

PEACE CORPS TIMES

A Quarterly Publication for Peace Corps Volunteers Serving Worldwide

Summer 1990



INSIDE THIS ISSUE:

*A visit to Guatemala's
highlands and coastline*

THE DIRECTOR'S CORNER

From Camelot to days of wonder

To borrow a line from Paul Simon — the singer, not the senator — “These are days of miracle and wonder.”

These are days of liberation and anticipation; of freedom and exhilaration; of hope and trepidation.

These are days of communists becoming capitalists; of dictators becoming democrats; of playwrights becoming presidents.

These are days when the possibilities seem endless, but the challenges seem almost overwhelming.

Indeed, these are days when Peace Corps is needed as never before!

As the Peace Corps enters a period of historic growth, we are reminded of Peace Corps' rich history and of its challenging future. We are reminded of the earliest Volunteers who accepted the challenge of a young president to give up two years of their lives to live in Africa or Asia or Latin America. They joined Peace Corps because they wanted to make a difference — and they did. And since those days that some called Camelot, many have followed in their footsteps.



We know that more than 5 million people learned English because of their efforts; that milk production in their host countries has grown by more than 5 million pounds; and that farmers have improved their productive capacity by more than 1 million hectares of land.

But perhaps we should not place so much emphasis on tabulating, measuring and quantifying the work of the Volunteers. After all, how does one measure the happiness felt by a mother whose child is alive because a Peace Corps Volunteer taught her better nutrition? How does one quantify the smile of a father who is able to provide decent food for his family? How does one tabulate the benefits of millions of English-accented “Muchos gustos” to people who have never met an American?

In fact, using numbers to describe the work of Peace Corps may be as ineffective as trying to describe an impressionist painting by the number of colors and dabs of paint.

Without such measurements, how do we know Peace Corps has been successful? Perhaps the same way an artist knows she is successful. Other people admire her work.

If that is the criteria, we can be confident that Peace Corps has been very successful, for there are more countries requesting Peace Corps assistance today than ever before. We also know that millions of people in more than 100 countries around the world have a better feeling about America because of what Peace Corps Volunteers have done in the last 29 years. They have seen their “paintings” and they greatly appreciate them.

I think most Americans would agree that the world is changing at breathtaking speed.

— A playwright has been elected president of Czechoslovakia.

— East and West Germany stand poised for reunification.

— Democracy has triumphed in Namibia and Nicaragua.

— In the Soviet Union, the lines are longer to get into McDonald's than to see Lenin's tomb.

— Historians will long argue about the causes of these revolutions of 1989, but I have no doubt that Peace Corps Volunteers played a significant, albeit quiet role in helping promote the values so much a part of the worldwide clamor for free people, free markets and free elections.

The world has changed dramatically since President Kennedy put out the call for the first Peace Corps Volunteers. In 1961, there were no personal computers, no FAX machines, no cellular telephones, no Concorde's flying from New York to Paris. The Berlin Wall was under construction. Colonialism was exerting its last gasps in Africa and Latin America. The Cold War was like dry ice.

The technological changes of the last three decades and the political and economic changes of the last two years give us great cause for optimism. There seems to be an inevitability in the march toward a more peaceful, more open, more unified world. But this will not happen overnight. There remain numerous hurdles in the path of human progress as the present Persian Gulf situation demonstrates.

John F. Kennedy once said, “There is not enough money in all America to relieve the misery of the underdeveloped world in a giant and endless soup kitchen. But there is enough know-how and enough knowledgeable people to help those nations help themselves.”

This is what Peace Corps has always been about, and what it is about today — helping others to help themselves. All current and former Volunteers can be extremely proud of their contributions to this effort.

Paul D. Coverdell
Director
United States Peace Corps



Peace Corps Times

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CONTENTS



BEST PHOTOS

Best Photo Contest entrant Ted Polloser, a Peace Corps Volunteer from Sacramento, Calif., who is transferring from Sierra Leone to a new program in Namibia, caught a young girl, Nani, and her brother, Abdulai, in his lens at Madini, Northern Province, Sierra Leone. More Best Photo entries are on the back cover.

Guatemala.....page 4
Dominican Republic.....page 9
World Wise Schools.....page 15
World Notebook.....page 18
ICE ALMANAC.....page 22
Peace Corps Fellows.....page 30
Life After Peace Corps....page 31

ON THE COVER

U.S. Peace Corps Volunteer Roduska Rosales of Sebastopol, Calif., cradles a fat hen in her arms at a rural site in Guatemala where she serves as a livestock specialist. She worked for a large business in San Francisco before joining the Peace Corps.

Letters to the editor

Africa meet a success

After a year of preparation, the West and Central Africa Region Volunteer Conference Committee is proud to say that its hosting of the second ARVC was a success. Between May 22-25, 1990 volunteer representatives from Benin, the Central African Republic, Ghana, Mali, Mauritania and Togo met in Togo to discuss Peace Corps policies and Africa region program issues.

Representing Benin were Thien Tiang Dang and Margo Kelly. Dan Mulrooney and Molly Smith represented the C.A.R. Ghana sent Jeff Hanewall. Representing Mali were Randi Pantera and Cassie Parchen. Mauritania sent Chris Glaudel and John Przybyszewski. Togo's representatives were Michele Cavataio and Garth Van't Hul. Also present were Jennie Hughes and Pamela McIntosh from Togo, organizers of the conference...

All African nations were asked to send representatives...but funding proved to be a major problem for all but the six nations listed....Instead, a questionnaire was used to acquire additional information with concerns from Burundi, Cameroon, Chad, Gabon, Kenya, Lesotho and Rwanda. Representatives from Liberia were willing to come, but due to in-country problems (Peace Corps Volunteers) were sent stateside before the conference took place...

Since this conference was attended by representatives from West and Central Africa, this year's conference was renamed the West and Central Africa Region Conference...

A report containing the findings of the WCARVC has been sent to Washington for review. If (you are) interested in receiving a copy, please write to: WCARVC Committee, United States Peace Corps, B.P. 3194, Lome, Togo, West Africa.

Jennie Hughes
WCARVC Chairperson

Thanks for the Times

Hello from the Kingdom of Thailand. Thanks for providing Peace Corps Times while I was a Volunteer. I've thoroughly enjoyed reading about other Peace Corps countries and many interesting stories and pictures.

I am requesting Peace Corps Times be sent to my home of record....during the next 12 months....(I'm) looking forward to extending my Peace Corps

experience in the USA through the medium of the Peace Corps Times.

Sincerely in Peace,

Donna "Chap" Chapa
PCV/Thailand

P.S. The new format looks great!

Club seeks pen pals

Our letter in your magazine brought replies from people from Central America, Africa, Asia and Oceania. I personally replied to all the cheerful letters from the PCVs and distributed all of the letters from pen friends in those nations to our 50 members.

I believe what we have done in this is very important in helping each participant grow universally in understanding and good will. We sent a box of books to the Philippines in our efforts. One dream of having a pen friend come from thousands of miles away to answer questions about her country has already come to pass. Our next dream is to have one of our members join the Peace Corps.

We would appreciate it if you would make another announcement in the Times for letters to the address below. We have new members joining the club in September and they are in for a wonderful surprise to be able to contact those delightful and curious people who have been inspired by the United States Peace Corps.

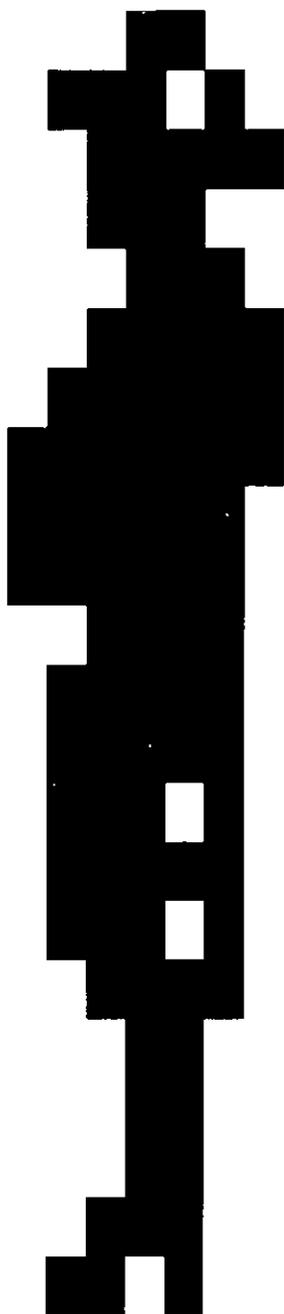
Charles E. LaPalme
Peace Club Advisor
Valley Stream Central High
Fletcher Avenue
Valley Stream, NY 11580

It's not a Turkish bath

In the article I wrote (Peace Corps Times, Jan.-Feb. 1990) on Yemen, the translation of the word "hamman" was given as "Turkish bath." I happen to know my Arabic, and I realize it often does mean that. But, it also is used, as in the article, to mean "bathroom" as we Americans understand the word "bathroom." The "hamman" that Nick Arnis and Tim Kennedy were working on (in one picture in the article) was a public toilet adjoining a mosque, and not a Turkish bath.

Kat Francis
Peace Corps/Yemen

G U A T E M A L A



*Peace Corps
Volunteers
lend a helping hand
in Central America's
most populous land*

Photography by Bill Strassberger

**By James C. Flanigan
Editor, Peace Corps Times**

"Buenos días," Peace Corps Volunteer Roduska Rosales of Sebastopol, Calif., called out exuberantly as she strolled up the dusty path to the front porch of Sonia Mendoza Garcia.

The Guatemalan farm wife stood up smiling to greet her American visitor. She was busy mashing corn meal in the shade of the porch when her morning caller arrived.

Rosales, 53, a livestock specialist who works mainly with small animals and poultry in the area surrounding her

small Guatemalan community of San Andrés Semetebaj, is living a life of sharp contrast to the business world in which she worked in San Francisco.

Rosales spent five years as the financial coordinator in the accounting division for one of the world's largest corporate design firms, often commuting between Sebastopol and

San Francisco by bus and wondering if she would make connections back home when she worked late.

"I think it's incredibly ironic that I had to come to Guatemala from Sonoma County, California, to learn how to be mellow," she laughed. "That just cracks me up every time I think about it.

"And it's true," the mother of three grown sons said. "My friends and family, when I was home, (would say) 'But, Mom, you're so mellow.' 'Well, I've been waiting for buses for two or three hours a day. And there's no point in becoming upset because you have no control. You just make sure you have a book and sit there.'

"I received a letter from a friend of mine who finished her two years (with the Peace Corps) and went home about a month ago," she goes on. "The first paragraph of the letter was, 'Okay, my car payment is \$192.60 a month for five years, (it's costing) \$800...for insurance..., I'm making \$14 something an hour....Okay, I'm back in the USA.'"

Rosales, an outgoing woman with a husky voice, talked about how the Mendoza family has taken steps to improve their income as Sonia Mendoza walked with her across the front yard to a meticulously kept chicken coop. The Peace Corps Volunteer reached into the cage and pulled out a fat white hen. The bird flapped its wings momentarily before settling into her cradled arms.

Working with a group of five women including Sonia Mendoza, Rosales helped start a chicken-raising project. A small stipend was acquired through the New York-based Trickle-Up program to obtain the cages and the birds.

Rosales showed the women how to feed and care for the birds so they could be raised profitably for sale and she taught them how to keep written records of their costs and income. In the last six months, the unit cost of chicken feed had jumped from 48 cent to 62 cents. In addition, some of the chickens died as a result of climatic changes.

"The concept of a written record is totally unfamiliar to them," Rosales said. "They keep everything in their heads."

Two of the Mendoza children, Juan Carlos, 3, and Monica, 8, were playing in the yard. The boy scampered

**A
Country
Profile**

inside a nearby wood shed and, in a moment, emerged with a healthy squealing pig. He was grinning from ear to ear as he held the wriggling creature tightly in his grip.

Rosales, bending down to grab the pinkish bundle from the small-framed youngster, also has assisted five families in breeding pigs that can be marketed. The animals that were being kept before were "sick, puny pigs," she recalled. "These are purebred, beautiful pigs."

Six top-quality porkers — five females and a male — are on order, according to Rosales, who said each of three women and two men who have entered into the pig-raising enterprise have agreed to give a female pig to another family so within three years there should be 15 families raising pigs. She is developing an illustrated book for the participants so they better understand the best ways to raise swine.

"I'm tracing (pictures) where I have to and faking it where I have to," she said.

Since her arrival in Guatemala in 1988, Rosales has vaccinated dogs to prevent rabies and chickens against Newcastle disease. She offers advice on the handling of farm animals. She gives people classes. And now she is the author of a sketchbook on the care and feeding of pigs.

Rosales works through the Guatema-

lan Ministry of Agriculture — the agency where Sonia's husband, Pedro, is employed.

Accompanying Rosales on this day was Reynaldo Lumagui, another Peace Corps Volunteer from California who also lives in San Andres Semetabaj. He was a computer tapes inspector for more than 17 years with the 3M Company when he took a leave to join the Peace Corps.

"I assume I'm the first employee who took advantage of it," the soft-spoken Lumagui said.

Just up the road from the Mendoza place, Lumagui proudly showed off a small building that housed a diesel-powered corn grinder. Groups of colorfully dressed women were coming along the wind-swept dirt road with loads of corn to process.



Roduska Rosales eyes Sonia Mendoza's fowl.

The grinding facility, built with funding assistance from the U.S. Agency for International Development and the Guatemalan Ministry of Finance administered through CARE, has allowed the women to avoid the time-consuming task of grinding corn meal by hand or making the long trek into town to have it ground.

With no electricity in the area, diesel oil is used to fuel the motor for the grinder. Most of the corn meal is used to make tortillas.

"The sound of the clap, clap, clapping of the women making tortillas is something you will never forget," Rosales observed as she stood next to Lumagui.

Lumagui, 45, from Oxnard, Calif., who earned a degree in horticulture in 1982, is putting his background in that field to work in Guatemala. One of his main undertakings is a garden project at an elementary school atop a windy hill overlooking the surrounding mountains and a large lake in the distance.

PCV Reynaldo Lumagui gives garden tips.

This was a special day for the 115 students and two male teachers. Visitors all the way from Washington, D.C., the capital of the United States, were coming to see their gardens planted with crisp radishes, carrots, lettuce and zucchini. The whole school was gathered on the concrete outdoor basketball court. They proudly paraded the Guatemalan flag and then broke into strains of the Guatemalan national anthem.

Built in 1979 next to the community church, Panmatzalam School is an adobe building painted green and brown. A colorful mural of a Mayan warrior dominates the side of the school's front wall. The garden is adjacent to the school. One of the teachers, who also acts as the school director, dispatched the first through sixth graders to the vegetable plot, where they immediately began digging the soil.

"When it's time to harvest, the teachers start planning about a week ahead and the school prepares a lunch," Lumagui said. "It's a lot of fun for the kids and the teachers. The kids learn how to grow vegetables, how to prepare them."

Lumagui, who likes Chinese cooking, adds a new twist to the vegetable-growing venture by showing how to use the produce in Oriental dishes.

The youngsters also learn how to use organic materials such as chicken and rabbit manure, decomposed leaves and ash to enrich the soil to improve the vegetable stock, according to Lumagui.

Todd Sloan, program and training officer for the Peace Corps in Guatemala City, invited Rosales and Lumagui to join us for lunch after the school visit. Our destination was the lake resort town of Panajachel. Bill Strassberger, an audio-video and photo specialist with the Office of Creative Services in Washington, was in Guatemala to film a Peace Corps World Wise Schools presentation to be shown in U.S. schools.

On the way to Panajachel, we stopped at a high point along the road above Lake Atitlán, said to be one of the most beautiful bodies of water in the world. Three volcanoes —



Todd Sloan, Ed Butler of Guatemala staff.



PCV Shelley Karpowicz with a few friends.

San Pedro, San Lucas and Atitlán — tower above the shores of the indigo blue waters.

"We have the best site (in Guatemala)," Lumagui said as he looked across the fresh-water lake. "I'm absolutely convinced."

Our lunch stop was at the Chisme Restaurant in Panajachel. The name of the place means "gossip" and it is a popular gathering place. Photographs of some of the regular customers, including Rosales, are displayed on the walls. Waiting for us in the restaurant was another Peace Corps Volunteer, Shelley Karpowicz, who spent 15 years working as a carpenter before coming to Guatemala.

Karpowicz, who is an appropriate technology specialist in the Peace Corps, lives a thousand feet above the 5,000-foot-high lake in a place she rents from the padres of the Catholic seminary of San José. She looks down on the lake from her front porch. Every morning she catches a bus at 7:30 to ride down the winding, bumpy road into Panajachel. From there she goes aboard a public boat headed across the lake to a nutrition center where she works at San Pedro La Laguna.

Because of the time of day, our group commissioned a boatman at the edge of the lake to take us across the choppy water to Karpowicz's site. With her background in carpentry and building, she has helped transform the center since it opened in the fall of 1988 when she first came to the area. There is a fuel-efficient ceramic stove which is heated every day to cook the beans to feed the happy-faced children who come to the center. Clean, well-kept latrines have been built. A solar-powered water heater was installed.

Snapshot of Guatemala

Population ---- With 8.7 million people, Guatemala is the most populous of the five Central American republics. Pure-blooded descendants of the Mayans make up half the population. A growing number of Guatemalans are called Ladinos, a reference to individuals of Indian blood who have assumed western ways.

Land Area ---- 42,000 square miles, slightly smaller than Tennessee.

Major cities ---- Guatemala City (capital), Quezaltenango, Mazatenango, Antigua.

Languages ---- Spanish is the official language. Quiche, Cakchiquel, Mam and Kekchi also spoken.

Location ----- Located just below Mexico, Guatemala is the northernmost of the Hispanic Central American nations. Belize and a short stretch of the Caribbean coast form its eastern periphery. Honduras and El Salvador are to the south. The Pacific runs for 200 miles along the southwestern coast.

Terrain ----- Guatemala's landscape ranges from steaming, lush rainforests to cool mountain highlands and a rich coastal plain. Two mountain ranges — the Sierra Madre and Altos Cuchumatanes — stretch from northwest to southeast. The Sierra Madre, which parallels the Pacific, includes a chain of volcanoes, two of which, Fuego, and Pucaya, often spout smoke and lava. Although there are no live volcanoes in the Cuchumatanes, this range includes the highest peak in Central America — 12,417-foot Zemel.



Climate ----- Temperatures vary with altitude and proximity to the coast. In the lowlands, they range from 70 to 100 degrees. In December and January, they drop to the low 30s in locales over 5,000 feet. Wet season runs from May to October while dry season lasts from November to April. Coastal areas are hot and humid year-round while highland areas, including Guatemala City, are temperate.

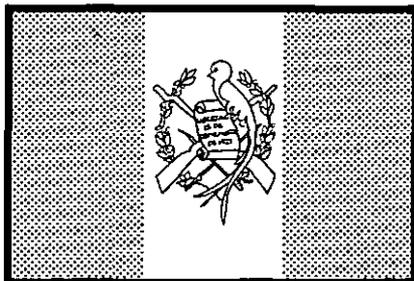
Government -- Representational democracy in which executive power is held by the country's president, who names a support cabinet, while legislative power is in the hands of a 100-member unicameral National Congress.

Flag ---- Vertical blue bands on both sides of a white stripe with a coat-of-arms in center. Design features a green and scarlet quetzal bird perched on crossed saber and rifle and a scroll framed by a wreath.

Religions ---- Predominantly Catholic with 35 percent Protestant and some traditional Mayan.

Industry ---- Agriculture contributes to 25 percent of the total economic base and accounts for employment of more than half of work force. Main exports are coffee, cotton, bananas, sugar, fresh meat, vegetables. Industry includes food production rubber processing, textiles, oil refining, cement, mining and other activities.

Peace Corps ----- Currently 247 Peace Corps Volunteers; more than 2,000 since 1963.



A small-scale irrigation system has been developed to water the adjacent vegetable gardens in the rich volcanic soil, although on this day Karpowicz watched as young men hauled buckets of water up from the lake to drench a plot of onions. A 5-foot-9 blonde, Karpowicz said she stands out among many of the local people. But she has been accepted and the children who surrounded her showed their appreciation for her presence there. The center has helped stem the mortality of malnourished children living around the lake.

Edward Butler, the Peace Corps country director in Guatemala, said that half the Peace Corps Volunteers in the country are assigned to its eastern section including the lowlands, 25 per cent are in the western highlands, 15 percent in the north and 10 percent on the south coast.

"About 60 percent of the Volunteers now work in conservation," Butler said. "Directly, about 30 percent are involved but, indirectly, another 30 percent (contribute to conservation efforts) through agricultural and forestry projects, appropriate technology and fuel-efficient devices such as ceramic stoves.

"Probably our largest project is in community-based forestry work in soil conservation, nurseries and reforestation," he said. "About 60 percent of the forest has been lost. They are losing about 1.5 percent of the forest every year. It really is a severe problem, particularly in this area, which is so densely populated. There are all sorts of demands for deforestation because people need wood for agricultural purposes and for fuel."

Two Peace Corps Volunteers making a difference by showing Guatemalans ways to preserve and perpetuate the trees are Robert Furillo, 25, from Garrettsville, Ohio, and Steven DiFazio, 24, of Medford, Mass. Bob Furillo, who had a dual major in Spanish and Latin American studies at Kent State University, is working in agroforestry in and around San Francisco La Unión, where four nurseries have been started with assistance and direction from CARE. Steve DiFazio is working with a group of men at an even higher site 9,000 feet above Parcalimiento Batz.

"One of the hardest things is to teach people about the quality of the environment," Furillo said. "The demand for firewood is tremendous. The main staple here is beans and they take a long time to cook."

The high altitude also means that the trees grow slower and frost can be deadly on seedlings, according to Furillo.

DiFazio said that men from several communities have planted nursery stock at the high altitude site where he works in an area where their great grandfathers once lived and worked. The men have other jobs ranging from being musicians to mechanics, but they make the long trek by foot up to the mountaintop to the nursery several times a week to nourish and care for the thousands of tree plants they are raising for restocking the hills.

Playing another role in the preservation of Guatemala's natural resources is Stephen W. Clark Jr., 34, of Detroit, Mich., who lives in La Gomera, Escuintla, on the south coast, where the high timber country has given way to flat

fields of sugarcane and cotton. Steve Clark has initiated fuel-efficient stove projects in the community as part of an appropriate technology program.

Clark, who worked at the General Motors proving ground in engineering technology for 11 years before joining the Peace Corps, lives in a comfortable two-room house next to a cemetery and just down the lane from a small neighborhood store. The woman who runs the store has installed a ceramic stove in the back of her home adjoining the business. A vegetable and meat stew was simmering on top of the stove as she showed it off.

"A mountain of people have come by to see this stove," Clark said. "They finished the stove with my suggestions and it looks great now....A challenge I have is finding the



Volunteer Stephen Clark promotes use of fuel-efficient stoves.

materials to build the stoves, primarily clay, and there are no bricks either... Everything has to be transported in."

PCV James Vienop, 27, of Fair Oaks, Calif., lives in nearby Sipacate alongside the Pacific, where a channel of water paralleling the ocean stretches for more than 100 miles to the El Salvador border.

"They use this waterway like a highway," Vienop said.

Jim Vienop, who majored in biology at Humboldt State University in Arcata, Calif., is putting his background to work as a wildlife manager. In the coastal setting, he has been involved in reforestation as well as helping start turtle and iguana hatcheries.

"I was placed here for reforestation and so I do a lot of work in land management and replanting trees where Steve is helping us out through the use of fuel-efficient stoves so people use less wood," Vienop said. "Reforestation also is geared to conserving some of the wildlife that is around here. A lot of the fish and shrimp and iguanas are all very dependent on the mangrove system.

"If we didn't conserve the mangroves, they would lose all of their fishing and everything else," he said. "The mangrove is a coastal tree that specifically grows in salt water areas. It is one of the few trees that can grow in the salt

(Continued on page 16)

The D.R.

**Since 1962, Peace Corps
has provided development
assistance to the Dominican Republic.
More than 2,000 Peace Corps Volunteers
have served in the Caribbean island nation.**

Traditional merengue music blares over a loud-speaker while mufflerless motorcycles compete for space on the dirt roads with the chickens and goats. All the while, pigs run squealing in and out of the thatched-roof homes and children scavenge for firewood or lead their burros to the river, a.k.a. the "Bed of Rocks," to fetch water.

This is life in the campo in the Dominican Republic, a place where the people are exuberant and where, according to Peace Corps Volunteer Marya Nowakowski, the livelier it is, the happier the people are.

Nowakowski, from La-Grande, Ore., serves with her husband, Liam O'Callaghan, who she met in high school and married in July of 1985. The couple worked in the Pacific Northwest for the U.S. Forest Service before joining the Peace Corps.

Serving in the Dominican Republic with the Pastoral Social of the Catholic Church, Nowakowski, like a proud mother, proclaimed that her group planted more than 20,000 trees in the last year alone.

Nowakowski was so impressed by the success of the tree planters that she has extended her stay in the Dominican Republic, following in the footsteps of former Peace Corps Volunteers, Mike Clark and Rob Crowley, who began the program in 1984 and served until 1988.

Two other Volunteers also serving in the municipality of Las Matas de Farfan, John Robinson and Patricia Oliver, will continue and expand the forestry program of the Pastoral Social after Nowakowski returns home. It is ex-

pected that within the next decade tamarind fruit trees will provide a good cash crop. A juicy acid pulp enveloped inside the seeded fruit of the large tropical trees is used in beverages and food.

Discovered by Christopher Columbus in 1492, the Dominican Republic was the birthplace of Spanish-American civilization and became a crossroads for explorers, colonizers and migrations in the 16th century.

This created a land of color and contrast. The Domini-



PCV Liz Allen admires Marcilino Jimenez's home-grown squash.

can Republic houses one of the best pre-Columbian archaeological collections in the Antilles and Dominican music represents a mixture of Indian, Spanish and African styles.

It is said to be one of the most modern of the Caribbean nations and yet it is also strewn with campos like La Celestina, where Peace Corps Volunteer Rosane "Rosie"



Photo by Elliot Marks

PCV David Smolen interviews Robert Redford, star of new movie "Havana," due out this fall.

Unite of Lake Jackson, Texas, serves. Where she lives, electricity, running water and paved roads are still only wishful thinking.

Although considered to be relatively poor, La Celestina is quite the blended campo. Some families have sizeable sisal farms while others have nothing but a completely dry, insect-infested tobacco plot of land.

Some families can buy one book per child each school year, while others must cut precious notebooks and pencils into two or three equal parts so that each child will have something to use in school.

Some children have thongs or perhaps closed-toe shoes while others scurry around barefoot over rocks, thorns, mud holes and animal waste.

Unite calls her "hometown" a "mover and a shaker," observing: "What the community lacks economically, it surpasses ten times over with initiative, hard work and the willingness to learn."

Unite studied finance at Texas A&M University and the University of Alicante in Spain. That experience helped prepare her for her role as a Peace Corps Volunteer in the small enterprise development sector. She is currently working with a group of artisan women who weave baskets made of sisal fiber. Sisal is a fiber yielded by an agave plant and is used for making rope and rugs.

The women are ingenious, using everything from Kool-

aid mix to local medicines to dye their baskets. Thanks to Unite, they soon will also be able to experiment with commercial dyes.

As part of her work to search for new markets, Unite contacted a group called Aid to Artisans Inc., based in Massachusetts. Committed to helping disadvantaged artists around the world, the organization has agreed to provide grant money to the Dominican women to allow experimentation and to improve production.

There is also talk of establishing contact with an artisan shop in the capital city of Santo Domingo and with a North American importer of artisan products from the developing world.

Unite has been focusing on teaching the women of her community basic organizational techniques, overseeing quality control of their work, promoting new designs and searching for new markets for the products.

She has found one of the most difficult and challenging aspects of this project to be preparing the women to function on their own as a cohesive, self-directed group. But the women are learning step-by-step and fulfillment comes in knowing that the women are not only learning a new skill but have also become a small income generation source for their families.

There has also been an unexpected bonus stemming from her stay in the Dominican Republic. Unite says, "As a

Snapshot of Dominican Republic

Population — There are 6.5 million people in the Dominican Republic. Seventy percent of the population is mulatto while Haitian and Spanish peoples form the largest minority groups in the country. About 70,000 U.S. citizens live in the Dominican Republic.

Land Area — Covering 18,703 square miles, the Dominican Republic is approximately the size of Vermont and New Hampshire combined.

Major cities — Santo Domingo is the capital with a population of 1.7 million. Santiago de los Caballeros is the second largest city with 628,080 residents. Fifty-two percent of the country's population live in towns of more than 10,000 people.

Languages — Spanish is the official language.

Location — Bounded by the Atlantic Ocean on the north and the Caribbean Sea on the south, the Dominican Republic occupies the eastern two-thirds of the island of Hispaniola. The West Indies republic shares a common border with Haiti that runs for 193 miles on the D.R.'s western boundary. Located between Puerto Rico and Cuba, the country has a coastline of more than 1,000 miles and many islands lie along its shores.

Terrain — Four mountain ranges run almost parallel across the country from east to west. The principal one is the Cordillera Central which crosses the middle of the country. One of the range's peaks, Pico Duarte, is the highest point in the Caribbean. The Valley of the Cibao, nestled in the upper central part of the country, is considered the Dominican Republic's "food basket" and produces fruits, vegetables and sugar cane.

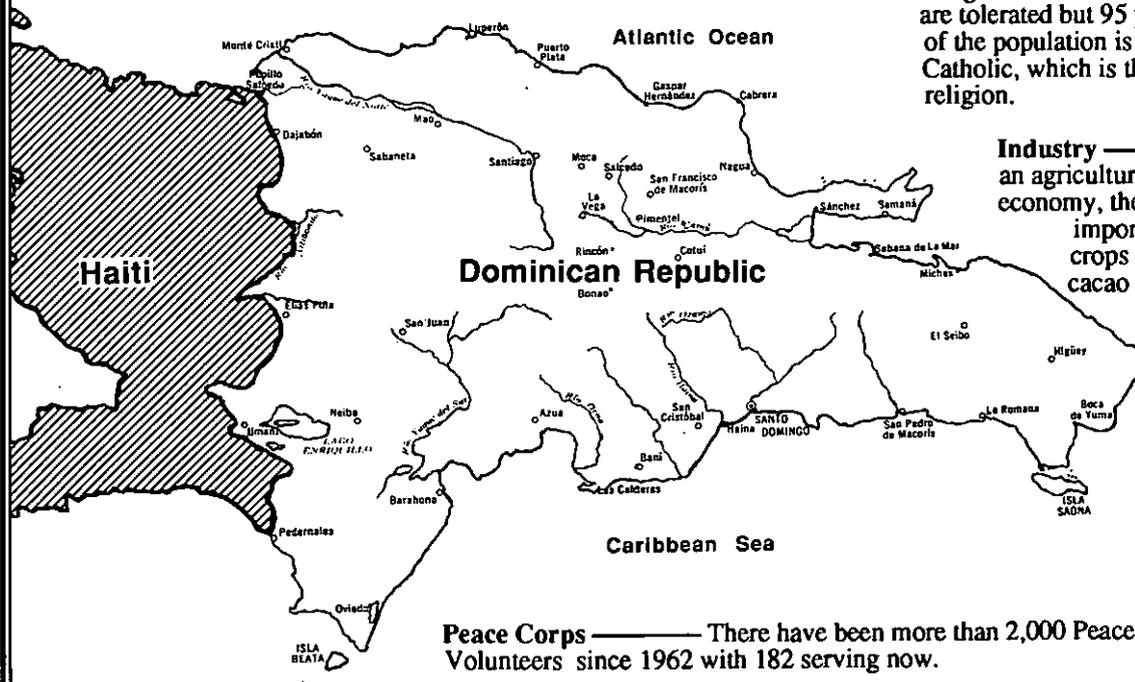
Climate — Ocean currents and year-round trade winds moderate the tropical heat and the temperature varies little with the seasons. At lower elevations, temperatures range from 60 to 90 degrees while it is slightly cooler at higher altitudes. The rainy season lasts from May to October with an average annual rainfall of 55 to 60 inches.

Government — A representative democracy with three independent branches of government: the executive, legislative and judicial. Elections for congressional, municipal and presidential offices are held simultaneously every four years. The Supreme Court has nine members appointed by the Senate. Each of the 29 provinces is headed by a presidentially appointed governor.

Flag — The Dominican flag is divided into four sections separated by a white cross. Its upper left section is dark blue; the lower left is red. On the right side of the cross, the colors are reversed. The national coat-of-arms appears in the center of the cross.

Religions — All religions are tolerated but 95 percent of the population is Roman Catholic, which is the state religion.

Industry — With an agriculturally based economy, the most important export crops are sugar, cacao and coffee. The principal industrial activity is processing agriculture products.



Peace Corps — There have been more than 2,000 Peace Corps Volunteers since 1962 with 182 serving now.

first generation North American of Filipino ancestry, I think I've learned a little bit more about Filipino culture simply by living as a Volunteer in the Dominican Republic — Latin America. I've come to see that even though the Philippines lies so close to so many other Asian countries, it truly resembles Latin America in many ways: the music, food, religion, family unit, language, social mores, traditions and ideologies."

As yet another Volunteer who has extended his stay in the Dominican Republic, Davis Jones of Columbia, Tenn., sums up his experience in two words—"unexpected luck." Upon arrival, he planned to work in forestry and plant trees. But he found it difficult to persuade the Dominican people to plant trees in the best agricultural area of the country and his nursery project fell through.

Then, what started as a secondary project — working on Lorena stoves — turned out to be his primary project. With a grant from the U.S. Agency for International Development, he began work to improve and build these wood-conserving stoves. The fuel-efficient stoves have caught on and now there is a backlog of orders. Because the women who are turning out the stoves are making a profit from their production, he is confident that the work he began will carry on after he has gone.

So Jones's original goal of saving trees is being accomplished, although admittedly in a round-about way.

But his luck did not run out here. Somewhere in all this 'work' he managed to have a better-than-expected social life and he is now a married man. Jones married Rosario de la Rosa, becoming the third of eight in his COS group to be married. Several others have dates set and all but one pair are marrying host country nationals. In Davis' own words, "There's something about the Dominican people..."

Earlier this year, the traditional routine of Peace Corps Volunteers took a surprise turn when a movie company arrived in the country. Hollywood superstar Robert Redford was in the Dominican Republic filming his latest movie, "Havana." Many of the Volunteers were stars for a day, serving as extras. They played roles as waiters, tourists, socialites and sailors.

David Smolen, a PCV from Highland, Ind., who lives in the sugarcane worker settlement of Batey Don Juan, was able to interview Redford for the local Volunteer newsletter, *The Gringo Grita*. Although Redford admitted that he had

not spent much time visiting the country, the actor praised the spirit of the Dominican people.

"I think these are very likeable people," Redford said. "I'm sorry that it's as impoverished as it is...and yet there's a spirit to the people that doesn't coincide with the poverty that you see."

Currently in the Dominican Republic, 70 percent of the rural area of the country lacks electricity. About 85 percent of the electricity that is used is generated through oil-fired or diesel-burning generators. Typically, the generators are inefficient, deplete individual and natural resources, and last less than five years.

Peace Corps Volunteer Michael Stewart, an appropriate technology specialist from Minneapolis who joined the Peace Corps for the international experience, is helping make a difference in that situation. Stewart is carrying on a

program first started by the Peace Corps in 1984 to introduce solar energy for rural electrification.

Under the solar energy program, Stewart is helping show Dominicans how to obtain photovoltaic cells which capture the light from the sun and transform it into energy. While the initial cost generally requires the need for a loan, the expense is paid back over time as the PV cells last 20 to 30 or more years and provide an ideal economical substitute

for kerosene or fossil fuel generators.

"Volunteers have worked with local Dominicans to establish small enterprises to provide PV systems," Stewart said. "Developing local technicians is an important base for this technology. With proper training a local Dominican is able to provide electric systems for his neighbors while earning an above average wage."

To implement the further use of solar energy, Volunteers have helped establish revolving fund farmer credit programs and the default rate on loans has been almost nil. Today more than 1,000 systems have been installed.

Jennifer Dunbar is yet another Volunteer in the Dominican Republic with yet another challenging task. She lives in the rural community of La Sabana, which

is tucked in the northern hills of the Dominican Republic. The community stretches along a patchily paved road for 6 kilometers and at one end sits a small primary school.

It is in this school that Dunbar spends her days among 179 students who cram into an aging classroom. According to Dunbar, "The school itself shows its age; 20 years of



Davis Jones with his wife, Rosario de la Rosa.



Patricia Oliver with her host family.



John Robinson, right, readies site for trees.

energetic children have weakened the few remaining desks and, given what few materials the school has, plenty of use."

Her job is to promote community support for education and already the local Parent-Teacher Association has recognized the need for desks, a library and teaching resources. It is working hard to remedy the situation. The school also has expressed interest in becoming part of the World Wise Schools program sponsored by the Peace Corps.

PCV Elizabeth "Liz" Allen of Warren, Pa., served in the community of Hacienda La Estrella. Upon arrival, her job was to research the needs of the community and help people get the basic necessities that most of us take for granted.

She began her service full of enthusiasm, full of plans of how to solve problems. But she soon learned that she must take a long-term view of things, that she must come to



Marya Nowakowski and husband, Liam O'Callaghan, right, study map of tree farm with counterpart Teodoro Ogando de la Rosa.

understand the concerns of the people and that she must be liked in order for people to listen to her.

She began spending time with the people and soon learned that the health of their children concerned them most. After identifying this concern, she was able to begin a project with the full support of the community. Allen secured a grant from the Agency for International Development and she and a committee of 10 from the community began to build latrines which would help prevent illness caused by improper disposal of waste.

Allen said, "When I joined the Peace Corps I wasn't looking for personal gain. I have gained more, however, than the warm, caring...people who willingly offer me so much, even though they have so little." And ignoring the "sore feet, sore throat, backaches, and sore stomach," Allen extended her stay in the Dominican Republic.

Allen has since returned to the States but somewhere along the way, she realized that she had become used to her life among the Dominicans. As she put it, "We weren't a matter of Dominican and Americans anymore—we were neighbors."

Life as a Peace Corps Volunteer in the Dominican Republic is challenging but fulfilling as well, as proven by the many Volunteers who have decided to extend their normal two-year stay. In the words of Volunteer Rosie Unite, "It is a kaleidoscope of learning experiences, to say the least."

— Compiled by Marnie Nair

Best Photos competition shows it's a small world after all

The Best Photo competition is still one of the most popular features of the Peace Corps Times.

And the rules to enter are simple.

Any Peace Corps Volunteer anywhere in the world may send in their best shot. They won't win a trip to Paris or a sleek new car, but their talents as a foreign correspondent with a camera will be recognized with a certificate suitable for framing. Your family and friends will be talking about it for years to come.

Peace Corps Times is partial to snapshots that feature PCVs with their host country friends and co-workers involved in some activity. (The picture in the summer edition of the PCV in Niger dancing with a local woman is an excellent example.) Focus on one central character and

avoid static, posed pictures. Keep in mind that your print must be of publishable quality with sharp contrast and good composition.

Be sure to write your name and address on the back of the photo. Send along a brief note to explain who is in the photo and what is taking place although the picture should readily tell a story itself without adding extra words.

If you will complete service within six months of the time you are sending the photo, please include a forwarding address in the United States.

For all you shutterbugs out there from Antigua to Zaire, time is wasting. Turn to the back page of this issue to see the latest entries.

Trickle Up Program reaches across world

A dynamic couple, Mildred and Glen Leet, started the Trickle Up Program in 1979 with only \$1,000 and a belief that even in the poorest parts of the world people have energies and abilities. They thought if development aid could reach the most needy directly, the results would be startling.

Since then, their dream has become a reality. Trickle Up has helped more than 110,000 people in 86 countries help themselves out of poverty by starting over 17,000 businesses of their own. With Trickle Up, self-help means people using their own ingenuity to create, plan and manage their own businesses.

Trickle Up is designed to reach people who are commonly bypassed by traditional development programs. It seeks to involve in income-producing activities groups and individuals such as young people who have never had a job; women, many of whom have never earned money for the work they do; and people in the informal sector who are generally overlooked when development plans are made.

The Trickle Up process combines psychological encouragement, a conditional grant of \$100 as start-up capital, and skills learned by doing. As with any business endeavor, profits are the incentive. However, the real benefits of Trickle Up have been the increase in confidence among the people themselves, the ability to work as a group, and the hands-on experience of dealing with money.

Barbara Pabotoy, who served as a Peace Corps volunteer and staff member in the Philippines and now is country director in Fiji, speaks highly of the Trickle Up program.

"Trickle Up empowers the community," she said. "It gives them confidence to be creative, innovative and, perhaps most crucial of all, gives the community the ability to dream and plan for a future."

Many Peace Corps Volunteers are also Trickle Up program coordinators whose devotion to Trickle Up as a secondary project complements the development goals of the Peace Corps. Trickle Up's philosophy is that all people have the creativity and ability to be self-reliant; they only lack resources, guidance and opportunity.

Peace Corps Volunteers/Trickle Up coordinators can facilitate this type of personal as well as professional growth. Peace Corps Volunteers tell many development success stories that underscore the enduring success of Trickle Up.

When a shipping pier opened up near the community of Miag-ao in the Philippines, Peace Corps Volunteer Margaret Mulholland and Filipino colleagues with whom she was working saw the opportunity to revive their town's weaving industry.

Together, Mulholland and her Filipino associates

Tanzania Volunteer dies in accident

Peace Corps Volunteer David M. Schaeffer, 27, of Springfield, Mo., died instantly Sept. 7 when the motorcycle he was driving collided with a large truck near Korogwe, Tanzania, where he served as a fisheries specialist. A host country national who was a passenger died several hours later. It was the first motorcycle-related accident involving a PCV since 1984.



ALL IN THE FAMILY — Peace Corps Director Paul Coverdell visited with an all Peace Corps family in June. Dane F. Smith Jr., right, the new U.S. ambassador to Guinea Conakry, and his wife, Judith, were Peace Corps Volunteers in Ethiopia when their daughter, Jennifer, was born. Jennifer, 25, is now a third-year PCV in Cameroon. Her brother, Dane F. Smith III, 23, is a PCV in Paraguay. They came home for their father's swearing in before he took his overseas post. The family calls Washington, D.C., home.

developed a business plan and Trickle Up awarded grants to 19 groups of weavers to start their own weaving businesses. These small businesses then advanced to form cooperatives which allowed them to buy their supplies at wholesale and to market their products as a group. As a result of the Trickle Up program, these weavers were able to employ their skills and experiences in a profit-producing activity.

On the other side of the world in Quishoen Iona, Ecuador, Peace Corps Volunteer Mark LaRouche encouraged local farm leaders to apply for a Trickle Up grant to purchase fruit tree seedlings as a long-term investment, while enhancing their existing vegetable production for immediate sale. The short-cycle, labor-intensive crops have enabled the groups to improve their standard of living while waiting for the trees to produce fruit.

Most of the Ecuadorian groups have already reinvested more than 50 per cent of their profits back into these businesses. The Ecuadorian experience is an outstanding example of how the Trickle Up process both stimulates creativity and fosters diversification.

These stories of Peace Corps/Trickle Up collaboration are just a small sampling of the important and effective cooperation of these two grassroots organizations. They represent a small but significant testament to the human spirit and people potential.

If you would like to participate in or want more information about the Trickle Up Program, contact:

Mildred and Glen Leet
Co-Directors
54 Riverside Drive, PHE
New York, NY 10024-6509
(212) 362-7958

— Rebecca Knapp

NEW SCHOOL YEAR LAUNCHED

3,000 U.S. classrooms may seek World Wise Schools connection

A three-fold increase is expected during the 1990-91 school year in the number of U.S. classrooms that want to become part of the Peace Corps' World Wise Schools program. Nearly 3,000 teachers have expressed interest in the geography and cultural awareness venture. Filling their requests will depend on enlisting an equivalent number of Peace Corps Volunteers as letter-writing correspondents with the students.

In April, Director Paul D. Coverdell established a full-time office in Peace Corps headquarters to coordinate the program. Comprised of a staff made up of a former school administrator, curriculum writer and support personnel, the World Wise Schools Office is embarking on an ambitious goal. It ultimately seeks nothing less than making World Wise Schools available to every elementary and secondary school in the United States. Already governors of South Carolina, Florida and Ohio, along with many mayors and state legislators from across the country, have enlisted their strong support.

Teachers in the United States enroll in the program by requesting a particular country or region where Peace Corps Volunteers serve. Whenever possible, the Volunteer selected will also be from the same city or state as the school. The name and in-country address of the Volunteer is sent to the instructor. Simultaneously, the Volunteer receives the name and address of the teacher.

Specific aspects of the exchange are left with the teacher and the Volunteer to work out. At the time a World Wise Schools link is established, both parties are encouraged to send a brief letter to the other outlining their ideas on how the exchange should be defined and developed. The World Wise Schools participants may wish to send letters, photographs or artifacts. In some instances, teachers may ask the assistance of the Volunteer in having their students write to

similar aged children overseas. Both parties are also instructed to contact the World Wise Schools Office if, after a two-month period, one letter-writing partner fails to hear from the other.

World Wise Schools is intended to serve as a "Third Goal" activity by building a better understanding on the part of American young people of other countries and cultures. Participation in the program by Peace Corps Volunteers, however, is not mandatory.

Processes are now being developed to permit Volunteers to sign up for the program at in-service training seminars. Because the program is so new, most Volunteers in the

field will not have had an opportunity to pre-enroll in the program. As a result, World Wise Schools this year will encourage the cooperation of every Volunteer who has at least nine months of Peace Corps service remaining. Individuals desiring not to participate should immediately contact the World Wise Schools Office. This may be done by communicating directly with the WWS staff at

Peace Corps headquarters in Washington, D.C., or through your country director.

Connecting a Volunteer with a school is not done randomly. Assignments are based on the country or region requested by the teacher. In order to assure that a World Wise Schools link is made in time for the 1990-91 school year, Volunteers are urged to return the enrollment form below.

Each year Peace Corps will promote a week-long series of geography and intercultural awareness activities when participating schools are urged to stage "World Wise Schools Week" programs. These materials, as well as all copies of quarterly videos, educational resource packets and editions of the World Wise Schools newsletter, will be sent automatically to every Peace Corps post. Volunteers interested in reviewing these items should contact their country director.



Yes, I am interested in participating in the World Wise Schools program.
Please make sure that I am matched to a classroom in the United States.

Thanks, I'm unable to participate at this time.

Name _____ Country _____
(print or type)

Signature _____ Date _____

I would be particularly interested in corresponding with an elementary or secondary school that I attended. I understand World Wise Schools will contact the school. However, there is no guarantee that a link can be established.

Name of School _____ Contact Person _____

City _____ State _____ Years Attended _____

Return to: World Wise Schools, Attention: Shirley Puchalski, Director,
U.S. Peace Corps, Room 7304, 1990 K St., NW, Washington, DC, 20526.

Guatemala

(Continued from page 8)

water environment.”

Other contributions are being made by Peace Corps Volunteers in the field of youth development. Karen Daentl, 26, who grew up on a farm outside of Dodgeville, Wisc., and majored in social work at the University of Wisconsin in LaCrosse, was involved with 4-S clubs similar to the 4-H program in the United States. Because she was about to complete her service and leave the rural community of San Francisco La Union, newcomer Jennifer Bridges, 22, from Fremont, Ohio, was about to step in and assist in vegetable gardening projects of the 4-S participants.

Volunteer Carla Moschetti, 28, of Chula Vista, Calif., who lives on a narrow street in the bustling city of Quetzaltenango, has picked up a nickname — “Seño Física” (Miss Physical) — from the students at a rural school outside of town where she teaches physical education. A PE major at San Diego State University, she is highly popular among her young charges. She leads the students, who are in kindergarten through the sixth grade, through a series of exercises on a muddy playground as they run, play and laugh under her enthusiastic guidance.

Moschetti, who was a legal secretary prior to the Peace Corps, said that the idea of physical education is new to the school system.

“It’s having fun, moving your body,” she said of her PE sessions. “They do a lot of running here.”

Several times a week Moschetti also coaches basketball, swimming, and track and field activities at a modern sports complex on the edge of Quetzaltenango.



PCV Jonathan Bartlett popular as a coach.



Students call Carla Moschetti ‘Seño Física’.

Jonathan William Bartlett, 25, from Purcellville, Va., also coaches sports at the complex which includes a 25-meter, eight-lane swimming pool that is covered but unheated. Some chilly mornings the water is covered with ice.

“It’s like the Polar Club going swimming in January,” Bartlett said.

“Approximately 600 to 800 kids are brought here every day from schools around the area,” he said of the over-all recreation facility. “The only thing we don’t have here is American football.”

Bartlett, who majored in Latin American studies and business administration at Vanderbilt, said that he grew up in Brazil and he spoke Portuguese before learning English. He worked for investment firms in Nashville, Tenn., and Washington, D.C., before coming to Guatemala.

Jose M. Vivoni, 28, a Peace Corps volunteer from Puerto Rico, is a modest-mannered youth development provider and sports technician who has drawn high praise from the people of Totonicapan for a program he has started for handicapped children and young adults. Working patiently with mentally retarded, autistic, deaf-mute, crippled and other handicapped clients, Vivoni has started a twice-a-week speech and physical therapy program at a local school.

Vivoni rallied a psychologist, doctors, a dentist, social workers and volunteers to assist in the program, which he supervises, where games are played on the school lawn after the organized morning therapy sessions are performed.

“We started with nothing,” he said. “We started with one client and now we have 11 from the nearby villages. The



PCV Jose Vivoni works with handicapped.

parents didn't know what to do with their kids. They never had such help before."

At 76, Janet Klepper of Gladstone, Ore., claims the title as the longest-serving Peace Corps Volunteer in the world who is still serving. Born the day after Christmas in 1913, Klepper teaches basic accounting and business skills to several cooperatives in Guatemala.

Klepper lives in a comfortable, tidy one-room pension with a bath in a building located in the heart of Quetzaltenango. The place provides three meals a day. Bed linens are changed, washed and ironed every week.

Except for a one-year break from October of 1988 to September of 1989, Klepper has served as a Volunteer uninterrupted since she began her initial training in Puerto Rico in the fall of 1970 before her first assignment in the Dominican Republic starting in January 1971. Later she served in Guatemala and Costa Rica. She went back to Guatemala a second time in 1984. This is her third tour in Guatemala.

A sixth grade teacher in West Linn, Ore., contacted Klepper posing questions his students were asking about Guatemala.

"The teacher wrote that Guatemala might as well be in outer space as far as his class is concerned," Klepper said.

The gray-haired, trim septuagenarian works mostly with a



Janet Klepper promotes good accounting.

woman's cooperative in Zunil, a community outside of Quetzaltenango, where various woven goods dyed in a rainbow of colors are sold.

"The woman's cooperative does very well," Klepper said. "It makes a profit every year. These women understand pennies and budgeting. I demand it."

Klepper, who also works for the only glass-manufacturing factory in the country, said that Guatemala is "teeter tottering" its way to the future and she is doing her part to help.

"My name will be in the history of cooperatives in Guatemala," the spry Klepper declared.

There's no doubt she is right.



Jose Maria Tiburcio Juarez reviews planting with PCV Bob Furillo.



White House Photo

Peace Corps Director Paul Coverdell listens to President Bush address group going to Europe.

ROSE GARDEN SENDOFF FOR POLAND AND HUNGARY **DEMOCRATIZATION OPENS DOORS TO CENTRAL EUROPE**

A light drizzle was falling as 120 Peace Corps candidates for Poland and Hungary gathered in the White House Rose Garden for a presidential sendoff in mid-June.

"Welcome to the Rain Garden, I mean the Rose Garden," President Bush joked when the thin veil of rain turned to a fine mist as he began to speak.

The president saluted the first volunteer trainees to go to Central Europe as "a dedicated, committed group of talented Americans" as they began a new chapter in the Peace Corps' history.

"The United States Peace Corps built its reputation the old-fashioned way, step by step, village by village, family by family, bringing the world a bit closer one friendship at a time," the president told the enthusiastic group.

"For nearly 30 years, the men and women of America's Peace Corps have built bridges of understanding and goodwill between the peoples of the United States and the peoples of scores of other nations," he said. "Today we launch a new people-to-people effort through which the citizens of America, Poland and Hungary can work together in the exhilarat-

ing process of building new democratic societies."

One of the Hungary-bound volunteer aspirants, Karen Fisher, 46, of Akron, Ohio, told the Philadelphia Inquirer and Detroit Free Press that she felt a "little chill" as the president talked about the Peace Corps' entry into Central Europe.

The official sendoff was reminiscent of the first presidential demonstration of good luck 29 years ago when John F. Kennedy sent the first group of Peace Corps Volunteers to Ghana — also to teach English.

Calling the volunteer nominees "pioneers," Peace Corps Director Paul D. Coverdell said they were "the finest our country has to offer" and represented "an historic mission of profound proportions."

"Good luck. Safe journey. God speed," Coverdell said.

The Poland One and Hungary One classes arrived in their respective countries a few days later to begin a summer of training. By the end of August, the new Central European volunteers — 56 in Poland and 57 in Hungary — were sworn in as bonafide PCVs who will teach English and train

English teachers starting in September. At the swearing-in ceremony in Poland, the new PCVs sang both the American and Polish national anthems.

The enthusiasm of the Central European hosts was running just as high the moment the Volunteers arrived in country. Vance Hyndman, the Peace Corps country director based in Budapest, said that the attention given to the Peace Corps' presence was unbelievable.

"I feel like a rock music star," Hyndman said of the adulation.

A week after the Hungarian trainees arrived, they attended a tea hour where they met their host families. Two days later, the trainees moved in with their local hosts.

Kathy Rulon, associate director for education on the Peace Corps staff in Hungary, said, "Many trainees report that their host families help them with their homework and offer valuable insight concerning Hungarian culture."

Rulon said that during training the trainees faced a jam-packed schedule that included three to four hours of Hungarian language study each day, one to two hours of orientation as English teacher trainers and up to several hours more in cross-cultural training.

"During the second week, the trainees and their trainers put on a talent show," she wrote shortly after the training began. "It was so successful they are going to do a repeat performance for host families next month."

The trainees also were giving a series of 12 American culture lectures on everything from the U.S. government system to the American West, according to Rulon.

"On a day's outing to a small lake, the group, which is musically inclined and quite talented, attracted scores of children to their picnic area," she said.

Coverdell and Peace Corps Chief of Staff Jody Olsen arrived in Budapest in early September to witness the first week of American Peace Corps Volunteers starting to teach in Central Europe. On the same trip, they participated in the opening of the U.S. Environmental Protection Agency's Regional Environmental Center for Central and Eastern

Europe which represents a collaborative effort between the EPA and Peace Corps. The center's managing director will be Larry Koskinen, a former Peace Corps Volunteer and staff member currently on detail to the EPA.

Meanwhile, plans are set to send 22 Peace Corps Volunteers to Czechoslovakia in November. With U.S. Ambassador Shirley Temple Black in attendance, an agreement was signed June 25 in Prague by Coverdell and Jiri Dienstbier, foreign minister of the newly elected government of the Czech and Slovak Federal Republic.

The first PCVs in Czechoslovakia will be joined by 40 more Peace Corps Volunteers next year.

With democracy sweeping across Eastern Europe, Romania also may be a candidate for a special program involving Peace Corps Volunteers. Two Peace Corps staff members visited there in August.

Jon Keeton, director of international research and development for the Peace Corps, and Phyllis Gestrin, a nutrition specialist with the Office of Training and Program Support, were members of a team sent to Bucharest by the U.S. Agency for International Development. They were exploring possible American assistance involving institutionalized children in Romania. It is estimated that there may be as many as 120,000 orphans in the country.

While Romania has received extensive assistance, most of it has been short term. Peace Corps is studying whether to send teams of volunteers in the fields of early childhood development, special education and community development to develop model programs that could be replicated by the government of Romania. One recommendation under consideration is that experienced Peace Corps Volunteers who are completing service elsewhere could perform these demanding tasks.

Preliminary talks also are underway with Yugoslavia and Bulgaria. On his trip in September, Coverdell planned stops in both Belgrade and Sophia to investigate the interest and needs of those two nations.

Philippines program in suspension

It was a sad passage in the Peace Corps story. On June 27, United States Peace Corps Director Paul D. Coverdell announced that the Peace Corps program in the Philippines was being suspended for security reasons.

The decision to put the Philippines program on hold was a particularly difficult one because it is one of the oldest, largest and most successful in the 29-year history of the Peace Corps. Started in October, 1961, the Philippines' operation began in the first year of the Peace Corps' existence and more Americans have served as Peace Corps Volunteers there than any place in the world since then.

News of the action also was made harder by the fact that a large group of Peace Corps Volunteers was called home from Liberia a short time earlier



Melvin Calderon-J.B. Pictures

Tears fell when news of closure was announced in Manila.

when civil unrest in the African nation posed concerns for their safety and security.

The action to withdraw the Volunteers from the Philippines was prompted by what Time magazine described as "very reliable" U.S. intelligence reports that insurgents of the communist New People's Army were targeting PCVs for attack.

"Although it was a difficult decision to suspend this program, as director of the Peace Corps, my foremost concern is the health and security of our Volunteers," Coverdell said.

Coverdell, who added that the Philippines situation was "isolated and rare in the Peace Corps experience," expressed the hope that Peace Corps Volunteers will return someday to the Philippines.

"The program is too valuable for the people of both nations to leave in a state of suspension for any longer than is absolutely necessary," he said.

As the news spread among the islands of the Philippines, the action led to tears and mixed emotions for the 261 PCVs affected by the move. While the Volunteers began departing from Manila, Philippine President Corazon Aquino issued a statement expressing her sadness caused by "this turn of events"

"Many of you and those before you since the inception of the program have endearing and enduring memories of the Philippines and have developed special relationships with the Philippines and her people," she said.

By the time that the PCVs from the Philippines began arriving in Hawaii for close-of-service processing, it was learned that one of the PCVs serving in the Philippines, Timothy Swanson, 26, of Cheyenne, Wyo., had been abducted from his home on the island of Negros the evening of June 13. He was taken two weeks before the decision was made to withdraw all the Volunteers from the country.

Weeks of tension passed before Swanson and Fumio Mizuno, 36, a Japanese aid worker who was abducted in a separate incident, were released unharmed Aug. 2. The Associated Press described Swanson as "tired, happy and eager to get home."

Reuters news service quoted Swanson as saying, "I am happy it's over. I'm okay. I'm okay." Reporters said that he was laughing as he walked away arm-in-arm with his Filipino wife, Merle.

"Swanson was delivered to authorities after dark, following a moonlight hike across rugged Negros hills and a river," Reuters reported.

Coverdell called the incident "as perplexing as it is

30th anniversary of U.S. Peace Corps approaching

Thirty years ago, Oct. 14, 1960, presidential candidate John F. Kennedy addressed students at the University of Michigan in a 2 a.m. impromptu speech challenging them to give two years of their lives to help people in other countries.

The following year, shortly after becoming president, Kennedy signed an executive order creating the Peace Corps. Peace Corps will observe its 30th anniversary marking that event on March 1, 1991.

Congress approved legislation formally authorizing the Peace Corps on Sept. 22, 1961.

As the Peace Corps prepares to celebrate its third decade, it is continuing to expand. New countries entered in 1990 are Bolivia, Haiti, Panama, Namibia, Cote d'Ivoire, Sao Tome/Principe, Poland, Hungary, Malta and Vanuatu. New countries on target for 1991 are Czechoslovakia, Mongolia, Laos, Uganda, the Congo, Chile and Uruguay.

irrational" while expressing relief after the incident was over. He praised U.S. Ambassador Nicholas Platt and Peace Corps Country Director Jim Lehman along with their staffs for helping resolve "such an egregious situation."

"The fact is there has never been a greater demand for Peace Corps assistance — and contrary to incidents such as this, we know that millions of people in more than 100 countries around the world have positive feelings about America because they have either experienced or heard about the tremendous work of United States Peace Corps Volunteers like Tim Swanson."

Both President Bush and Coverdell individually called Swanson's parents, Larry and Lynn Swanson in Wyoming, after Swanson was set free. Shortly before Swanson's release, Coverdell also had personally visited his parents at their home to reassure them.

Margaret Keenen, editor of the Peace Corps/Philippines quarterly magazine for PCVs, *Salaysayan*, captured in words the contributions which have been made by Peace Corps Volunteers over the years in the publication's last edition.

Writing in the June 1990 issue about some of the Americans she interviewed who served in the first group that went to the Philippines 29 years ago, she observed:

"I was struck by how well their idealism had weathered. They were exactly the people one would have expected to rally to John F. Kennedy's call to serve as grassroots emissaries. Almost to a one they said their Peace Corps experience had a profound effect on their lives — despite thinning hair and married offspring, it was somehow easy to see them as dedicated volunteers who blazed the trail for the 7,000 volunteers who have followed."

Once again — in August when an international crisis developed in the Middle East after Iraq invaded Kuwait — the Peace Corps reluctantly suspended another program. This time the country was the Republic of Yemen, where 23 Volunteers were working in health and education and 23 new Volunteers had just completed training. All of them were brought to Washington to close out their service.

In explaining the decision to suspend the Yemen program, Coverdell said, "As I have said many times, the safety and welfare of our Volunteers is my number one responsibility and, based on the information provided to me by the U.S. ambassador and the State Department, I was concerned that during the current atmosphere of tension in Yemen, Americans might be targets for violence.

"While it is always disappointing to pull Volunteers out of a country," he said, "I recognize that it is most frustrating to the Volunteers themselves. It is truly unfortunate that the world has not yet learned the ways of peace, but this is a constant reminder of the importance of our work."

The first small group of United States Peace Corps volunteers went to Yemen in 1975, just two years after a decade-long civil war ended. Initially, Peace Corps' programs focused largely on health-related programs, but over the years volunteers have worked on everything from earthquake relief to architectural restoration.

Stay in touch with news

Volunteers who are winding up their overseas tour may receive the Peace Corps Times for one year after they complete service and return home. Because few Volunteers go back to their "home of record" the Peace Corps Times is not sent out automatically. If your COS date is near and you know your permanent location in the United States, drop us a line. You also may send us your current U.S. address once you have returned. Be sure to include your country and dates of service in making your request to be added to the circulation list.

WORLD'S MOST REMOTE NATION

Mongolia inviting Peace Corps

The winters are cold but dry — much like those in Montana or Minnesota. Summers are generally mild and pleasant. It is not a place for vegetarians because the diet consists primarily of various animal products such as milk, cheese and meat. Entertainment is limited but the people love horsemanship and wrestling. Apartments or tents are the only dwellings available. Two-thirds of the population lives a nomadic life based on herding horses, cattle, sheep and goats.

This is Mongolia, until recently one of the most closed societies in the world, where Peace Corps Volunteers will go for the first time next year. Wedged between China and the Soviet Union, it is a remote nation with an extraordinary culture and a history dating back 3,000 years.

Covering 604,247 square miles, Mongolia's landscape ranges from mountain areas with peaks that tower above 10,000 feet and feature glacier lakes to vast deserts and flat unlimited spaces in the country's steppes.

"Its remoteness invites this kind of exchange as the Mongolian people seek an understanding of the broader world," Peace Corps Director Paul Coverdell said. "This is a tremendous milestone for the Peace Corps. Mongolia accentuates what Peace Corps is all about as we learn and work together."

Secretary of State James A. Baker III traveled to the capital of Mongolia, Ulan Bator, at the beginning of August

'Its remoteness invites this kind of exchange as the Mongolian people seek an understanding of the broader world. This is a tremendous milestone for the Peace Corps. Mongolia accentuates what Peace Corps is all about as we learn and work together.'

to sign a Peace Corps agreement that will allow 15 American men and women to begin training as PCVs in Ulan Bator next June. A Peace Corps staff will arrive there in January or February 1991.

Jerry W. Leach, director of the Peace Corps' PACEM region, which includes Asia, journeyed to Mongolia in July to build the foundation for the Peace Corps program.

"It will be a program for the very adventuresome — people who are hale and hearty," Leach said. "Mongolia is known for its long, dark winters but summertime is pleasant with mild temperatures.

"The heating systems are very good," he said. "Our embassy personnel did not find the past winter particularly severe. They described it like winters in Montana and Minnesota."

Leach said that the 15 trainees who are sent to Mongolia in 1991 and the 15 more who follow them in the second year will have to adjust to the isolation, diet and language (which is similar to Turkish). However, they will find the Mongolian people warm and hospitable, he added.

The Mongolia One class will include 13 English teacher trainers who will be assigned to the National Institute of



Leach visited Mongolia in July.

Foreign Languages and two computer specialists who will work with the Ministry of Health.

The Mongolians have fewer than 500 people who speak English. Their national plan is to put English on a par with Russian. They intend to introduce English into the secondary schools throughout the country in 1993-94. Mongolia has fewer than 20 English teachers at present.

In the future, programs in child survival and small business development may be introduced, according to Leach.

"I am convinced that Mongolia is an ideal Peace Corps country," he said. "The development needs are clear and where we can help is very clear. The people are friendly, open and hungry for new ties with the outside world. At present the American presence in Mongolia amounts to five people, all attached to our embassy."

Mongolia has been a Soviet satellite for nearly 70 years, hidden to the outside world. Ulan Bator, its capital and only city, means "Red Hero." The capital is in a river valley surrounded by low lying hills. Ringing the outskirts of the city are suburbs consisting entirely of tents where one-third of the people live.

From the Altai Mountains to the Gobi Desert, Mongolia remains the most inaccessible of all the countries in the world.

ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange

Training team visits Sierra Leone Center

Peace Corps/Sierra Leone realized that an in-country resource center (IRC) is integral to providing the technical information needs of Peace Corps Volunteers and staff. With that in mind, Sierra Leonian Cleopatra Cole -- enthusiastic and brimming with ideas -- was hired last December as a full-time resource center coordinator in Freetown. Ms. Cole also oversees the regional resource centers in Bo and Makeni.

Training assistance was requested from Washington. With Small Projects Assistance Program (SPA) support through the U.S. Agency for International Development, Gail Wadsworth, resource development specialist with Peace Corps' Information Collection and Exchange, and Vernell Womack, ICE materials distribution specialist, visited the country in June to provide two weeks of training.

Results were immediate. Sierra Leone's new resource center coordinator was invited to give presentations at all future in-country trainings. She also was asked to participate on the programming committee and to contribute a regular column to the Volunteer newsletter.

Several years ago, ICE conducted four regional workshops for IRC coordinators. More recently, ICE surveyed



Center Coordinator Cleopatra Cole assists PCV Rebecca L. Knoy.

the needs and capabilities of the resource centers for serving their clientele. The Sierra Leone on-site assessment and training was the start of the third phase of ICE's in-country support for IRC development. This stage emphasizes attention to the specific needs of a particular country.

In Freetown, ICE trainers facilitated sessions on local information collection, organization and dissemination; networking; cataloging and classification; outreach/marketing; reference and user services; book repair; and automation. Before beginning the sessions, ICE and country staff determined which sessions would be priorities for Sierra Leone. All sessions were held in the Freetown IRC, encouraging immediate hands-on application of skills and ideas covered.

Freetown's IRC is currently housed in one room on the third floor of the Peace Corps office. Its location near the Medical Office encourages drop-in users. The resource center has approximately 3,000 books plus subscriptions to several local newspapers.

Fiction is especially popular with Sierra Leone Volunteers, and a system of exchanges is encouraged. Users may borrow and return fiction books, or donate titles and take an equal number which may be kept or exchanged again.

Bookshelves line three walls. Ms. Cole's desk is near the windows. Two Apple-donated Macintosh computers are located in the IRC for Volunteer use. Ms. Cole has started to create a computer database of the IRC inventory to facilitate use of the resources.

ICE ALMANAC

ICE Director & Managing Editor---David Wolfe

Editorial Assistant-----Christopher Broadway

ICE ALMANAC features a variety of ideas and technologies Peace Corps 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 is Peace Corps' central technical information unit.

Requests for technical information or correspondence concerning the ALMANAC should be sent to United States Peace Corps, ICE, Room 8684, 1990 K St. N.W., Washington, DC 20526.

During the course of this summer's assessment and training, the resource center's periodicals area was reorganized, a new books section set up, and a career and educational opportunities information corner established.

Peace Corps Country Director James Brown encouraged Ms. Cole to collect materials for a Peace Corps/Sierra Leone archives to maintain the institutional memory of the country's programs. While the assessment/training session was being held, ideas for methods of collection and organization of this type of material were shared, and the process started. This collection will include documents ranging from SPA project reports and manuals written by Volunteers to PCV handbooks and cookbooks. (Peace Corps Volunteers are always encouraged to pass copies of similar documents they author to their IRCs and to ICE.)

One of the main purposes of the overseas assessment/trainings is to encourage IRCs to share Peace Corps' technical information as widely as possible as well as to tap into local sources of information in order to better serve the needs of PCVs and Peace Corps staff.

In order to facilitate this information sharing, the IRC assessment/trainings include opportunities for site visits to local information service organizations. There are a number of libraries and resource centers in the Freetown area.

Networking site visits were organized to Sierra Leone Library Board public libraries, the British Council Library, the United States Information Service (USIS), and the Fourah Bay College Library. Freetown librarians were then invited to the Peace Corps Resource Center for a half day of discussion and viewing of videos covering various aspects of information services.

At this point, world events interceded. On the same day in June that the Freetown information services "mini-conference" was to take place, peace talks between the Liberian government and rebel forces began — in the same USIS conference room which had been reserved for the resource center meeting! The venue of the librarians' meeting was quickly changed to the Peace Corps in-country resource center.

While the visiting ICE trainers improvised the librarians' meeting, Ms. Cole managed to borrow USIS's VCR for the conclusion of the program. This coming together of information specialists encouraged the sharing of ideas and experiences and proved to be a catalyst for future Freetown libraries/resource centers cooperation.

ICE's assessment/training concluded with Ms. Cole's presentation of a one-year IRC action plan to a group which included the Peace Corps country director, Peace Corps staff, training officers, consultants and the office manager. Sierra Leone's resource center had already been noticeably enhanced, and with implementation of the action plan, the coming year will see even more extensive improvements.

ICE is continuing the IRC assessment/trainings as they are requested. During July, ICE Director David Wolfe, and Small Projects Assistance Coordinator Renee Witherspoon conducted similar programs for resource centers in Honduras and Paraguay. Reports on these sessions will appear in a future ICE ALMANAC.

Other IRCs requiring on-site IRC training are invited to contact ICE.

HOW TO AVOID GOING WRONG

Nonformal education manual helps

Jason and his Malaysian counterpart had spent a month planning field trips for a group of farmers they had identified as high risk takers.

"Our children are going to high school," they said. "They want to get office jobs in the city. We cannot count on their labor, so we must try new methods to succeed without them."

But when Jason and Kamaruddin brought the new, high-yield seed from the Ministry and explained how to plant it, the farmers seemed a little uneasy. If only they could see how other farmers have succeeded with this seed, Jason thought, they'll be ready to try it on their own. He determined to arrange for the local group of farmers to visit farms in a neighboring district that were using the new seed.

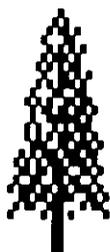
The field trips seemed to be an unqualified success. The group was welcomed by farmers, who showed off their vigorous crops and explained how they had gotten them to grow so well. Everyone listened attentively and went home saying how much



A PCV nutritionist in nonformal education setting in Mali.

(Continued on page 25)

Peace Corps pushing environmental education efforts worldwide



Shortly after Paul D. Coverdell was confirmed as Peace Corps director in May 1989, he announced that Peace Corps was launching a three-part initiative to increase the agency's ability to respond to host countries' requests for assistance in the environment, urban development and small enterprise development.

Coverdell's decision to emphasize the environment in his goals augmented an environmental education initiative launched by his predecessor, Loret Miller Ruppe. In 1987, responding to increased requests for natural resource management and conservation education assistance in Peace Corps countries, Ruppe started a multifaceted environmental education initiative through the environment sector of the Office of Training and Program Support.

The purpose of the environment initiative was to increase the skill and knowledge levels of all Peace Corps Volunteers and country staff in order to meet the conservation programming needs of host countries.

These are the three major objectives of the initiative now under way:

- To increase the awareness of all Peace Corps Volunteers, regardless of technical sector, concerning the environmental degradation problems facing their host country and the world in general, and to teach them how to address these problems.

- To increase the conservation education and program development skills of overseas staff responsible for environmental education projects.

- And to increase the number of Volunteers in Peace

Corps countries working in conservation education as a primary or secondary assignment.

To date the Peace Corps has made substantial headway on all of these initiatives.

Accomplishments include:

- Creation of a new "assignment area" category for environmental education which permits persons with non-science degrees to enter into environmental education projects provided they have the other qualifications.

- Peace Corps has held regional workshops for the Africa, Inter-America, and the Pacific, Asia, Central Europe and Mediterranean (PACEM) regions. A major objective of those workshops was to train Peace Corps staff on how to develop Peace Corps programs in natural resources and environmental education.

- Peace Corps' Office of Training and Program Support held an Environmental Education Workshop in Arusha, Tanzania in May 1989 for natural resource volunteers and their host country counterparts. Fifty-six Volunteers and their co-workers from 15 African countries attended the regional training session.

The accompanying article on this page by Peace Corps Volunteer Richard Fristik, a natural resources planner who works for the Department of Town and Regional Planning, Gaborone, Botswana, describes efforts by the government of Botswana to promote environmental education.

Fristik is one of the 200 Peace Corps Volunteers serving throughout the world in park management, wildlife management or environmental education.

Environmental education in Botswana

By Richard Fristik

Currently, environmental education activities in Botswana are undertaken by four institutions — the formal and nonformal education sectors, government ministries or departments, and non-governmental organizations (NGOs). Within each of these institutions, the level of involvement and approaches vary widely.

Environmental education is perhaps least developed in the formal education system. There is no specific environmental education curriculum at either the primary or secondary school levels, and the next step is the University of Botswana, which offers a diploma course in environmental science. The government recognizes this shortcoming and, in its latest national development plan, urges "development of a national environmental education programme for all education levels and branches."

In the course of offering functional literacy activities to adults and children, Botswana's Department of Nonformal Education has incorporated development and environmental issues which are relevant to individual regions and the nation as a whole. Though some degree of consciousness-raising is achieved on social and conservation issues, it is felt that environmental education should be more directly included in nonformal education activities.

Several other government ministries and departments, in an indirect manner, include environmental education as part of their portfolios. The Botswana Ministry of Agricul-



Botswana children perform tree skit during visit by Peace Corps director.

ture has extension/education programs in agricultural land use, and also enhances public awareness of the environment through its Agricultural Information Service and Agricultural Resources Board. The Ministry of Health, through its Family Health and Community Services divisions, respectively, promotes family planning and is involved in anti-litter campaigns.

The Department of Wildlife and National Parks, in the Ministry of Commerce and Industry, has a well-established wildlife education unit. Through audio-visual presentations, publications, seminars and conferences, the unit addresses broader conservation issues with wildlife as a focal point.

Finally, the National Museum, under the Ministry of Labour and Home Affairs, has an outreach program involving a mobile museum, radio programs and various other media presentations. Although not directly geared to environmental education, the program does connect elements of history and culture with people's interaction with the environment.

The most concerted efforts in environmental education are those of five non-government organizations — the Botswana Bird Club, the Botswana Society, the Forestry Association of Botswana (FAB), the Kalahari Conservation Society (KCS), and Thusana Lefatsheng. Two of these organizations, FAB and KCS, have substantial education and/or extension programs. These NGOs tend to operate independently of each other and of government, and their respective education programs are somewhat narrow in scope. It is also felt that their geographical scope and involvement of local people are both too limited. But some of these problems can be attributed to financial constraints and a lack of "identity" in the over-all national scheme of environmental education.

Two recent developments hold promise for increasing

Manual

(Continued from page 23)

they had enjoyed the experience. But the next season, none of the farmers asked for seed and planted their old crops exactly as they had before.

When Jason and Kamaruddin asked their group what had happened, they got polite, evasive responses.

"The weather was not quite right this year," they said. "Their storage facilities needed repair and probably couldn't hold any extra harvest. But next year they would surely try."

Jason was extremely discouraged. He had been in his village long enough to know what that reply meant. Somehow, the farmers weren't convinced. But why?

In your experience as a Peace Corps Volunteer, have you ever dealt with a group of villagers who seemed to agree with everything you said, but then did exactly the opposite, or took no action at all, after proclaiming their enthusiasm? If your answer is "yes," then you are among the many Peace Corps Volunteers who are celebrating the recent publication of Peace Corps' Nonformal Education Manual (ICE Publication No. M0042). Field tested in February at an in-service training workshop in Tunisia for agriculture and community service Volunteers, the manual has already proved its usefulness.

Written by Helen Fox, a staff member of the Institute for Training and Development, Inc., and edited by her colleague, Linda Abrams, the manual represents the thinking of these and other professionals, including experienced Peace Corps staff members and Volunteers.

Peace Corps' Office of Training and Program Support

the scope and effectiveness of environmental education in Botswana. The first is the formulation of a national conservation strategy which, when approved by government sometime this year, will provide a framework for sustainable natural resource use and management in future years. In the promotion of implementation of the strategy, the importance of education and the need for greater awareness of the environment is well recognized. It also acknowledges that current curricula are seriously lacking in this area, and provides not only policy pointers but specific projects to address these shortcomings.

Secondly, the formation of an Environmental Education Reference Group (EERG) is now under way. This group is intended to be a national coordinating body for environmental education, unifying the efforts and sharing information between those active in the field. The EERG sees as its main aim "the promotion of national sense of environmental awareness through appropriate education, in order to create understanding, respect, responsibility and action related to the environment, by the people of Botswana."

Achieving this aim will involve initiation of necessary developments in EERG at all educational levels, coordinating activities of various people and organizations, and acting as an advisory body on developments in environmental education. The EERG will consist of representatives of formal and nonformal education, the University of Botswana, NGOs, pertinent government ministries and departments including the wildlife education unit in the Ministry of Commerce and Industry, and the National Museum.

By strengthening existing efforts in environmental education, and integrating these efforts with the goals of the future national conservation strategy, Botswana hopes to achieve increased levels of understanding and commitment to environmental conservation on the part of all the country.

(OTAPS) initiated the manual because, as OTAPS' Education Specialist Myrna Norris says, "Most PCVs are involved in nonformal education — that's what they're really doing! Whether the Volunteer is assigned to a health, environment or agriculture program, whether he or she is working with mothers who want to give their children good food, or a community that would like to stop deforestation, or farmers who want to increase their crop yield, that Volunteer is doing nonformal education."

The manual defines nonformal education (NFE) as "out-of-school learning that is planned and agreed upon by both facilitator and participants." Expanding on this definition, Norris explains that NFE is "practical, hands-on learning. It gives people the immediate knowledge they need for their immediate use. For Volunteers, it is a way to help people in communities solve their own problems, to help them define what they need, then decide and plan what they have to do."

As Norris notes, Volunteers working in health or agriculture fields may be knowledgeable about the technical aspects of these subjects, but not about education. Even an experienced school teacher may not have the "facilitation skills" required to teach adults. They may not be someone who can "help people do what they have decided to do, and ... get them over the rough spots when they need help the most."

Being an experienced educator in the United States also may not qualify someone to facilitate learning in a foreign

(Continued on page 29)

ICE publications offer wealth of information

Peace Corps' Information Collection and Exchange has received the following publications since the Spring 1990 edition of ICE ALMANAC. They are available free through ICE to Peace Corps Volunteers and staff.

RP preceding the Whole ICE Catalog number indicates Volunteers must demonstrate that the publication relates to projects on which they are working; RC signifies that ICE will distribute the publication to in-country resource centers. For the benefit of non-Peace Corps readers, the price and publisher of each title are included.

AGRICULTURE

(RP) AG243 — **School Garden Manual**, by Marny Smith and June Plecan. 1989 (Save the Children, 54 Wilton Road, Westport, CT 06880) 84 pp. \$4.

For development workers and communities interested in launching school garden projects. Five general sections cover ways of starting a garden where there has been none before; basic information necessary to create and maintain a garden. Suggested activities to demonstrate and reinforce this information are provided throughout; lesson plans and activities for teachers to help promote an understanding of how and why things go on in a garden; nutrition lessons and activities; and guidelines to improve the garden. Simple, well illustrated and well suited for generalists.

EDUCATION

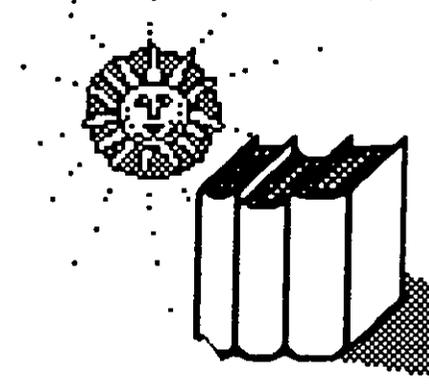
(RC) ED137 — **Testing Spoken Language: A Handbook of Oral Testing Techniques**, by Nic Underhill. 1987 (Cambridge University Press, 32 East 57th Street, New York, NY 10022) 117 pp. \$9.95. Practical guide to designing and using oral tests of language ability. Meant for practicing language teachers, testers, course designers and educational planners. Does not assume any prior knowledge of language testing. Organized to follow the sequence of stages in which a new testing program would logically be carried out. Gives sensible examples and discusses relevant issues at each stage. Specifically describes the range of test-type and discusses their suitability in relation to goals and resources; lists over 50 oral testing techniques and variations; integrates the marking system (a means to reduce subjective judgment when awarding scores) into the test design process; and provides suggestions for monitoring and improving a test once it is in use.

SMALL BUSINESS DEVELOPMENT

(RC) SB144 - **Rural Enterprise: Case Studies from Developing Countries**,

by Malcolm Harper and Shailendra Vyakarnam. 1988 (IT Publications, 103/105 Southampton Row, London WC1B 4HH, UK) 105 pp. \$13.50.

Introduces 22 case studies, provided by the Cranfield School of Management, of small-scale rural enterprises and non-farm enterprises from 10 countries. Cases are subdivided into six themes. These are problems arising from remoteness, importance of marketing and effects of the lack of infrastructure; problems of selecting appropriate enterprises, collective or individual; problems arising from low levels of literacy; management and administration; design and operation of credit schemes; and



how to facilitate the survival and growth of rural enterprises and develop management abilities. Suggested areas of discussion either in the form of questions or comments are liberally placed throughout the text. Some small business development background is needed to use this book effectively.

(RP) SB146 - **Participatory Evaluation: A Users Guide**, by Jacob Pfohl for U.S. Agency for International Development/Sri Lanka. 1986 (PACT, 777 United Nations Plaza, New York, NY 10017) 81 pp. \$10.

Based on the USAID/Sri Lanka-sponsored workshop for private agencies collaborating together to improve monitoring and evaluating capabilities. Perspectives provided by the participants are presented with the aid of illustrations, pie charts, evaluation design worksheets, etc. Discusses how to establish a purpose for evaluation; thinking through a plan to gather information; and learning how to analyze, interpret and use information. Concludes with a detailed training outline based on methods described. Designed to give sufficient and flexible guidance so that individual private voluntary organizations (PVOs) can adapt these guidelines

to meet their specific evaluation needs.

WOMEN IN DEVELOPMENT

(RP) WD068 - **Women in Fishing Communities**, by F. Haque and U. Tietze. 1988 (Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, 00100 Rome, Italy) 63 pp. \$9.

Reviews the purpose, structure and application of the FAO's fisheries program guidelines for enhancing attention to women's economic role in fisheries activities. Policy formulation and objectives are reviewed. Projects and program activities for the incorporation of women in this occupation are outlined. The outlines are global in scope and cover everything from economic to population activities. Summary checklists are provided to assess, on a communal level, a variety of situations: food security and nutrition, income, community services, division of labor, etc., as they relate to women in small-scale fisheries. Project design checklists are provided as well. Illustrated.

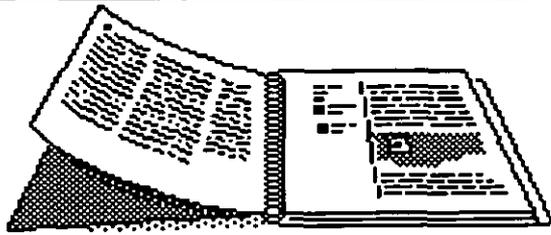
YOUTH DEVELOPMENT

(RC) CD045 - **Partners in Growth: Elder Mentors and At-Risk Youth**, by Marc Freedman. 1988 (Public/Private Ventures, 399 Market St., Philadelphia, PA 19106-2178) 82 pp. \$5.

Examines social programs that provide adult relationships for at-risk youth. At-risk youth are defined as a group with no or little significant family background, inadequate education or lack of experience. Studies five programs involving the Federal Foster Grandparent program, retirees and other older volunteers that sought to help teenage mothers, jail-bound young offenders and students in danger of dropping out of school. The mentor programs sought to improve the circumstances of these youth by providing greater access to relationships with elders.

(RC) CD046 - **A Practitioner's Guide: Strategies, Programs, and Resources for Youth Employability Development**, by Marc Freedman. 1988 (Public/Private Ventures, 399 Market St., Philadelphia, PA 19106-2178) 92 pp. \$10.

A hands-on guide to youth employment issues, strategies for addressing related problems and examples of recent programs that have found success. Designed primarily for the practitioner, but useful for anyone interested in learning more about the development of employable young people. Presents current programs being used in U.S.



Sources of books and periodicals

Thinking about assisting your community or school with establishing or further developing a local library/resource center? Many Peace Corps Volunteers take on this enterprise as a secondary project with long-lasting impact. ICE has two publications which will give you assistance and guidance in these endeavors.

The first is an ICE-produced publication, "Sources of Books and Periodicals for Schools and Libraries for Peace Corps Volunteers" (ICE Publication No. RE003). It lists organizations that donate books and other educational materials to PCVs for their communities.

The listings are updated annually and contain all the information necessary for Volunteers to determine which organizations might be able to assist their particular projects or countries. PCVs can contact the organizations directly or through their Peace Corps country director, depending on the requirements of the donor organization.

Organizations range from Darien Book Aid Plan, which supplies single canvas mail bags of individually selected books to individual Volunteers, to The Brother's Brother Foundation, which ships 20-foot containers of approximately 20,000 books to schools and organizations.

A new entry this year is the Green Library, which provides ecological and environmental literature to people in areas hit by ecological crisis. Of the 29 organizations listed in 1990, one or more should be able to assist you with enhancing the information resources in your community.

For guidance in organizing books received for the library/resource center, ICE provides "Managing Small Library Collections: Advice for Non-librarians" (ICE Publication No. RE021). This publication of the American Library Association includes suggestions on setting up a library, cataloging and classifying books, ordering books, circulation, accounts and lists of library suppliers.

Both of these titles can be requested from ICE.

New tools should be more economical than ones they replace in the field

An agricultural historian, Wendell Berry, has compiled a list of characteristics which seem to typify technological innovations that have been proven by the test of time. They have been shown to give sustainable improvements in the quality of life of those who adopt them.

The list here may serve as a thought-provoking set of guidelines for Peace Corps Volunteers concerned with making judgments about appropriate solutions to development challenges they face.

- A new tool should be more economical than the one it replaces.

Books, books, books

ICE offers the publications listed here on a first-come, first-serve basis. To find out if they are appropriate for your project, please see the abstracts in The Whole ICE Catalog. Orders should be sent to Peace Corps Information Collection and Exchange, 1990 K Street, N.W., Room 8684, Washington, D. C. 20526.

EDUCATION

- ED006 Education/Special Education Technical Vocabulary (Spanish-English)
- ED121 Techniques Used in the Teaching of Reading: A Handbook for Teaching Basic Reading to Adults and Teenagers
- R0050 Science Teacher's Handbook
- R0064 Manuel du Professeur de Science
- R0066 Manual para el Profesor de Ciencias

FISHERIES

- FH056 Fish Handling, Preservation and Processing in the Tropics
- FH057 Small-Scale Processing of Fish
- FH102 Manual for the Management of Small Fishery Enterprises

HEALTH

- HE127 Working with Villagers: Trainers Manual
- HE167 Measuring Change in Nutritional Status: Guidelines for Assessing the Nutritional Impact of Supplementary Feeding Programmes for Vulnerable Groups
- HE172 Nutrition Planning in the Developing World
- T0034 A Training Manual on Oral Rehydration Therapy and the Control of Diarrheal Diseases

NATURAL RESOURCES/FORESTRY

- FC038 Tropical Moist Forests: The Resource, the People, the Threat
- FC043 What's Wildlife Worth? Economic Contributions of Wild Plants and Animals to Developing Countries
- FC049 Forest and Watershed Development and Conservation in Asia and the Pacific
- FC128 Environmental Change in the West African Sahel

SMALL BUSINESS

- CS005 Peace Corps Programming in Small Enterprise Development: Three Case Studies and Analysis
- SB016 Small Enterprises in Developing Countries: Case Studies and Conclusions
- SB031 Business for Beginners
- SB038 Factors Which Improve the Viability of Small Business Projects
- SB057 Group Lending to the Rural Poor in the Dominican Republic: A Stunted Innovation
- TR043 Small and Medium Scale Agribusiness Assessment

- It should be at least as small in scale as the one it replaces.
- It should do work that is clearly better than the one it replaces.
- It should be more energy efficient than the one it replaces.
- If possible, it should use some form of solar energy, such as that of the body or other biological resource.
- It should be repairable by a person of ordinary intelligence, provided she or he has the necessary tools.
- It should be purchasable and repairable as near to home as possible.
- It should not replace or disrupt anything good that already exists, and this includes family and community relationships.

PCVs use computers various ways

A number of letters were received from Peace Corps Volunteers in response to our request in the September/October 1989 issue of ICE ALMANAC for descriptions of how PCVs use computers in their work. ICE will print selections from these responses in this and future issues of the ALMANAC with the hope that Volunteers will see ideas they can use in their own work and projects.

The responses show a variety of ways that computers are being used and various levels of acceptance in the communities where they are available. Volunteers' projects will naturally involve additional uses for computers as developing countries themselves become increasingly involved with computers as a means for processing information and enhancing access to information.

All of those who responded were enthusiastic about the value of computers in their locations.

Several Volunteers teach computer studies in secondary schools. One Volunteer working in the Department of Lands and Valuation in Malawi keeps track of all land records, managing land leases and providing data for the settlement of land disputes.

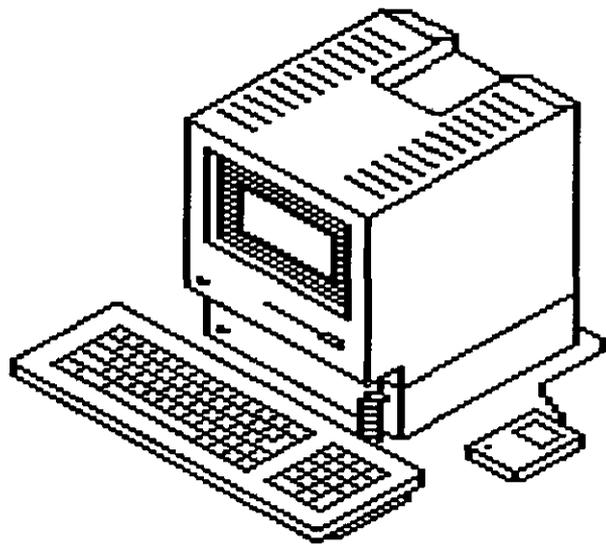
A Volunteer in Tonga is teaching host country nationals how to use computers to produce newspapers; a Volunteer in Paraguay manages and analyzes data on environmental conservation projects; a Volunteer in Jamaica tracks pharmaceuticals in a community hospital.

The fact is that Volunteers are using computers in their assignments in as wide a variety of applications as they're being used in more developed countries. One Volunteer on the island of Dominica in the Eastern Caribbean, Susan Anne Buehl, has developed computer databases to support farmer organizations.

Here's her story:

"I started as a Peace Corps Volunteer in Dominica in December 1989," she writes. "My agency is the Inter-American Institute for Cooperation on Agriculture (IICA) and we have four people in the office and three computers! As you can guess, most of my work involves the use of a computer.

"The project I am assigned to is 'Strengthening Farmer Organizations in the Organization of Eastern Caribbean States.' I am developing databases for farmer groups. This includes the actual programming, writing the manuals for collecting data and using the program (on a word processor, of course) and training local personnel. Most of the



farmer organizations don't have their own computers, but use one at a local agency or training center.

"As the world continually places greater emphasis on information, using computers helps underdeveloped nations 'catch up.' Teaching local employees how to run a computer contributes to the development of Dominica. It assists farmer groups in organizing vital information for decision-making purposes. And it gives everyone that learns how to use the machine valuable job skills.

"On a related topic, the Apple Macintosh our Peace Corps office received is always in use! Many Volunteers didn't have access to a word processor and were quite grateful when it arrived. The local people that work in the office have been very eager to learn how to use it as well."

What has your own experience been like? If you are using a computer in your work, we want to hear from you. Either short descriptions of your work or full article-sized pieces are welcome. We are interested in knowing not only the technical details of your project but how it affects and involves the local community. Photographs and illustrations are also invited.

Send your submission to ICE ALMANAC, U.S. Peace Corps/ICE, 1990 K Street, N.W., Room 8684, Washington, D.C. 20526.

Let's hear from you — field reports often good resource

Peace Corps' Information Collection and Exchange encourages all Volunteers to send ICE copies of any materials they develop as a result of their Peace Corps experience. Items that you provide may help other PCVs better accomplish their assignments.

ICE appreciates receiving manuals, case studies and teaching materials as well as reports on specific projects. Materials developed and published by other organizations in your country also may be sent. Frequently, these are also helpful to other PCVs.

ICE makes these items available in its resource center so that they can be used to respond to specific questions from the field and to help Peace Corps Volunteers and staff research specific subjects. Copies also are sent to the Peace

Corps Library, where they are kept for archival purposes, as a record of Peace Corps' activities.

Everything received is carefully reviewed by ICE and by Office of Training and Program Support sector specialists as well as by others with an interest in the subject. If submissions are of sufficient general interest, they may be published as an ICE manual or excerpts will be featured in an issue of the ICE ALMANAC. Sector specialists also may want to distribute them to Volunteers or use them in developing training materials.

ICE has recently received the following:

"Accounting for Small Business," by David Weston, PCV/Fiji.

"BASIC Basics: An Introduction to Computer Programming

in BASIC," by Kevin Murphy, PCV/Fiji. United States Peace Corps/Fiji. 1988.

"English-Swahili, Swahili-English Business Dictionary," compiled by Tina Proffitt, PCV/Kenya. 1988.

"FLUP Model Site Project/USAID — Classified Forest of Gorou-Bassounga: Final Report," by Shaun Hamilton, PCV/Niger. 1988.

"Health Pictures: Visual Aids for Health Talks," by Marcella Cate, PCV/Honduras. [198?]

"A History of the United States Peace Corps in Sri Lanka: 1962-1988," by Mark Parkison, APCD/Sri Lanka, and Amy Direhau, PCV/Sri Lanka. 1988.

"Improved Woodstoves," United States Peace Corps/Guinea. 1988.

"Legacy: A Collection of Poems, Songs, and Folktales," edited by Anne Kupferer, PCV/Togo, and Marguerite Matthews, PCV/Togo. United States Peace Corps/Togo; with additional funding by Friends of Togo and American Cultural Center, Togo. 1989.

Manual

(Continued from page 25)

culture where "learning by doing" is not a cultural norm. It is hoped the manual will help provide Volunteers with the guidance they need.

In addition to defining NFE, the manual discusses how adults learn and how "facilitators" can guide learning by drawing on the knowledge that already exists in the community, helping people to "process" or reflect on their experience so that learning takes place. It discusses the variety of human learning styles, which as Norris notes, "Volunteers need to be aware of, in order to create learning experiences that will be successful for everyone."

Succeeding chapters provide specific information on how Volunteers can help communities identify needs, plan appropriate courses of action and evaluate results of their activities. Throughout, concrete examples are given to illustrate and clarify the discussion.

The opening chapter defining NFE, for example, describes how a Volunteer, with the help of an old street vendor in a Togo market, learns the niceties of bargaining: "He learned actively, by experiencing a real situation, by having to think and solve a real problem. He was allowed to make his own mistakes."

How can the Volunteer communicate a vision of a larger, interconnected world while still respecting people's need to solve their immediate problems in their own way?

Successful experiences are described, as well as problems Volunteers must grapple with. One issue raised, for example, is "How can the Volunteer communicate a vision of a larger, interconnected world while still respecting people's need to solve their immediate problems in their own way?" As in many of the themes addressed in the manual, no definitive answer is given; rather, the issue is presented as a theme on which to reflect.

Specific techniques are discussed in the "how-to" chapters. In considering how to help communities identify their needs, for example, the manual stresses the importance of sharing findings at community meetings, suggesting they be presented "in the oral style that the local people use themselves," and cautions against unduly raising the community's expectations: "... People who have become disillusioned or angry about the lack of action will be harder to motivate next time." The manual describes several activities, such as "the problem tree," "the balloon exercise" and "brainstorming," that Volunteers can use to stimulate group discussions.

"Mathematics Topic Development Guide: For Secondary Technical Schools," compiled by Paul Frymier, PCV/The Gambia. Printed in The Gambia with funding by United States Peace Corps. 1989.

"Peace Corps Jamaica Disaster Plan," by Walt Rothenhoefer, PCV/Jamaica, and Myron Benmer, PCV/Jamaica. Edited by Robert Reid, CD/Jamaica. 1988.

"Physics Notes for Forms II & III Secondary School," by Martha D. Peterson, PCV/Sierra Leone. June 1983.

"Practical Experiments for Secondary Schools," compiled by Kerri L. Martin, PCV/The Gambia. Printed in The Gambia and funded by the United States Peace Corps. 1989.

"Self-Help Funding for 35 Water Supply Stations," by Toni McCall, PCV/Gabon. 1988.

"St. Vincent and The Grenadines Girls High School Library Manual," by Verona Thomas, PCV/St. Vincent and The Grenadines. 1988.

"User Friendly: The Beginner's Guide to Learning about Computers," by Kevin J. Murphy, PCV/Fiji. 1988.

"When in doubt, ask yourselves, 'What do we want to know?'"

The chapter on evaluation discusses the purpose and methods of evaluation and sets forth some principles for evaluating effectively. The manual recommends using "a combination of evaluation methods to give the most accurate picture of the project," and illustrates how relying on statistics alone, for example, can skew the assessment. To guide the Volunteer in designing an evaluation, the manual suggests, "When in doubt, ask yourselves, 'What do we want to know?'" Another question to ask is "Who wants to know what for what purpose?"

A final chapter gives directions for making NFE materials, using resources available locally. Illustrations throughout and a list of references at the end add to the manual's usefulness.

Realizing, as Norris puts it, that "not everything can be self-taught," OTAPS is preparing a training module that is being field-tested this summer in the Solomon Islands. This site was chosen because the local Peace Corps office requested NFE training assistance for its Volunteers.

This basic 30-hour training module will be detailed enough for any trainer to use. The module can be incorporated either into a pre-service or in-service training program and be reduced or expanded (24 - 36 hours).

After receiving this training, Volunteers will be able to use all the methods and techniques described in the manual. Even without the training, PCVs will find the manual valuable.

OTAPS hopes that Volunteers will take the time to provide feedback and perhaps recommend changes, which can be incorporated in future editions.

From the manual and the training, OTAPS believes, says Norris, that "Peace Corps Volunteers will begin to see that they are *in fact* teachers. We are not trying to bring them into the education fold, but we do want them to understand that there are many NFE principles and techniques they can follow in helping people gain control or a sense of control over their lives."

PCV newsletters welcomed

Peace Corps Volunteer editors of overseas PCV newsletters are invited to send copies of their publication to the Peace Corps Times. Articles from these newsletters are periodically reprinted in the Times. Newsletters should be sent directly to the Peace Corps Times, 1990 K St. NW, Washington, D.C. 20526.

Fellows/USA article response high

An article in the Spring 1990 issue of the Peace Corps Times about teaching career opportunities for former Peace Corps Volunteers available through the Peace Corps Fellows/USA program struck a responsive chord.

In the first weeks after the magazine was distributed, more than 100 responses reached Washington from PCVs who want to be classroom instructors following their close-of-service overseas. The good news is that the program's opportunities are growing by leaps and bounds, and opportunities should exist that are good matches for the places you

want to serve and the fields in which you want to teach.

Here's what you told us:

Your degrees are in many different fields, with the greatest preponderance in English, biology/life sciences, math, and the social sciences. By far, the greatest interest is in teaching TESL/bilingual education, though biology and environmental science and social studies are prominently mentioned.

"The greatest interest for teaching sites stateside is in rural school systems, which makes us glad those programs are coming along," Peace Corps Deputy Director Barbara Zartman said. "Much interest is also shown in California locations, New York, Washington, Miami and Atlanta. Seattle received quite a few mentions, as did those who said they would go 'where I'm needed most.'"

Most of the PCVs who responded will complete their service between December 1990 and December 1991, leaving time to develop additional placement opportunities, based on indications of interest.

"As the programs develop, it will not be possible to have opportunities for every background and every teaching desire," Zartman said. "But there is so much interest on the part of school systems that, with a little flexibility, it appears opportunities will exist for all those who want to continue to use their talents working with the next generation of America's children."

Zartman also addressed some of the questions raised by



the PCVs who indicated an interest in the fellows program.

"Yes, we are working for programs for PCVs who don't as yet have their

bachelor's degree," Zartman said. "One exists in New York City through the City University of New York (of which Hunter College is a part). It would allow an RPCV with an associate's degree to enter a CUNY institution as a senior, granting a full year's academic credit for successful Peace Corps service. We hope to have additional participants in the program in the months ahead.

"Knowing that a career as a teacher is not ideal for every Volunteer, we are developing programs in the fields of public health, community development, and human services that are parallel to teaching opportunities that have been outlined," she added. "We hope agriculture and business development will follow.

"One avenue that seems particularly promising at the moment is full-time employment through United Way organizations or their member agencies, the nonprofit providers of health care and social services to some of America's neediest people," she said.

"Again, employment would be coupled with the opportunity to work for a master's degree in the appropriate field from an area public or private graduate school, with some arrangement for scholarship forgiveness or assistance. In all cases, these would be careers where the special language and/or cross-cultural international experience of Peace Corps service would be needed — and appreciated."

The questionnaire on this page will help measure how much interest there might be in such programs. It also includes a section for those who are, in fact, also interested in teaching programs, but who did not see the last edition of the Peace Corps Times.

Fellows/USA Questionnaire

Name _____

Peace Corps Job _____

Country _____

Languages _____

I would be interested in Fellows/USA programs in the following skill areas:

- Agriculture
- Public Health
- Environment
- Community Development
- Teaching (Field) _____
- Other _____

I would be interested in a Peace Corps Fellows program in:

- New York City
- Miami
- Los Angeles
- Atlanta
- Houston
- Dallas
- Kansas City
- San Diego
- Philadelphia
- Chicago
- Washington, D.C.
- San Francisco
- Rural systems
- Other (specify) _____

My COS date is: _____

I would be interested in a program beginning _____

Comments:

Return to Fellows/USA Program,
United States Peace Corps, Room 8423,
1990 K Street, NW, Washington, DC 20526.

'Connexion' provides link for PCVs

Peterson's, the company in Princeton, N.J., which publishes the definitive guide to U.S.-based graduate programs and other career-related materials, has made a generous offer to the PCV community through Peace Corps.

Peterson's has developed a database to which corporate and government employers, and graduate schools subscribe to recruit employees and students, respectively. The database is called Connexion, and is designed to link persons in transition to employers and graduate schools across the United States. Connexion has approximately 300 subscribers, i.e., employers and graduate programs, currently.

Included in the employer subscriber list are AT&T, Allstate Insurance, Cargil, Chrysler, the U.S. Departments of Commerce and Energy, Internal Revenue Service, Eastman Kodak, NCR Corporation, National Zoo, National Cancer Institute, several departments of Pennsylvania state government, the Smithsonian Institution, the United Nations, General Accounting Office and Xerox Corporation.

Graduate program subscribers include Arizona State University, Colorado State University, Howard University, Johns Hopkins University, Michigan State, Ohio State, Rensselaer Polytechnic Institute, Rice University, Texas A & M, University of Oklahoma, the University of Virginia and University of Wisconsin.

Beginning in the fall/winter of 1990, Peace Corps Volunteers close to end of service can arrange through COS conferences to have their credentials placed in the Connexion database without charge. Staff members are alerted to watch for application forms and instructions from Returned Volunteer Services.

HOW TO LEAVE A JOB

DO THESE THINGS:

Maintain your level of productivity and try to leave as few things pending as possible.

Offer to brief your successor in any way possible.

Provide full notice of your intention to leave.

Thank people who were helpful to you both when you first began the job and while you were working there.

Express your appreciation for the chance to work and learn in the organization.

Learn if your supervisors are willing to provide references for you.

Make sure that you personally say goodbye to those with whom you were in close contact.

DON'T DO THESE THINGS:

Assume that your final days are a sort of paid vacation.

Turn casual in the last days on the job, either by the way you dress or the way you work.

Turn into a management consultant and criticize your present organization, especially in writing.

Pass on to your successor negative thoughts about the organization or individuals who work in it.

"Tell off" those who may have made your life more difficult.

Express dissatisfaction with the way you were treated. Those people for whom you worked probably thought they were doing well by you.

Assume that everything that was bad about your last job was the fault of the organization. As you switch to a new position, are there things that you should do to improve your performance on the job?

FREE MEDICAL SCHOOL PAYS SALARIES

Each year 162 applicants are admitted to the Hebert School of Medicine, a unique institution which has no fees and pays its students a salary of around \$22,000 a year. The school is located within the Uniformed Services University of the Health Sciences located just north of Washington, D.C.

Hebert School of Medicine began in 1972 to help the armed services recruit more physicians. Currently, the school trains doctors for the U.S. Public Health Service, Army, Navy and Air Force.

Even though the "doctor shortage" is rapidly becoming history, the school continues to operate and has already graduated 1,300 physicians. Candidates for admission must have a bachelor's degree with certain required courses, be between 18 and 27 years of age, and must agree to serve for seven years after graduation in one of the armed forces. Applications are due by Nov. 1 for the next school year.

When admitted to the school, freshmen are commissioned as second lieutenants or ensigns and paid accordingly. Upon graduation, they are promoted to higher grades. For information, contact the Office of Admissions, Hebert School of Medicine, Uniformed Services University of the Health Services, 4301 Jones Bridge Road, Room A1041, Bethesda, MD 20814 USA.

WHAT CHARACTERISTICS EMPLOYERS LIKE

The Collegiate Employment Research Institute at Michigan State University asked 739 corporate recruiters what characteristics were considered most critical in choosing new hires and how they might detect these traits. Among the responses were:

Employment Trait	How Measured
Written communication skills	Request writing samples or give written tests.
Decision making skills	Ask about life decisions such as reasons for selecting major. Put applicants in pressure situations and see how they solve problems.
Attitude toward work ethic	Look for work attitudes which demonstrate doing more than required and striving for perfection.
Oral communication skills	Varies according to kind of job being filled but recruiters agree that in order to move into management one needs to be able to state ideas and objectives clearly.
Judgment skills	Get some sense of judgment by how applicant handles certain aspects of interview. Does the candidate bring up the salary question too early in the interview?

Reprinted with permission from Career Opportunities News, Garrett Park Press, Garrett Park, MD

Best Photo Contest

“Cooking from scratch”

Senegalese women prepare grain for supper in Baro Kunda. The scene was recorded on film in Senegal by Togo PCV Jack Conrad.



“Camera shy”

A young boy in Benin strikes a timid pose as he stares into lens of PCV Mónica Assiba Carter's camera — the first he's ever seen.

“Funeral dance”

A person's touch is a sign of honor given to PCV Claire Macaulay as she joins in a traditional Ghanaian funeral dance.



Edited by Marnie Nair