivery of services. Reference list included.

**(IRC)HE221—Vitamin A Deficiency and Xerophthalmia: Recent Findings and Some Program Implications**, by Susan J. Eastman, 1987 (UNICEF, Programme Division, UNICEF House, 3 UN Plaza, New York, N.Y. 10017) 84 pp. \$3.00.

Discusses the importance of Vitamin A in the diet and examines symptoms of Vitamin A deficiency and health risks associated with it. Covers treatment and prevention of xerophthalmia and other ailments. Considers the implications for education in nutrition, medical training and other specially designed programs to deal with the problem. Illustrated with charts and tables.

## SMALL ENTERPRISE DEVELOPMENT

**(IRC)SE047—Orientation and Mobility Techniques: A Guide for the Practitioner**, by Everett Hill and Purvis Ponder. 1976 (American Foundation for the Blind, 15 W. 16th St., New York, N.Y. 10011) 115 pp. \$5.20.

Represents a major effort to collect and codify techniques of orientation and mobility training developed for the blind during the past 30 years. Although not a how-to manual for the untrained, it is a useful reference for people working with blind persons.

**(IRC)SE048—Foundations for Orientation and Mobility**, by Bruce Blasch and Richard Welsh. 1980 (American Foundation for the Blind, 15 W. 16th St., New York, N.Y. 10011) 672 pp. \$22.00.

Presents the origins, history and current use of orientation and mobility training in the rehabilitation and education of the blind.

## WOMEN IN DEVELOPMENT

**(IRC)WD055—Centros De Mujeres, Espacios De Mujeres**, by Roxanna Carillo and Vicky Meji Marulanda. 1986 (Centro de la Tribuna Internacional de la Mujer, 777 UN Plaza, New York, N.Y. 10017) 215 pp. \$8.00.

Directory in Spanish, listing centers and services for women in the major Latin American countries. Services include basic health care and health education, legal aid, shelters for battered women, information and referral, consciousness-raising and business development. Briefly describes organizations' programs and philosophies and lists informational materials. Although this type of directory goes out of date quickly, it is useful for IRCs in Latin America in networking women's organizations and services.

## (Books . . . from page 20)

CH011	The Planning, Installation and Maintenance of Low-Voltage Rural Electrification Systems and Subsystems for Peace Corps Volunteers
CH012	Housing: Sector Policy Paper
CH015	Global Housing Prospects: The Resource Constraints (Worldwatch Paper No. 46)
CH016	When You Build a House: A Manual of Construction Details for Caribbean Houses with Emphasis on Protection from Strong Winds
CH017	Socio-economic and Environmental Impacts of Low Volume Rural Roads: A Review of the Literature
CH020	Como Inspeccionar y Reparar Las Casas Dañadas Por Terremotos
CH021	Basics of Concrete
CH024	Appropriate Building Materials

<b>EDUCATION</b>	
ED031	Planning Early Childhood Care and Education in Developing Countries
ED045	Carpentry, Maryland State Instructional Guide
ED046	Welding, Maryland State Instructional Guide
ED099	Aha! Insight
<b>ENERGY</b>	
EN007	A Design Manual for Water Wheels
EN008	Double-Drum Sawdust Stove
EN011	Energy for Survival: The Alternative to Extinction
EN014	Lost Cost Development of Small Water Sites
EN029	The Solar Almanac
EN052	Improved Cookstoves

<b>FISHERIES</b>	
CS001	Marine Fisheries Case Studies
FH007	Introduction to Fisheries Programs
FH014	Principles of Warmwater Aquaculture
FH021	Principles of Fishery Science (2nd Edition)
FH024	Stock Assessment for Tropical Small-scale Fisheries
FH030	Fish Behavior and Its Use in the Capture and Culture of Fishes
FH034	The Economics of Catfish Farming in Central Thailand
FH046	Freshwater Prawn Farming: A Manual for the Culture of Macrobrachium Rosenbergii
FH048	Design of Fisheries Statistical Surveys: Inland Waters
FH054	Cold and Freezer Storage Manual (2nd Edition)

# The Gambia Revisited

Two years ago the *Times* did a feature on the Gambia with PCV Chris Haynes on the cover. The Gambia Volunteers, in turn, used our cover as their newsletter cover and wrote these clever lyrics to a familiar tune and they asked us recently to share them with you. The lyricist was Doug Ross, who says he wrote "with all due respect to Dr. Hook and the Medicine Show." A photo of PCV John Weiss, also featured in the issue, was subsequently used in recruitment posters.

After a September visit to Washington, Doug is at home now in Massachusetts and looking for work. But before he settled down he made a trip to Vermont to visit Claire Miller who provided the photos for this feature. Claire and Doug served at the same site in the Gambia; he as a math teacher and she as a nurse educator. After a few months home time in Vermont, Claire re-upped, as they say, and is now a PCV in Nepal.

Tune of "The Cover of the Rolling Stone"

## The Cover Of The Peace Corps Times

Hey Chris, tell 'em who we are

Well, we're PCVs  
Who love plants and trees.  
So we plant everywhere we go  
We like to plant orange and banana trees  
And don't forget the old mango

We help people plant  
For ecological reasons  
And the money they can make from limes  
So the people get richer  
And we wanna see our picture  
On the cover of the Peace Corps Times

### Chorus

Peace Corps Times  
Gonna see my picture on the cover  
Peace Corps Times  
Gonna send five copies to my mother  
Peace Corps Times  
Gonna see me planting trees on the cover  
of the  
Peace Corps Times  
We got our motorcycles—to ride around  
And take us anywhere we need  
Wherever we go in the Gambia  
We always like to bring some seed.  
We have to learn Wuluff or learn Mandinka  
Or we have to learn to be mimes  
So we can plant many places  
And maybe see our faces  
On the cover of the Peace Corps Times

### Repeat/Chorus

So we joined the Peace Corps—to do our part  
Of the work that needs to be done.  
We work all week and we work real hard  
But we also like to have some fun.  
We came to help people to help themselves  
And maybe help them make a few dimes  
But it's worth more than gold  
Just to have our story told  
On the cover of the Peace Corps Times.



Returned Gambia PCV and lyricist Doug Ross paid a visit to former colleague Clair Miller in Vermont while she was awaiting reassignment to Nepal. Claire told the *Times* she took more than 1500 photos while in The Gambia. We suspect she'll come home with a like number from Nepal.

We'd like to thank these PCVs for helping us with *The Gambia* issues and to those of you, past, present and future who will be doing the same. We couldn't do it without you.

## PEACE CORPS 1



Peace Corps Times cover—July 1987.



Young gorilla, Julia, and her keeper, are out on the trail fundraising for the "Save The Chimpanzee" program, which is supported by the Smithsonian. Thirsty from socializing with the "toubabs," including PCV Judy Wilcox, Julia has a drink from someone's frisbee.