

PEACE CORPS TIMES

A Quarterly Publication for Peace Corps Volunteers Serving Worldwide

Summer 1991



Special Bonus:
A two-page "scrapbook"
of Best Photo entries

- * Ghana started it all
- * Flooding in Malawi
- * Reunion on the mall

'Back to the Future' again

NOT SINCE THE VERY earliest days of Peace Corps has there been such rapid expansion into new countries. In the last year and a half, programs have started in Bolivia, the Cook Islands, Czechoslovakia, Haiti, Hungary, Malta, Namibia, Panama, Poland, Sao Tome/Principe, Vanuatu, Bulgaria, Chile, Congo, Cote d'Ivoire, Mongolia, Nicaragua, Romania and Uganda. Within the next year, Volunteers will hopefully be on their way to Laos, Uruguay, Guyana, Madagascar, Mozambique, Nigeria, Yugoslavia and Zimbabwe. Personally, I can think of no better way to celebrate our 30th anniversary than by expanding Peace Corps' mission to cover more and more of the world.

To those of us who came of age during the late 1950s and early 1960s, it seems hard to believe that Peace Corps has been around for three decades. It was late summer, around this time of year in 1961, when the first 50 Peace Corps Volunteers arrived in Ghana to begin their historic work. From that small beginning, the mission grew rapidly. By the summer of the next year, more than 1,000 Volunteers were on site in 15 countries, and by July of 1963, nearly 7,000 trainees and Volunteers were working or preparing to work in 37 nations throughout the world. Those early years of Peace Corps were years of excitement and energy which gave a spirited start to this truly unique and remarkable agency.

In an anniversary year such as this, it is proper to acknowledge the efforts of those who held those long initial meetings, made the tough decisions and took the risks to turn a noble idea into a reality. As Sargent Shriver once said, he knew the Peace Corps would have only one chance to work. "As with the parachute jumper," Peace Corps' first director observed, "the chute had to open the first time." Because of his efforts and the dedication of the early Volunteers, the chute opened perfectly, and Peace Corps landed smoothly in Ghana in August, 1961.

Peace Corps' founders deserve our appreciation. Yet, to celebrate an anniversary by focusing only on the first Volunteers, or the first country in which they served, is to miss the full tapestry that is the Peace Corps and to imply that the contributions of the earliest Volunteers were somehow more significant than those who followed. That is not the case.

All 130,000 Peace Corps Volunteers and staff have made significant contributions to the cause of world peace and friendship. Because of the people-to-people nature of Peace Corps' work, the contributions that you make today are equally as important as the contributions made by the Ghana I Volunteers. The vaccination which saves a child's

life in Niger in 1991 means as much as one given in the Philippines in 1961. The English lesson taught today in Poland is as important to those students as the very first English lesson taught by the first Peace Corps Volunteer in Ghana 30 years ago was to his students.

As we begin to close out the celebration of our 30th anniversary, let us remember that it is as important to look at the present and to the future as it is to remember the past. While we can look back with pride on 30 years of accomplishments, we must believe that Peace Corps' best days still lie ahead. Sargent Shriver once described the early days of Peace Corps as being "like a political campaign, but with no election in sight." I believe the same analogy holds true today. In the summer of 1991, more than 6,000 Volunteers are at work in 87 countries around the world and Peace Corps is entering new countries at a faster pace than at any time since those earliest days. As long as there are needs which Volunteers such as you can help meet, the campaign will continue — still with no end in sight. For Peace Corps, the best really is yet to come. Just like the popular movie, it's "Back to the Future" again.



Paul D. Coverdell
Director, Peace Corps



PEACE CORPS TIMES

Peace Corps Director.....Paul D. Coverdell
Deputy Director.....Barbara Zartman
Director of Communications.....Lee Raudonis
Peace Corps Times Editor.....James C. Flanigan
Editorial Assistant.....Brian Liu

The Peace Corps Times is a quarterly publication of the Peace Corps, Washington, D.C. 20526.

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

Inquiries and letters should be sent to: Peace Corps Times, 8th Floor, 1990 K Street NW, Washington, D.C. 20526.

CONTENTS

PEACE CORPS TIMES SUMMER 1991



FEATURES

30 YEARS IN GHANA

After three decades of service in Ghana, the Peace Corps program is still thriving. More than 100 volunteers are still carrying on the tradition in this West African nation of nearly 15 million people.

5

EMERGENCY RELIEF IN MALAWI

Two Volunteers caught in March flash floods, land and rock slides in Southern Malawi dramatically recall their experiences in this devastated area. Although the official death toll is placed at about 500, other sources claim that the figure runs closer to 1,500.

12

ON THE EDUCATION FRONT

Academic credit for Peace Corps Volunteers who have participated in two major training programs -- fisheries and stateside agriculture instruction -- is now available. Check it out.

30

REUNION ON THE MALL

Volunteers who served in the 1960s, 1970s and 1980s gathered on the Capitol Mall in Washington, D.C., for a reunion marking the 30th anniversary of the Peace Corps. Photos record the event.

32



BEST PHOTOS

RIVER BATH — PCV Steve Drago, a science education volunteer from Ohio, caught these two Gabonese children bathing at the local source. More Best Photos entries appear in this issue's centerfold.

16



PCV Carol Waymire of the Ghana I team is assisted aboard crowded school bus headed for outing with students in 1961.

LETTERS TO THE EDITOR

A Peace Corps Volunteer in Niger notes that a quote by President Bush in the 30th anniversary issue of the Peace Corps Times is taken from a work by Tolstoy. She should know. She's diligently been reading the Russian author since she went overseas.

4

GRADUATING TO NEW HORIZONS

The Peace Corps' Fellows/USA program is rapidly expanding to top universities from coast to coast. It provides an avenue for Peace Corps Volunteers returning home to further their own education while teaching in some of the nation's most challenging schools.

14

WORLD WISE SCHOOLS

With increasing Peace Corps Volunteer participation, the World Wise Schools program is now reaching out to students in all 50 states and the District of Columbia.

31

ICE ALMANAC

Encouraging enterprise in the D.R.....	18
PCVs promote conservation in Belize.....	23
Books, books, books.....	22
New publications help PCVs, staff.....	27
Paraguay librarian honored.....	29

ON THE COVER

A Dominican girl paints in Tunisia as part of a world map project in Moca, Dominican Republic. PCV Amy Sanders submitted this picture as a Best Photo entry. See her letter on page 4 for more about the map project.

World map project remains popular

Greetings from the Dominican Republic! Enclosed is an entry for the Best Photo Contest (see cover). This is a photo of a Dominican girl concentrating (hard) on painting in Tunisia during a world map project in Moca, Dominican Republic. About 40 kids helped to complete the map.

I don't know if you've ever done a feature story for Peace Corps Times on the world map project. It was started by PCV Barbara Jo White here in the DR in 1988 or 1989. A world map can be done on any large wall. (It is a) particularly good (activity) in schools that lack materials. It's a permanent map for kids! The map in this photo was done on an advertising wall on a busy street.

Essentially it takes the normal-sized world map and, using a grid system, blows it up to 6-by-12-feet. It's fairly easy to do, can be a lot of fun, and is really a good project

for Volunteers new to their sites. It's (also) a project that can be done easily even with limited language skills.

I revised the map project recently using the Peters projection map (which) shows the world in more accurate projection of equal area (and) size. (I'm) sharing it with other countries in the Inter-America Region. I think it would be a great part of (the) Worldwide (Schools program) if it isn't already.

Amy Sanders

PCV/Dominican Republic

Editor's Note: PCV Barbara Jo White wrote about her world map project in the May-June 1989 issue of the Peace Corps Times.

Things change quickly

As I sit in my hut and read the 30th anniversary edition (Peace Corps Times, March 1, 1991), I'm struck by the amount of places the Peace Corps has Volunteers. I was also struck by how quickly things change. Places opened up to PCVs, and closed just since I became a PCV in 1989.

I noticed that the Volunteer who served in Niger...says that Niger's program mainly emphasizes education and English. How quickly things change. The last English teacher left in June '90 and the teaching program will have no new Volunteers in the next training. Agriculture and health education have taken the place of education (school teaching) and English teaching as the emphasis of the Peace Corps/Niger.

Peace Corps has educated me in ways I never dreamed of when I applied. The quality of books I read is much better. I've read 50 to 60 percent of Tolstoy's books since I've been here. The quote (by President Bush) on the back cover of the 30th (anniversary) edition is Tolstoy from the "Death of Ivan Ilyich." George Bush is obviously well read also, and wise enough to paraphrase sage statements.

Heather Shannon
PCV/Niger

(More letters on page 6)

Brother corrects facts

Thank you for acknowledging my sister in your Spring 1991 issue of the Peace Corps Times in your article "FELLOWS FINISH TOURS." However, if I had not known her history and accomplishments, the person you identified would have been a complete stranger to me. Although a portion of your information was correct, I believe her name is Jimmie Wilkins, not Wilkes; to the best of my knowledge she is from Oregon, not Washington; and, as for obtaining her degree from the University of Wisconsin, well...her alumni at the University of Oregon would be as surprised as me.

Timothy G. Wilkins

PCV/Seychelles



PCV Heather Shannon: 'Peace Corps has educated me in ways I never dreamed.'

Ghana

The nation where Peace Corps began

Three decades after PCVs first set foot in this West African land, today's Volunteers still are welcomed by Ghanaians.

**By James C. Flanigan
and Susan Musich**



Divisional Chief Nana Oware Agyepong with PCV Ralph Beidelman strike formal pose in traditional funeral cloth at burial ceremony.

How many people in the world can claim they live in a chief's palace?

Ralph Beidelman, 25, a Peace Corps Volunteer from Naperville, Ill., has had just such a unique opportunity while experiencing first hand the traditional culture of Ghana as a guest in the chief's dwelling in a West African village.

"The structure itself is not complex, but the customs that take place within it are," Beidelman said. "It is the forum for conducting traditional rites and setting the course of the village. I have found it very exciting to participate in and even direct some of the activities of the community."

One of the most incredible experiences for Beidelman after his arrival in Ghana was being invited to

participate in the burial ceremony of a paramount chief.

"The preparation took weeks and the event lasted several days," Beidelman said. "Thousands of Ghanaians gathered from around the country to pay their respects.

"A Ghanaian funeral is as much a time of celebration as a time of mourning," he said. "It is not taken lightly nor done quickly. The burial can last three days, followed by celebrations after 40 days, and again after the first year."

Beidelman found that there are many customs involved in the ceremony, from presenting gifts to wearing black funeral cloth.

"This particular funeral was especially interesting because it was for a very powerful chief and included traditional rites involving the supernatural," he said. "It was one of the most fascinating events I have ever experienced."

Beidelman, a graduate of Northern Illinois University with a degree in computer science, was assigned as a water sanitation specialist based in Koforidua directly north of Ghana's coastal capital, Accra.

"The villagers have installed a rainwater catchment system to provide water for the local school," he said. "I am also introducing simple, inexpensive Mozambique slab latrines to the community. We are presently constructing



JFK with PCV in '61

two of them as models and people are interested in building their own."

As the Peace Corps marks its 30th anniversary in Ghana this summer, PCVs like Beidelman are carrying on a mandate first set forth by President

John F. Kennedy in 1961. That year Kennedy challenged America's youth to dedicate two years of their lives in an underdeveloped country to work for freedom in the name of peace when the very first group of Peace Corps Volunteers was dispatched to Ghana in August.

"Through the variety of experiences I have shared with Ghanaians, I have grown to appreciate their culture," Beidelman said. "I can see why Peace Corps has been in Ghana so long. It is a challenging and slow process to introduce ideas without eliminating tradition."

More than 3,000 American men and women have served as Peace Corps Volunteers in Ghana since the first group of 52 enthusiastic PCVs arrived on Aug. 30, 1961. A special bond was quickly established when those first Volunteers stepped off the plane in Accra and began singing the Ghanaian national anthem in Twi.

LETTERS TO THE EDITOR

(Continued from page 4)

A musical legacy

Last night (May 15), I went to a concert of the Salvador Symphonic Orchestra with Carlos Enoc Elias as the violinist. It was well done and a true testimony to the effectiveness of the Peace Corps, even through of Peace Corps of yesteryear. I enjoyed the fact that President and Mrs. Cristiani were present to listen to a true Salvadorean with a true talent, one that was fostered by a true Peace Corps Volunteer. I thought it would be fun to share this with you.

Barbara Settles
RPCV '90/Philippines

Editor's Note: Settles, who is now attached to the Escuela Americana in San Salvador, sent along a concert program. It notes that the performer, Carlos Enoc Elias, received early childhood musical training from Frances Reedy, a member of the Cuerpo de Paz in El Salvador. At that time, the violinist was 5.

Writing in red

First, I want to tell you that I'm writing in red (on the cover of the Spring 1991 Peace Corps Times) because, in Africa when you're mad at some one, you write a letter in red ink. This tells one right off that the person writing is angry and that the person receiving the letter is in trouble.

Secondly, I want to tell you that I'm writing on the publication for which you are editor, and in which I always find interesting reading, to *save paper*. You see, I am serving in a country where deforestation is a big

problem. Whole villages are wiped out because of erosion caused by deforestation. Therefore, I am very sensitive to the misuse of this valuable resource, which brings me to the point of this angry and (you will forgive me I hope) possibly offending letter.

Here in the small island country of the Comoros, Peace Corps has a small, modest program of English teachers and environmental educators. The total number of Peace Corps Volunteers and staff who would be even remotely interested in this publication (including the local guardian who likes to look at the pictures but who can't read) is 20. Each quarter you faithfully send us 80 copies.

What are we to do with all these copies? We try to use them as much as possible. For example, one of my fellow Volunteers used it once to clean windows (lint-free). Another concerned volunteer uses it to drain her french fries on. Alas, all these well meaning Volunteers (I am also well-meaning, please believe me!) can do nothing but put a dent in the massive surplus on our hands. NEEDLESS to say this is a *tremendous* waste of our valuable and limited resource....(I sign this a) concerned PCV.

Amy Schroeder
PCV/Comoros

Editor's Note: You certainly caught our attention by writing your letter to us *in red* on the front and back of the last issue, making a valid point about recycling our limited resources. We are reducing the number of Peace Corps Times going your way to more accurately reflect the number of PCVs serving in the Comoros. Thanks for voicing your environmental concerns.

Volunteers also rapidly discovered that Ghana's people are hospitable, warm and friendly. The same holds true today, 30 years later, as the Peace Corps celebrates what has been termed *the bold experiment* — the creation of a citizen volunteer corps in which Americans would go to the far corners of the globe to promote world peace and friendship.

Peace Corps Director Paul D. Coverdell, who went to Ghana in April to observe the 30th anniversary and to view the latest program developments

there, said the country represents what Peace Corps does best — working at the grassroots level to assist people in ways that they help determine will be of the greatest benefit to them.

“As the Peace Corps celebrates its 30th year in Ghana, Africa is a continent in the throes of tremendous change,” Coverdell said. “One of the byproducts of this change is that Peace Corps is in greater demand there than ever before. It will be an exciting challenge for us to meet these increasing demands.”

A set of goals has been drafted for the Peace Corps/Ghana program as the Peace Corps looks to the future in this nation of nearly 15 million people — close to 5 million more than the population there 30 years ago.

Some of those goals are:

- Contributing to math and science education of 25,000 senior secondary school students.



Peace Corps Director Jim Lassiter, seated center under logo, with Ghana staff.

- Establishing six additional tree nurseries, bringing the total nurseries under a collaborative community forestry initiative to a target level of 20, producing 6 million additional tree seedlings.

- Supporting the provision of reliable, safe, accessible and permanent water supplies and appropriate household/community sanitation facilities in 20 communities.

- Designing, preparing and delivering village-level health education campaigns to individuals in 40 communities.

- Training and placing more than 25 small enterprise development PCVs to increase the productivity of small businesses by 20 percent.

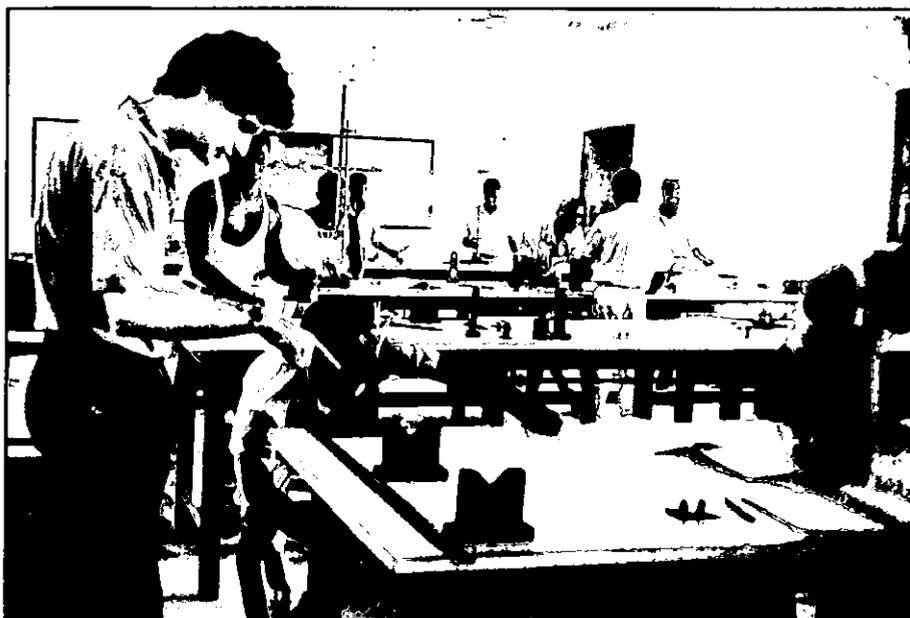
- Starting a Guinea worm eradication secondary project wherever appropriate, especially among Volunteers in education programs, by improving knowledge about nutrition and water-borne diseases.

As has been the case for the last 30 years, education continues to be the first priority for the Peace Corps program in Ghana. Ghana's need for qualified math and science teachers is as great as ever.

PCV Karl Christensen, 23, a University of Chicago physics graduate from Cleveland, is a science teacher in Koforidua, a regional capital.

“While a majority of education PCVs in Ghana are posted at more rural schools where they might be the only science or mathematics teachers, my school — Pope John Secondary School and Junior Seminary — is a very good boys' secondary school.” Christensen said.

However, the year before Christensen arrived at the school, there was no full-time A-level phys-



PCV Karl Christensen assists a secondary school student in physics lab.

ics tutor, forcing the school to hire a teacher part-time from one of the other secondary schools in town.

Throughout the country, according to Christensen, there is an acute shortage of long-term, experienced science teachers. Graduates from science departments at one of Ghana's three universities perform one year of obligatory national service before going into more lucrative fields like medicine and engineering, he said.

Christensen hopes that by his teaching, he can persuade his students that Ghana has a need for them and the skills they are acquiring.

"It is my greatest hope that a number of them will find beauty and utility in physics as I have, and go on to become secondary school teachers themselves — thereby putting me out of a job, as we all hope to do," he said.

Special education is another program area whose worth has gained recognition through the efforts of Peace Corps Volunteers. PCV Kevin Conallen, 24, from Wallingford, Pa., serves as the principal arts educator as well as resource and teaching aid advisor at the Dzorwulu Special School for the Mentally Handicapped in Accra.

"Working at a school for the mentally handicapped in Ghana's capital, I have come to understand more fully how the country's initial efforts in the area of special education were hailed as Africa's vanguard," Conallen said. "In turn, I have also come to understand how the many pitfalls and years of neglect have come to hamper the continued growth of these programs.

"Despite this, the Dzorwulu Special School for the Mentally Handicapped remains a vibrant testament to how the many difficult years of Ghana's political and economic history have not dampened the spirit as a genuine concern and empathy for the needs of the country's challenged learners has survived."

Conallen, who majored in psychology and art history



PCV Mary Tomlinson works with Acting Bank Manager Sara Ampah-Nunoo.

at New York University, has put his skills to work in many ways. In addition to his role as a teacher and faculty advisor, he has been a parent, disciplinarian, friend and counselor to approximately 95 residential students ranging in age from 5 to 25.

"I find myself utilizing and depending upon my liberal arts education in order to better play the many roles I have adopted," he explained. "My attentions are primarily focused on developing an integrated arts program to be modeled around the individual needs of the students and overall class abilities. These projects keep me in continuous contact with the children and the 14-member teaching faculty. Working with fine art projects, music, language and dance, I have often been impressed by the brilliant efforts and achievements of these young prodigies, as they have been seen to be ever amused by my broken vernaculars and rhythmless musical and dancing skills."

Conallen also is carrying on another Peace Corps tradition by acting as a Special Olympics trainer at the school. A Peace Corps Volunteer introduced the Special Olympics program to Ghana in 1977. A high jumper from the Dzorwulu School won a gold medal at the last International Special Olympics competition when it was held in the United States. "Ghana's Special Olympics program is a particular joy for me," Conallen said. "Knowing I am extending the longevity of a Peace Corps Volunteer's work gives me hope that my contributions at Dzorwulu won't be forgotten once my service is completed."

As the Peace Corps has diversified its programming through the years, a greater emphasis is being placed on small enterprise development, both in rural and urban areas, to support efforts of Ghana's government to revitalize the national economy.

PCV Mary Tomlinson, 22, of New Hope, Pa., is one of the first Peace Corps Volunteers working in the small enterprise development program in Ghana. A business administration major at Ryder



PCV Jerry Perez talks with two workers as they prepare pots at nursery.

Snapshot of Ghana

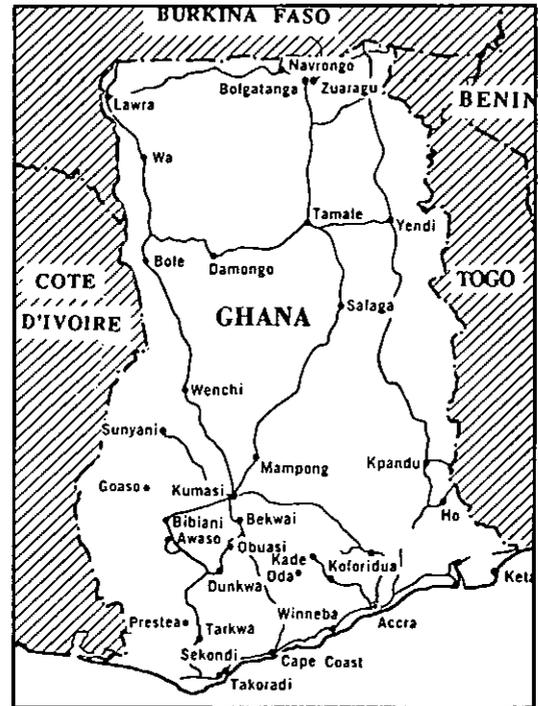
Population—There are 14.8 million Ghanains. While the population is made up of many tribal groups, there is a great pride in the national identity and the collective culture of the country. Most of the population is concentrated along the coast, in the northern areas near Côte d'Ivoire, and in the big cities. About 42 percent of the people are Christian, 38 percent are indigenous and 12 percent are Muslim.

Land Area—Covering 92,100 square miles, Ghana is about the size of Illinois and Indiana combined.

Major Cities—Accra, a seaport city with 954,000 residents, is the capital. Kumasi is the second largest city with 399,300 people. Other key cities are Tema and Sekondi-Takoradi.

Languages—Ethnically, Ghana is divided into small groups speaking more than 50 languages and dialects. English, the official language, is taught in all the schools. However, only about 30 percent of the population is literate in English. Among the more common linguistic groups are the Akans, concentrated along the coast and forested areas north of the coast; the Guans on the plains of the Volta River; the Ga- and Ewe- speaking peoples of the south and southeast; and the Moshi-Dagomba-speaking tribes of the north.

Location and Geography—This West African nation is situated on the Gulf of Guinea just north of the Equator. Its 334-mile-long southern coastline, which runs between Côte d'Ivoire and Togo, is mostly a low, sandy shore backed by plains and scrub and intersected by several rivers and streams, most of which are navigable only by canoe. A tropical rainforest belt, broken by heavily wooded hills and many streams and rivers, extends northward from the shore, near the frontier of Côte d'Ivoire. North of this belt, the area is covered by low bush savanna and grassy plains. To the north, Ghana borders Burkina Faso.



Climate—In this tropical country, the eastern coastal zone is warm and comparatively dry while the southwest corner is hot and humid. Northern regions also are hot and dry. In the south, the rainy seasons come in May-June and August-September. The rainy seasons tend to merge in the north.

History and Government—Formerly known as the Gold Coast, the country was renamed Ghana because present-day inhabitants were thought to have descended from migrants who moved south from the ancient kingdom of Ghana. The first contact between Europe and the Gold Coast dates from 1470, when a party of Portuguese landed, building Elmina Castle as a permanent trading base two years later. It became a center for a thriving slave trade involving competing Dutch, French and English companies. A collection of nations controlled various portions of the coastal areas for the next three centuries with the British eventually gaining the dominant controlling role in the 19th century. Ghana gained its independence from the United Kingdom in 1957. In 1969, the government was returned to civilian authority. From 1969 to late 1981, a series of coups — both violent and bloodless — occurred. In 1981, a constitution adopted in 1979 and modeled after western democracies was suspended; the president, cabinet and parliament were dismissed; and a seven-member Provisional National Defense Council (PNDC) maintained a unitary government. Since 1982, the authoritarian government has continued to decentralize. Ghana continues to be governed by PNDC directives and without a constitution.

Economy/Industry—The area near the border of Côte d'Ivoire, known as the "Ashanti," produces most of the country's cocoa, minerals and timber. Ghana's rich and diverse natural resources primarily consist of gold, diamonds, bauxite, manganese, timber and fish. More than half the population is engaged in farming. Two-thirds of the nation's export revenues are derived from cocoa and cocoa products. Other major agricultural crops include yams, rice, millet, peanuts, sorghum, palm oil, coconuts, coffee, cassava, corn and rubber. Industries include mining, lumber, light manufacturing, fishing and aluminum.

Peace Corps—Peace Corps Volunteers entered Ghana in mid-September of 1961. Currently, there are 100-plus volunteers in Ghana.

College, she is working at Women's World Banking of Ghana Ltd. in Accra.

"As a training officer at WWBG," Tomlinson said, "I work to provide individual women with access to credit, training and resources to help them establish cottage industries. This seems to be of vital importance to the continued positive growth of the African economy. In Africa, rural women have shown themselves to be some of the most industrious and hard working people on the continent, and yet they have also proven to be an under utilized and disadvantaged resource due to the social hierarchy of traditional culture."

In an effort to help integrate more women into the economy, Women's World Bank began operations in 1988 as a nongovernment organization sponsoring women in business. Ghana's WWB is one of 50 affiliates of the parent bank in New York.

Some of Tomlinson's responsibilities include coordinating courses on business and financial management and conducting informal workshops in local villages.

"The efforts of the Ghana affiliate have helped to illus-



PCV Kim Koporc, center, inspects drying of coco beans in Wamasi.

trate that the role of the female business person in Ghana has reached a new stride, and has many continued successes on the horizon," she stressed.

On another front, Peace Corps Volunteers are placing a strong emphasis on environmental protection. The almost unrelenting severity of Ghana's environmental degradation, especially in northern regions of the country, has prompted establishment of tree nurseries to offset deforestation.

As nursery managers, PCVs like Jerry Perez, 29, of Hopewell Junction, N.Y., train permanent and temporary workers in community forestry and agro-forestry techniques.

"We as Volunteers are to start the nursery, pass on the technical skills and finally make them self-sufficient in procuring revenues in eight to ten years," Perez said. "Today we are entering our fourth year at some of the nurseries and are beginning to see some promising results from the project."

Perez has been involved in the Collaborative Community Forestry Initiative — fondly called "C-Fi" by its participants — which includes the Peace Corps, U.S. Agency for International Development, the Adventist Development and Relief Agency, the Ghana Department of Forestry and Amashachina, a self-help Ghanaian volunteer group.

"It has been a great experience in a unique program which is sponsored by a variety of different agencies," he said.

Perez's work has been complemented by the unbounded friendship he has shared with his co-workers.

"Sitting at the nursery, watching the sunset as the egrets rise from the marshland and listening to one of the workers sing a local song, makes for a peaceful ending to another day here in northern Ghana," Perez said. "I call to Zachary, one of the workers in the site at the time, asking if he's ready to head home. Zack is more than a worker. He has become one of my closest friends here in Ghana. Like most Ghanaians, and in particular the people of Libga, where I live, he has



PCV Renee Karabin, right, stands with Sister Nana, who has collected sand for school workshop construction project.

welcomed and accepted me from the day I entered his life.

"As I head back to my compound bidding Zack good night, I notice the first star's light in the evening sky. I turn and realize that Zack, and the people of Ghana, like that star, have brought a little light into my life. Once more, this time to myself, I bid Zack and the village of Libga good night, glad to be able to call this home for the last two years."

Peace Corps' continued involvement in the health sector, specifically through its water and sanitation program, remains vital because an adequate supply of rural water is widely thought to be one of Ghana's more acute rural development shortcomings.

PCV Kim Koporc, 25, from Euclid, Ohio, and PCV Dave Keesen, 22, of Muskegon, Mich., have been promoting improved water sanitation in the Ashanti Region of Ghana. They both are based in Obuasi, a large mining town famous for one of the largest gold operations in the world, where the overpopulated town and 360 surrounding villages pose many challenges for the health educators.

"Health Education is a lot like pushing wet string uphill," Koporc said. "It is difficult if one is trying to make progress in a hurry."

Koporc has been working on a report that lists the water sources of all the villages in the area and the quality of each source. She also has guided a group of secondary school students producing a play about safe water and well maintenance.

"I have helped a few villages obtain a safe source of water, and hopefully, before I go, a few more villages will have safe water," she said. "I have made some progress. My wet string is a little further up the hill."

Keesen has been organizing and advising local residents on the construction of hand-dug wells in many of the outlying villages.

"Living near the gold mines has presented problems that many other water/sanitation Volunteers don't face," he said. "Since water is in plentiful supply in the densely vegetated Ashanti region, the difficulty is not in finding water, but in finding a source that has not been contaminated by the mines."

Keesen is particularly interested in helping the rural villagers.

"Working in the small villages outside Obuasi is of particular interest to me," he said. "Upon entering a village, I receive the traditional Ghanaian welcome, which is marked by friendly hospitable gestures. After this I am taken to see the village chief and elders. In one of these villages, Diawuso, I have been honorarily enstooled as a

subchief. Although the village chief of Diawuso doesn't speak English, he has referred to me as Nana David — Nana being the address of chief for the Ashantis."

Another health education Volunteer, Renee Karbin, 24, of Portage, Ind., who has a degree in dietetics from Purdue University. She has teamed up with local leaders in Suhyen, a town of 2,500 outside the regional capital of Koforidua, helping mobilize the residents to build a secondary school workshop. The workshop was needed because the school's curriculum required practical experience in carpentry, masonry and sewing.

"To accomplish this goal, we waged a special levy on all Suhyen residents, organized communal labor days to reduce costs and made use of local building materials," she said. "Since the money, labor and materials came primarily from Suhyen, a sense of ownership and independence has been harbored."

Since then, Karbin has been involved in a community income-generating agro-forestry project in conjunction with the Adventist relief agency and AID.

"Working with a counterpart, I have organized volunteers from the village to plant cash crops of beans and cassava alongside teak and acacia trees to be grown in a local woodlot. With the continued success of this project, we hope that a health clinic will be established in Suhyen. While the village raises the needed funds for the clinic, I have begun a series of health lectures at local schools."

When all is said and done, one of the greatest accomplishments for



Volunteer Doris Hubble evaluates a fuel-efficient stove.

Karbin has been blending into the local culture.

"Although these projects have consumed much of my time and energy, I believe one of the most important contributions I have made in Suhyen has been on a personal level," she said. "Drinking palm wine with the villagers, discussing local and world politics, and learning about traditional Ghanaian culture have been highlights of my service."

Just like the first Peace Corps Volunteers in 1961, the PCVs serving in Ghana in 1991 have found that this kind of personal interchange has left them with a lasting impression that they are making a difference while establishing lifelong friendships.

Sargent Shriver, the first Peace Corps director, laid down a challenge in his final briefing of Ghana I group of Volunteers in 1961.

"It's up to you to prove that the concepts and ideals of the American Revolution are still alive," Shriver said.

For more than 30 years now, American men and women who have gone to Ghana as PCVs have indeed been doing just that.

FLOOD!

Mulanje Massif in Malawi, a small landlocked nation in southeast Africa, is a natural wonderland created by ancient volcanic activity and covering 360 square miles. The large peaks rise suddenly from fertile plains.

The massif is laced with intrusions of softer rock tucked into harder granite and syenite. Trees take root in areas where softer rock continues to cling to the mountains, creating the appearance that the slopes are carpeted in green. Yearly rainfall on the massif averages between 90 and 105 inches — much higher than the surrounding plain. As a result, water collects in beautiful pools and underground streams left by erosion.

During the week of Martyr's Day, three of us decided to climb Mount Mulanje. I was accompanied by David Albano, a secondary school teacher, and Susan Albano, a nurse tutor at Holy Family Hospital, both based in the town of Phalombe. I'm a teacher in the nearby village of Chiranga.

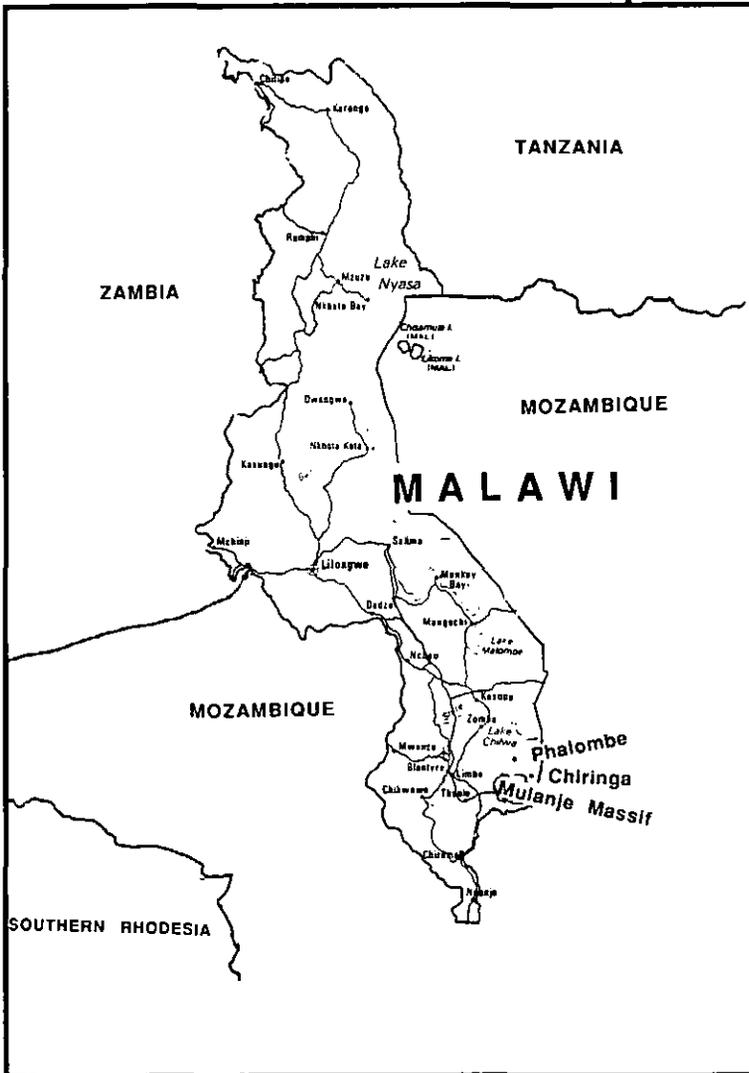
Joining a larger group one Sunday last March, we made the five-hour climb up to Lichenya Plateau, staying overnight in the Mountain Hut. While the rest of the group descended to the plain the next day, Dave, Sue and I hiked for four hours over to Chambe Hut in the Chambe Basin.

Little did we know at that point that we were soon to encounter a mythical, deadly dragon called Napolo which is said to sleep underground in the mountains of Malawi. When Napolo awakens, according to local legend, it destroys everything in its wake.

On Tuesday we started to climb Sapitwa, the highest peak on Mulanje, but clouds began to roll in less than half way up. As the sky darkened, cold winds began stirring and rain started to fall. Frightened and freezing by the changing weather, I retreated to the shelter at the bottom while Dave and Sue went on to the fog-shrouded summit.

We relaxed Wednesday at Chambe, then walked past stands of wildflowers and scenic beauty for six hours over to Thuchila Hut. Just a half hour from the hut, it started to rain again. We planned to go over to Minunu on Friday, but the drizzle continued without a break, keeping us inside.

Pouring rain continued Saturday, the day we planned on



*By Christine Jost
PCV/Malawi*

going back, making us think it would be too dangerous to climb down. It was still raining Sunday morning, but we were determined by then to leave. We were out of food and people back in Phalombe would begin to worry about us.

Taking advantage of a break in the rain about 7 a.m., we elected to try Elephant's Head path, a very steep route with no rivers to cross, believing it offered the safest way out. A half hour later, we reached the top of the path when the rain suddenly resumed, harder than ever. There was no turning back.

We were instantly soaked. Wherever we stepped, there was no safe foothold. As we pressed on, the water increased in volume minute by minute. After 2-1/2 hours, we reached a pounding waterfall, which we had to cross to continue our descent. Dave went first, ducking under rocks, disappearing through the water. I plunged right in after him.

Afraid of being trapped, I decided to scramble over the rocks instead of going under them. It was a fatal mistake. The water roared down around me, causing my feet to slip. The torrent pulled me under and down. My mind went blank.

Dave grabbed me by the shirt, but I was still being pulled under. He was trying to keep me from going down the mountain, but I couldn't breathe. I desperately kept patting my backpack. Finally, he got the idea. As he pulled the pack off, I had just enough time to grab a rock as the falls swept me down. Dave then managed to pull me to safety.

Sue still had to cross the falls, but she initially refused to go. After she eventually decided to proceed, Dave and I jointly pulled her through without incident. Half an hour later, we were at the bottom, happy to be alive. We sang as we walked out to the main road.

Our mood was short lived. Ten minutes into the walk, we were chest deep in water. Just up the hill and around the bend, we confronted a raging stream of water 40 feet wide. The road was gone. Destruction surrounded us. Crossing was impossible.

Dave thought we might be able to cross further upstream, but Sue and I found this improbable. He went in search of another way as we watched the deluge. Less than five minutes passed, when suddenly I heard a thundering roar. A wall of water was coming toward us. We grabbed each other and ran back up the hill as trees, boulders and other debris where we stood were carried away.

When Dave returned, we started to build a temporary shelter on top of two large rocks. All three of us were freezing. About 1 o'clock in the afternoon, the sky started to clear. From our vantage point, we could see the Phalombe plain completely covered with water.

Trying to determine if there was another route of escape, Dave set out again. He came back with a local man, who led us back to the torrent, which had turned into a gully about 10

feet deep, strewn with house-size boulders. A river 8 feet across ran through it. We were able to traverse this obstacle and continue out to the main road. Devastation was everywhere.

At last we reached the main road next to Kambenje River, but the bridge that spanned a small stream which once flowed there was gone and the small body of water had expanded to 80 feet wide. We decided to walk to Phalombe.

Around 3 p.m. we came to the first Likulezi river, but it also was impossible to cross. Soaked, there was no where to go and our packs were unbearably heavy, so we sat down and just watched the flowing water.

About three hours later, three men approached and claimed they could get us across. Walking to a spot along the river that I never would have attempted to cross, they guided us to the other side, neck deep in water.

"Napolo," they said, conjuring up visions of the fierce, fabled mountain dragon which never before had stalked the Mulanje Massif.

In the dark, we stumbled into the Likulezi Medicines Sans Frontiers house after 12 kilometers of grim hiking from the Kambenje. That night it seemed surrealistic to sleep in a bed after all we had gone through.

Monday morning we walked the final 11 kilometers into Phalombe. All the bridges were gone. Looking back on Elephant's Head, the whole mountain was torn away. Only a huge blood-red scar of exposed dirt remained. When we arrived at Phalombe Hospital, we were warmly welcomed by the staff because there was concern for our fate.

The walk to the secondary school was a shock. Maize fields were covered in mud. Boulders and trees were strewn everywhere. The Phalombe trading center

was destroyed. The post office, stores and houses were swept away. Rooms at the secondary school were being used to house the homeless. An auditorium was turned into a makeshift morgue. The hall was filled with people kneeling in prayer. Helicopters were landing on the football field to bring emergency supplies and carry away the injured.

Leaving all non-essentials at Dave and Sue's house, I set out Tuesday on the 25-kilometer walk to my site at Chiringa. The destruction all around me reminded me of the pictures from the aftermath of Mount St. Helens. People were squatting in mud in destroyed villages that I passed through. They stared ahead, in a state of shock, tears in their eyes. A few muttered, "Napolo," as they gave me a helpless look. After the six-hour journey, I was overwhelmed.

Arriving in Chiringa, I found our house intact and PCV Lisa Regan, my roommate and fellow teacher, safe. The following day, we went with our teacher-in-charge, a man named Maganga, to visit Nambiti, a group of villages 3 miles away, where a swath of land a kilometer wide had been torn away by the raging water. All there was to see were huge

(Continued on page 25)

*Little did we know
that we were soon
to encounter a
mythical, deadly
dragon
called Napolo ... When
Napolo awakens,
according to
local legend, it
destroys everything
in its wake.*



Graduating to new horizons

Reflecting on his experiences as a teacher in New York City and as a Peace Corps Volunteer in Africa, Jeff Davis thinks it may have been tougher to have taught in the South Bronx than in Sierra Leone.

"My students in Africa were short of materials and desks, and the school had a faulty roof, but they tried," Davis said. "The kids in the States have different problems, but they were smart."

Davis was one of 15 returned PCVs recruited as a Peace Corps fellow in 1988 by Columbia University's Teachers College and the New York City Board of Education. He taught mathematics for two years at Intermediate School 184 in the South Bronx.

"My first year in New York was a real adjustment period," he said. "I guess the gap in my expectations was broader."

Last year, while serving as a PCV in Benin on a second tour with the Peace Corps, Davis often thought of his former Bronx pupils.

"I always wondered how they turned out," he said. "I wished that I could have brought some of them to Africa."

Davis was praised by school officials and students alike at the school where he taught when a surprise farewell party was staged for him.

"If he returns to New York, I'll find a place in my school for him," Intermediate School 184 Principal Juan Fonseca said.

Fonseca may have his chance to make good on that offer sooner than he thinks.

Davis recently returned to New York to enroll in a doctoral program at Teachers College. One of the first things he wants to do this fall is visit his old school and, once he settles in to his advanced studies, he plans to substitute teach there.

The rapidly expanding Peace Corps Fellows/USA program provides RPCVs with an avenue to continue their education while teaching full-time in some of the nation's more challenging school systems. Programs are now in

Top universities from coast to coast...

Peace Corps Fellows/USA programs in teaching are currently underway at these institutions:

Teachers College, Columbia

Contact Ms. Lucille LaSala, Coordinator, Peace Corps Fellows Program, Box 301, Teachers College, Columbia University, New York, NY 10027; 212/678-4080.

George Washington University

Contact Dr. Ginny Salas, Department of Teacher Preparation and Special Education, George Washington University, Washington, DC 20052; 202/994-7329.

Georgia College, Milledgeville

Contact Dr. Edward M. Wolpert, Dean, School of Education, Georgia College, Milledgeville, GA 31061; 912/453-4546.

Auburn University

Contact Dr. Andrew Weaver, Professor and Head, Department of Curriculum and Teaching, 5040 Haley Center, Auburn University, Auburn University, AL 36849; 205/844-4434.

Georgia State University

Contact Dr. Marsha Kaufman, Peace Corps Fellows/USA Program, Department

of Early Childhood Education, Georgia State University, Atlanta, GA 30303; 404/651-2584.

Tulane University

Contact Dr. Diane Manning, Chair, Department of Education, Tulane University, New Orleans, LA 70118; 504/865-5342.

University of Maryland/Towson

Contact Dr. Ellen E. Notar, Professor, Peace Corps Fellows/USA Program, College of Education, University of Maryland/Towson, Towson, MD 21204-7097; 301/830-2570.

University of Michigan

Contact Dr. Cecil Miskel, Dean, School of Education, The University of Michigan, Ann Arbor, MI 48109-1259; 313/764-9470.

San Francisco State University

Contact Dr. Andrew Dubin, School of Education, San Francisco State University, 1600 Holloway Avenue, San Francisco, CA 94132; 415/338-1653.

DePaul University

Contact Dr. Barbara Radner, Director, or Charles Doyle, Urban Teacher Corps

Program Director, Center for Urban Education, DePaul University, 2323 N. Seminary, Chicago, IL 60614; 312/362-8173.

Florida International University

Contact Dr. Robert Farrell (RPCV/Columbia), Dept. of Urban Education, Florida International University, Tamiami Campus, Miami, FL 33199; 305/940-5820.

The following teaching programs are in the development stage:

University of Hawaii

Contact Dr. Susan Iwamura, Director of Community Relations, School of Hawaiian, Asian and Pacific Studies, University of Hawaii at Manoa, 1890 East West Road, Moore Hall 315, Honolulu, HA 96822; 808/956-4735.

Northern Arizona University

Contact Dr. Bill Harp, Graduate Studies Coordinator, Center for Excellence in Education, Northern Arizona University, Box 5774, Flagstaff, AZ 86011; 602/523-6786.

Ohio University

Contact Dr. Keith Hillkirk, Coordinator, Peace Corps Fellows/USA Program, College of Education, 133 McCracken

place at more than a dozen sites around the United States. Nearly 100 RPCVs will be assigned as teachers in hard-to-staff schools while they work simultaneously on graduate degrees.

Schools participating in the unique fellowship program are located in both urban and rural locations. These sites range from places like New York, Miami and Detroit to remote islands of Hawaii and Native-American reservations in the arid Southwest.

Returned Peace Corps Volunteers chosen as fellows are given emergency teaching certificates. They are placed as full-time paid instructors in elementary and secondary schools. They teach in such diverse fields as math, science, special education, English as a second language and bilingual education.

It is important to note that some programs accept RPCVs who were not teachers abroad.

Concurrent with their teaching assignments, Peace Corps fellows enroll part-time in graduate schools in study programs that lead to a master's degree and teacher certification.

Fellows/USA programs are based locally at participating universities. Some colleges, with funding assistance from the private sector, help Peace Corps fellows with partial scholarships. Other institutions involved in the fellows program have provisions so that the fellows teachers qualify for low-cost, in-state tuition.

Angela Smith, who served as a PCV in Fiji and Honduras, can't wait to start teaching. A native of Connecticut, she was admitted to the Fellows/USA program at Tulane University and started graduate studies in late May.

"Classes are going pretty well, but it's intense," she said.

Smith chose to apply to Tulane because she enjoyed teaching in Fiji and wanted to live in an area with a warm climate. She also liked the cultural diversity that New Orleans offered.

With public school set to start in just a few weeks, Smith is ready to enter the classroom as an elementary school teacher. Meanwhile, she has a bit of advice for other PCVs who may follow her into the fellows program.

"Treat it like another Peace Corps assignment," she said. "Learn the local culture, their conception of time...and take the same attitude."

PCVs who are one year from their close-of-service should write to the university or college program of their choice to obtain additional information and applications. Admission deadlines and test schedules can delay entrance into a Fellows/USA program. Some graduate schools request that the results from standardized tests, such as the Graduate Record Examination, be sent with the application. Some states also require a passing score on the National Teachers Examination before issuing an emergency teaching certificate.

Peace Corps is continuing to work with universities and non-profit organizations to develop Fellows/USA programs in additional fields such as urban planning, community development, and a variety of social and human service fields. Three of the partner universities are working now to identify placements in the health field for fellows enrolled in their nursing and public health programs.

For details on various programs at universities listed below, write to Henry Fernandez or Robin Dean, Office of University Programs, Peace Corps, Room 8423, 1990 K Street NW, Washington, DC 20526.

...open doors to Peace Corps Fellows

Hall, Ohio University, Athens, OH 45701; 614/593-4400.

University of New Mexico

Contact Dr. Sig Mierzwa, Department Chair, CIMTE Department, University of New Mexico, Albuquerque, NM 87131; 505/277-4630.

San Diego State University

Contact Dr. George Mehaffy, Director, School of Teacher Education, College of Education, San Diego State University, San Diego, CA 92182-0139.

Texas A&M University

Contact Dr. John Denton, Associate Dean, Texas A&M University, College of Education, College Station, TX 77843-4222; 409/845-5352.

University of Southern Mississippi

Contact Dr. James O. Schmur, Dean, College of Education and Psychology, University of Southern Mississippi, Southern Station, Box 5023, Hattiesburg, MS 39406-5023; 601/266-4568.

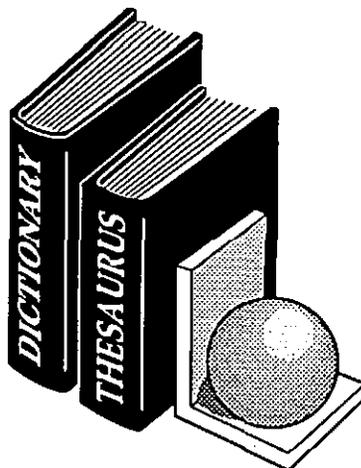
Wichita State University

Contact Dr. Robert Alley, Department of Curriculum and Instruction, College of Education, Wichita State Univer-

sity, Wichita, KS 67208; 316/689-3322.

University of Texas, El Paso

Contact Dr. John Bristol, Vice President for Academic Affairs, University of Texas, El Paso, TX 79968-0512; 915/747-5005.



Temple University

Contact College of Education, Temple University, 13th and Montgomery Streets, Philadelphia, PA 19122; 215/787-8042.

Peace Corps Fellows/USA programs in the health field are currently underway at these institutions:

Johns Hopkins University

Contact Mary F. Herlihy, Director of Admissions and Student Services, The Johns Hopkins University School of Nursing, 600 North Wolfe Street, Baltimore, MD 21205; 301/955-7548.

San Diego State University

Contact Dr. John Elder, Graduate School of Public Health, College of Health and Human Services, San Diego State University, San Diego, CA 92182-0405; 619/594-1976; or Brenda Fass Holmes at 619/594-6317.

University of Hawaii

Contact Martha Staff, MPH, School of Public Health, 1960 East-West Road, University of Hawaii, Honolulu, HA 96822; 808/956-9775.

Bringing the world in focus



Ties that bind

Using a local reed, a Kitchi woman shows her basket-making technique to PCV Jean Spratt in Belize City, Central America. The moment was captured on film by PCV Valerie Bush.

**Edited by Margarita Gomez
and Brian Liu**



Grinding casava

PCV Helen Paisley, of Fort Collins, Colo., grinds casava -- the first step in making casava bread -- in the small village of Barranco, Belize.



Chatting with chief

Newlywed PCVs Jill Franke and David Walker visit with Chief Fuma in the Zairean village of Kikunga Tembo. The African community leader is wearing a traditional Bapende outfit. A lion's tooth necklace dangles from his neck. His ankle-length skirt is from leaves of a raffia palm. Richard Offenback, a public health Volunteer from Peoria, Ill., is the photographer.



Beauty treatment

A Masai woman braids PCV Rebecca Riseman's hair in Rift Valley Province, Kenya. She will complete her Peace Corps tour this November.



Gramps

PCV Ralph "Gramps" Clark plays a regular ritual of lifting children "up in the sky" at the Gossyane Day Care Center in St. George's, Grenada, West Indies. His wife, PCV June Clark, who shot the picture, says he received quite a workout since there were 40 youngsters to lift before he went about his job of renovating the center. Even when that task was finished, he came back from time to time so the kids wouldn't forget him.



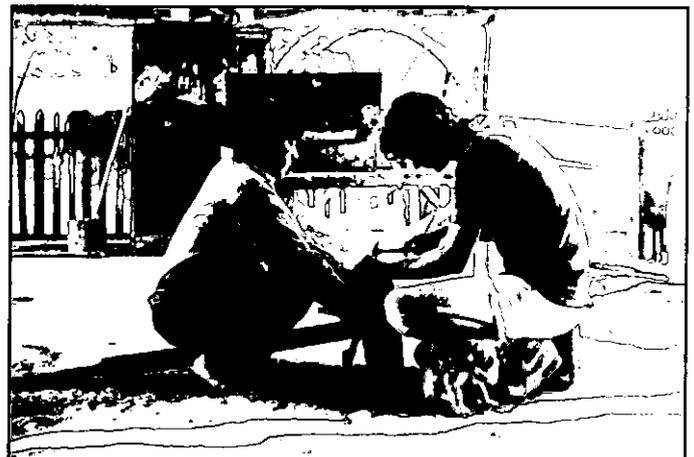
Learning to stitch

Kenya Volunteer Carol McEowen picks up tips from "Mama" on how to stitch a "kiondo" bag. PCV Gil Shawn recorded the lesson in Nanyuki, Kenya.



Wedding rites

PCV Karen Swehla, who submitted this entry, and fellow Volunteer Chris Seremet participate in a mock-custom wedding on Savo Island, in the Solomon Islands, part of their culture learning experience in the South Pacific.



Inventing the wheel

In San Marcos, Paraguay, PCV Drew O'Connor helps a local carpenter build a wheel for a rope pump. Volunteer Julie Hawkes took the photo.

ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange

Encouraging Enterprises

Small business receives boost in D.R.

By Judy Benjamin

Doña Victoria, a small, bright-eyed woman from the village of El Balcón, spoke with pride as she tended a booth at the pre-Christmas artisans' fair in Santo Domingo.

"It was my daughter's wedding, and I wanted to buy material to make a pretty dress for the occasion," she said. "Before, I would have had to ask my husband to give me the money to buy it. Now, I could do it with my own money."

For several months, Doña Victoria, like other women in El Balcón, has been making brightly colored barrettes out of sisal, marketing them in the nearby mountain resort of Jarabacoa. Peace Corps Volunteer Faith Orter has been helping to train the women and organize the project.

Barbara Stahler, an associate director for Peace Corps/Dominican Republic, lists 41 PCVs who, like Orter, are assigned to the small business development program. That number may actually be higher. RPCV Davis Jones, for example, whose fuel-efficient cookstove project was described in the September/October 1989 issue of the Peace Corps Times, reports that he was originally sent to the Dominican Republic as a forestry Volunteer. He became involved in a small business project because he found the



Peace Corps Associate Director Barbara Stahler (right) buys wire figures made by Santo Domingo handicapped artisans with help of PCV Janet Adams (center).

Editor's Note: Judy Benjamin, formerly editor of ICE ALMANAC, recently was in the Dominican Republic, where she met with Peace Corps staff and Volunteers working in the small business program and visited some at their sites. On her return to Washington, she spoke with RPCVs who had worked with the program the previous year. This article is the result of these interviews:

community less interested in the ecological arguments for planting trees and saving firewood than in the practical arguments — safety and cleanliness — for using ceramic stoves. The community also had experienced ceramicists who could be trained to make the stoves.

Stahler can point to several success stories among Peace Corps' small business projects. In her office is a dark-colored bottle labeled "El Secreto Crema de Café," a coffee liqueur made by Lilliam Willmore, a Dominican woman from the village of Coyote in the northeastern province of Samaná. The liqueur originally was produced as a result of a Peace Corps project and sold by Willmore at the artisans' fair. Now, she sells directly to tourist shops and advertises her product with signs along the highway.

Helping street kids

At the request of the director of a Salesian school in Santo Domingo, PCV Jan Kees "Casey" Vanderbeek was assigned to help prepare teaching materials for vocational workshops in a center the school was constructing. The center was intended for marginally employed, poorly educated street youngsters from nearby "barrios" to train them for permanent employment.

However, as soaring inflation pushed costs up from 700,000 to 3 million pesos, construction was delayed and Vanderbeek was forced to modify his assignment. He has become a street club worker. Living and moving freely in the neighborhood, he has befriended the boys. Playing basketball with them on Sundays, he encourages them to join the school's sports program. Organizing rap and breakdance competitions and other special events, he has made them eager to participate.

Vanderbeek also is working with some of the boys individually to see what he can do about helping them earn more money. Five brothers who are now peanut vendors would like to set up a hot dog stand and he is trying to help them finance the venture. On behalf of the street kids, he has spoken before various organizations, as well as with students from the Carol Morgan School, the leading, private American school in the city, to arouse their interest and support.

In Santiago, the country's second-largest city, PCV Bob Rocheleau is helping to train staff and set up business

procedures with a private voluntary organization, Educadores Unidos del Cibao (EDUDELCO), that provides credit to poor people who hope to start or expand their businesses. The director, Rafael Cruz, attended a micro-business conference in the United States a year ago and has been energetically promoting the development of EDUDELCO from a collection of volunteers into a professional organization with a paid staff.

In Santo Domingo, Amy Sanders, who is serving under the Peace Corps' Volunteer Partners Program, is working with ADEMI, a highly regarded, micro-business development association, to help with its management problems. ADEMI was familiar with her work with the Harvard Institute for International Development and requested her assistance because it was one of the institute's small business case studies.

Sanders' main task has



Volunteer Casey Vanderbeek (above) recruits youth from barrios for recreational and vocational training program in Santo Domingo. PCV Mike Stewart (right) holds solar energy panels that villagers buy through credit association in Bella Vista. Stewart helps administer solar energy center in the community.



been to conduct training workshops for staff members, using the Harvard Institute's case study approach, in which trainees discuss and analyze an actual experience. She finds this approach to be "a cultural challenge because of Dominicans' unwillingness to speak critically about other each other," but feels her students slowly are becoming more open in their discussions and, as a consequence, more attuned to their role as business advisors.

Assigned to IDDI, another professionally run development organization in Santo Domingo, PCV Joseph Cooney

has been computerizing the organization's data on its customers "to get a regional fix on each barrio and a complete picture of the city." He thinks it is important for IDDI to be able to cross reference the data to find out who needs courses in accounting, how are loans being used and who are the people obtaining them.

Like Sanders, Cooney says he also faces cultural resistance. His counterparts question the value of spending their time processing data, not seeing this function as part of their role as business advisors. Their resistance to computers also has a practical side in that power outages are a daily occurrence in Dominican life. With support from his IDDI supervisor, however, Cooney expects to complete his project and believes the system he is designing will be implemented.

Focusing on tourism

In the early 1980s, with the support of the World Bank, the Dominican government built an international airport and initiated the development of a string of hotels along a beautiful stretch of beach outside of Puerto Plata, the principal port city on the northern coast of the island. Since then, Puerto Plata has become a haven for travelers all over the world seeking winter sun and fun at cheap prices, sparking a tourist boom to nearby Sosua and other towns along the north coast.

Volunteers are taking advantage of this burgeoning tourist industry to develop related projects. After contacting various hotels in the area, PCV Karen Schannen found a contract for the women's group she works with to make uniforms for hotel employees. The hotels also are a prospective market for the various food-producing projects Peace Corps is supporting.

Stahler hopes these projects will be as successful as a fishing cooperative in the northeastern coast town of Sabana del Mar which the Peace Corps assisted in the past. That cooperative has now graduated into an independently owned and operated corporation, supplying packaged spiced shrimp to all the hotels in the area.

Credit for solar energy

One of the most successful projects several PCVs are pursuing involves setting up a system to provide solar energy to rural communities. PCV Mike Stewart is assisting one such program in Bella Vista, a village just outside of Sosua, where he was first assigned at the request of the local mothers' club to help the community's women form a credit association so the villagers could buy solar panels. Initially, he and his counterpart received technical training from Richard Hensen, director of ENERSOL, a non-profit organization supported by the U.S. Agency for International Development, which is promoting solar energy throughout the country.

Stewart's main task has been to administer the revolving fund initiated with AID-financing to provide two-year loans for villagers to purchase the panels. Ten panels installed on a roof serve five families. Each family also must buy a car battery to store the energy and a control box to connect the panels to the battery. Dairy farming in Bella Vista brings in enough money for villagers to afford the system.

On the other side of the island, in the southeastern fishing village of Bayahibe, a solar energy project has already been successfully completed. RPCV Lisa Mitiguy was involved in every phase of the project — organizing the work, pricing the panels, subcontracting their installation, deciding on payment schedules and signing contracts, doing minor repairs and supplying spare parts. Although people in the community had little formal education, she was able to train someone to be the association treasurer and bookkeeper.

By the time Mitiguy left Bayahibe, just about everyone in the community had bought into the solar energy system, and the treasurer had started to earmark loan payments as contributions to the local school.

Handcraft projects common

Probably the most common project for the small business Volunteer involves making and selling handcrafts — sisal barrettes, sisal baskets, papier-mache Christmas ornaments and stuffed dolls to name a few. In some cases, PCVs assigned to assist another type of business will initiate a handcraft project as well. While teaching accounting to a farmers' cooperative in the central village of El Pino, PCV Sheila McParland began working with their wives, helping them earn extra money by making little papier-mache chickens which they sold to gift shops in Puerto Plata and Santiago.

As in the case of McParland's handcrafts group, usually such projects are introduced to generate income for rural women. The influx of tourists looking for souvenirs offers a good market for handcrafts. In many cases, the women can draw on skills already learned from basket making or weaving. In addition, the materials needed are few and inexpensive.

To get them started, PCVs in the Dominican Republic have called on a number of resources to help them. For example, Japanese volunteers and religious groups teach a variety of arts and crafts. Stahler herself has worked with Aid to Artisans in Honduras and Dallas and has had her own import business. She has advised PCVs on where to find funding and, as a consequence, many have received financial

ICE ALMANAC

**Director, General Support Division &
Managing Editor** _____ **David Wolfe**

Editorial Assistant _____ **Christopher Broadway**

ICE ALMANAC features a variety of ideas and technologies that 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 (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps/ICE, Room 8684, 1990 K St. NW, Washington, D.C. 20526.

backing for their projects. USAID, Peace Corps' Small Project Assistance (SPA) program, the Dorothy Osborne Foundation, the Trickle-Up program and Aid to Artisans are among the organizations lending support.

Workshop for handicapped

Occasionally, handcraft projects are initiated to generate income for other groups that have special problems. In Santo Domingo, PCV Janet Adams is assisting an organization of disabled Dominicans in their sheltered workshop sponsored by the Dominican government. Originally, the workshop repaired electric appliances, but the business was dissolving because no one had the technical or management skills to handle it.

"Checo," a master craftsman, voluntarily offered to teach the group how to make ornamental wire figures depicting Dominican life. He had been making and selling the items for several years. He was hoping to retire and thought the tourist trade provided an ample market for the group to cultivate. He had expected to earn a percentage of the workshop's profits, but no satisfactory arrangement was made.

The group is now functioning under Adams' guidance alone. Experienced in business administration and market research, Adams has been helping the group set up accounting procedures and is overseeing production. She has trained one of the members, who has a master's degree in psychology, to be the workshop manager.

Like other Volunteers, Adams has sometimes encountered problems that stem from cultural differences. She could never get the manager to help with clean-up, for example, until he learned that she, too, was a college graduate and he would not lose face by joining her in sweeping the floor.

"The greatest breakthrough I'm now seeing," Adams said, "is in quality control. I never thought this would happen. Their creative juices are flowing and their ideas are good. It's fun to work with them."

Sales, buoyed by donor and government support, have enabled the manager to earn a salary. The other members of the group are paid on a piece-work basis. Adams is concerned, however, about the future, as inflation and a devalued Dominican peso have pushed costs upwards. To cut back expenses, she has secured an AID grant for the group to make the small ceramic pieces it had been buying to decorate the figures.

Jewelry-making profitable

PCV Joan Wuischpard's jewelry-making project has been profitable. She's working with women in Santo Domingo who had come to the attention of a group of nuns testing them for exposure to the AIDS virus. Wanting to help them earn money in legitimate ways, the nuns were teaching them sewing and embroidery. "The nuns, however, weren't salespeople," Wuischpard said. She decided to capitalize on her long years of experience as a jewelry saleswoman in San Francisco to teach them other skills that could be profitable.

Noting that all Dominican women have pierced ears and buy costume jewelry, she designed earrings, cheap and easy to make, which had been popular in San Fran-

cisco but were not readily available in the Dominican Republic. Her creations were long, dangling earrings made out of wire and decorated with bits of semiprecious stones. Making contact with a Dominican jeweler in the colonial section of the city, she bought the materials from him at cost, using \$200 of her own money. She has been able to recoup her investment from the profits the 15 to 30 women have made in the jewelry business.

Wuischpard attributes her success to the simplicity of her project. "The jewelry can be made with just pincers and cutters," said. "We don't need electricity or water. We don't do anything complicated."

Wuischpard conducts classes with her group twice a week and then spends afternoons helping them sell the earrings and arrange for new markets. She believes the group could use more marketing experience, especially as she has been responsible for much of the sales through her contacts with Peace Corps and the American Embassy.

To make sure the business continues after she leaves, Wuischpard has been preparing the group for her departure. She has brought in people to talk with the women and, at her instigation, the nuns are now conducting literacy classes for them. Peace Corps is to provide further training in accounting.

Wuischpard is purposely leaving Santo Domingo before her close of service to start another jewelry-making project in Puerto Plata and, at the same time, wean the original group of women away from her. It is her hope, too, that the two groups, the new and the old, will help each other.

Resolving marketing hurdles

Finding a market for its various handcraft projects is one reason why Peace Corps actively participates in the annual artisans' fair in Santo Domingo. Sponsored by an umbrella organization of artisans' associations, the fair runs for a week on the grounds of the old fort along the Ozama River, in the colonial section of the city.

Not always well-organized or well-attended, the fair has become important to Peace Corps more for training than for marketing purposes. A Participating Agency Services Agreement (PASA) between Peace Corps and AID makes it possible for at least one Dominican from each project to attend the fair and gain some experience as a salesperson. While there, this group of artisans, accompanied by PCVs, go door-to-door to stores in nearby downtown Santo Domingo to interest shopkeepers in buying and selling the artisans' products.

RPCV Rosie Unite, who worked with women in the mountain village of La Celestina making sisal baskets, thinks this marketing experience helps them deal with the inadequacies they feel presenting themselves to the public. "These women feel intimidated about going to the big city, talking to people who are better educated than they are," Unite said.

The fair, however, does not give them an ongoing market, nor answer the practical difficulties of "finding the time and money to leave family obligations behind and make the long, difficult trip to the city," which Unite describes. She sees the need, as does Stahler, for a nonprofit, Dominican organization to establish ties with the various artisan groups so that their handcrafts can be stored, marketed locally and

exported on a cooperative basis.

Regardless of the type of business Volunteers are supporting, they believe it has a better chance of success if some mechanism exists for follow-up. For example, Renie Wagner, a business RPCV who started in Palo Quemado, a village near Santiago, lost momentum when the American businessman manufacturing the bottles of cognac her women were wrapping moved away. She had hoped to interest the Bermudez Rum Co. in using the women's skills to package rum for the tourist trade, but her Peace Corps service ended before she was able to explore this idea with the company. Another Volunteer assigned to the group who could pursue this possibility might have enabled the group to stay in business.

PCV Debra Medeiros has succeeded Unite in La Celestina. In the additional time she has spent working with the same group of basket makers, she feels the women have gained sufficient business acumen and marketing contacts to now function more independently. Like Wuischpard, she plans to move to another site six months

before her Peace Corps tour ends, periodically visiting the group to make sure the business is still on track.

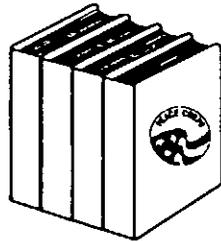
Guidelines for PCVs

With support from Peace Corps staff, Volunteers can be optimistic about helping community groups start successful businesses. Learning from the experience of their predecessors, PCVs should find these brief guidelines helpful in mapping out their assignments:

- Take time to know the community and the potential market to base projects on community needs and resources.
- Find the key person to be groomed as leader who, as Lisa Mitiguy notes, "is the gem in the community," and is ambitious enough to have the project succeed.
- Keep projects simple because the more elaborate materials and equipment required, the higher the costs, the smaller the profits and the bigger the problems.
- Be flexible to modify assignments as circumstances change.
- Set limited goals that are possible to achieve.

Books, books, books

Peace Corps' Information Collection and Exchange offers the publications listed below on a first-come, first-served basis to Peace Corps Volunteers and staff. To find out if they are appropriate for your project, please see the abstracts in The Whole ICE Catalog. To request any publication, write to Peace Corps Information Collection and Exchange, 1990 K St. NW, Room 8684, Washington, D.C. 20526.



AGRICULTURE

- AG003 Agricultural Extension: The Training and Visit System
- AG004 Extención Agrícola: Sistema de Capacitación y Visitas
- AG149 Improving Small-Scale Food Industries in Developing Countries
- AG173 Oxen Traction and Other Technologies Appropriate for Small Farmers
- AG186 Environmentally Sound Small-Scale Livestock Projects: Guidelines for Planning

HEALTH

- HE151 Nutritional Consequences of Agricultural Projects: Conceptual Relationships and Assessment Approaches
- HE165 Nourriture saine/Meilleure santé: Cours de diététique à l'usage des infirmiers et des enseignants
- HE169 La lutte contre la malnutrition: un guide au niveau de la communauté
- HE192 Nutrition et soins de santé primaires

SMALL BUSINESS DEVELOPMENT

- SB021 Management Consulting: A Guide to the Profession

- SB101 Marketing Improvement in the Developing World: What Happens and What We Have Learned
- SB107 Cost Accounting and Control: Material for Management Training in Agricultural Co-operatives (Trainer's Manual)
- SB129 Training Entrepreneurs for Small Business Creation: Lessons from Experience
- SB136 Rural Credit: Lessons from Rural Bankers and Policy Makers
- SB140 Cooperatives and Rural Poverty: Eight Questions Answered
- M0027 Pautas para Programas de Asesoramiento Gestional para Microempresas
- M0029 Directives relatives à l'élaboration de programmes de conseil en gestion pour petites entreprises

COMMUNITY DEVELOPMENT

- CD023 Theatre for Development: A Guide to Training

URBAN DEVELOPMENT

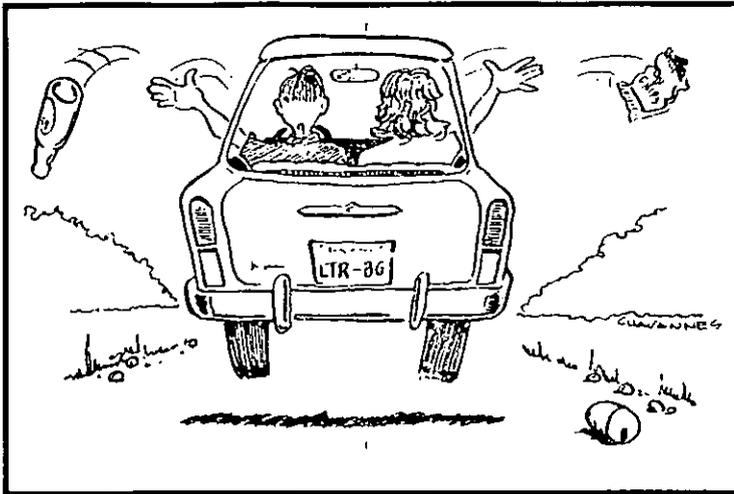
- CD009 Urban Projects Manual: A Guide to the Preparation of Projects for New Development and Upgrading Relevant to Low Income Groups

WOMEN IN DEVELOPMENT

- SB052 Blacksmith, Baker, Roofing-Sheet Maker: Employment for Rural Women in Developing Countries
- WD036 Market Women's Cooperatives: Giving Women Credit
- WD038 The Markala Cooperative: A New Approach to Traditional Economic Roles
- WD041 Manuel d'Information pour la femme en Afrique
- WD064 Rural Development and Women in Africa

YOUTH DEVELOPMENT

- CD031 Case Management in Human Service Practice: A Systematic Approach to Mobilizing Resources for Clients
- CD036 Career Education for Handicapped Individuals
- CD039 Cultural Awareness in the Human Services



A teacher's manual titled "Pollution" provides students with environmental lessons such as how littering ruins landscape.

BELIZE STRIVES TO SAVE ENVIRONS

Unlike most other countries in Central America, Belize has the opportunity to develop a conservation ethic ... A Peace Corps environmental education effort sparked a national movement to promote it.

Belize is unique among its Central American neighbors. With a relatively low population density because of a small amount of arable land, the country's forest and wildlife resources are in exceptionally good condition.

Volunteers have worked on environmental projects such as agroforestry and park management ever since a program started in Belize in 1962. Three years ago, Peace Corps and the Belizean government launched a well-planned and comprehensive environmental awareness project.

With assistance from environmental specialists in the Office of Training and Program Support, several programming and training initiatives have been implemented. Last August, the Belize Ministry of Education, working closely with Peace Corps/Belize, published a teacher's manual titled "Pollution." The manual is intended as the first in a series of curriculum guides for the Belize school system.

As frequently happens with Peace Corps programs, the introduction of an environmental education program and the publication of the manual for teachers are examples of secondary projects that "grew wings." Although Peace Corps/Belize had had a long history of specific placements in conservation-related activities, there was no specific program to build conservation awareness.

Unlike most other countries in Central America, Belize has the opportunity to develop a conservation ethic among its people before serious environmental problems arise. Belize's natural heritage includes tremendous biological diversity and, while problems do exist, there is time to address conservation concerns before they become critical.

Recognizing this need, Peace Corps/Belize and Belizean educators started discussing the process of creating a program of sustained environmental education in October 1988. Prior to that, Peace Corps/Belize, with OTAPS' assistance, had facilitated various one- or two-day conferences on conservation topics for Belizean teachers and PCVs. While these conferences were successful, it

was thought that a continuous interest should be established and that an agency of the Belizean government assume authority to ensure long-term success with a conservation program. It was at this point that Peace Corps/Belize agreed to assist in planning of an environmental instruction program within Belize's Ministry of Education.

PCV Steve White was assigned full-time to assist with the initial planning and direction of the program. He began working with a small group of Belizean educators to develop a Belizean approach for Environmental Education. His efforts were supported by Ernest Raymond, chief education officer for Belize.

This small planning group believed that conservation activity was taking place and resource materials were available, but there was no central distribution system for this information, so it wasn't being disseminated widely. The planners decided to take a two-pronged approach to finding out what resources were available.

First, there was the top-down approach:

All governmental agencies and non-governmental agencies with a charter or interest in conservation concerns were invited to attend a meeting. In Belize this is not an unmanageable number of agencies. Participants were asked to come prepared to explain the role of their respective organizations regarding preservation programs.

The keynote address was given by Carlos Perdomo, permanent secretary of the Ministry of Tourism and the Environment. Having identified priority items, the group was asked to act as a standing advisory committee and meet formally at least twice a year to review progress. The core group made a commitment to supply the committee with regular progress reports.

Second, there was the bottom-up approach:

At the same time that key agency representatives were being identified and brought on board, a body of interested school principals, teachers, and PCVs was formed. Drawn from schools and communities throughout the country, they represented all six of Belize's districts. They were asked them to participate in a similar exercise to find out what was going on environmentally in their respective areas, and to define what was needed at the school level. It was particularly important to have field input because the success or failure of the program ultimately depend on the people who would actually implement it.

After completing the initial meetings with these two key groups, the basic elements were in place and suggestions on the table for proceeding with a program. After the meetings, the advisory group's main recommendations to the Ministry of Education were:

- The government should show its support by appointing a coordinator for environmental education.
- The coordinator's position should be within the

curriculum development unit of the Ministry of Education.

- Primary schools should be targeted first.
- Environmental education should be integrated into the existing science, health and social studies curricula rather than creating a separate environmental education curriculum.

From the teacher-PCV group, similar suggestions were made along with some important, more specific comments:

- Teachers need better, more Belize-specific teaching aids and resource materials.



PCV Carrie Clark reviews long-range goals with coordinator Vanley Jenkins.

- Faculty need more training in environmental education teaching methodologies and in the use of new resource materials that would be produced.

• At least for the first few years, the program should concentrate on roughly grades 6 through 8 rather than in all primary grades. Demographics show an increasingly higher percentage of school dropouts for these three grades, so this would possibly be the last chance to reach them.

• Incorporate environmental education questions into the Belize National Selection Examinations (BNSE) and the Caribbean Examinations Council (CXC) exam. Teachers, who are evaluated on students' test results, would be more motivated to teach environmental education if they knew their students would be tested on the subject matter.

This teacher group also ranked subjects that they wanted factual information about:

1. Pollution
2. Land use
3. Wildlife/habitat conservation
4. Marine ecology
5. Conservation laws/regulations

The immediate outcome of these suggestions to the Ministry of Education was to create an environmental education coordinator's position in the curriculum development unit. Vanley Jenkins was appointed to the job.

Using information that had been gathered in the initial meetings, Jenkins and the PCV coordinator submitted a list of long and short-term goals:

Long Range Goals

(Completion by the end of 1995-96 school year)

1. Development of an environmentally integrated environmental education curriculum for grades 6 through 8.
2. Environmental education training of all sixth through eighth grade teachers.
3. Development of Belize-specific environmental education resource materials.
4. BNSE/CXC changes incorporating environmental education concepts and questions.
5. Development within Belize Teachers College of a holistic approach to teaching environmental education concepts.

One-year plan

(School year 1990-91)

1. Concentrate on environmental education elements currently existing within science curriculum.
2. Incorporate at least eight environmental education questions into the 1990-91 BNSE.
3. Produce new resource manual on pollution.
4. Conduct environmental education training for teachers on use of pollution manual and other environmental education materials.

Flood

(Continued from page 13)

white boulders, interspersed with mud, and rivers of stark red water.

Again, I encountered people in shock, some of them whispering, "Napolo." How many places did Nampolo rampage in its frenzy? How many villages did the dragon swallow?

On the way back to Chiringa, Lisa walked by a twig protruding from the mud when our lead teacher warned us not to step on any of the many sticks stuck among the boulders. They had been placed as markers in spots where bodies were thought to be buried.

Since that fatal weekend, Edward Wright, the Peace Corps director in Malawi, has visited the devastated area, saying he came away with profound admiration and respect for the capacity of people to continue with life in the midst of death and tragedy. While the official death toll from the storm is about 500, other knowledgeable sources put the figure closer to 1,500.

"This experience touched virtually everyone in Malawi, and initiated substantial emergency relief efforts led by a grant from the U.S. Agency for International Development's Office of Federal Disaster Assistance," Wright said.

Because of my own personal experience, along with Dave and Sue, we will forever be a part of each other. Our story is a reminder to all Peace Corps Volunteers everywhere of the importance of the people with whom we live and work. The images that remain with us are vivid.

5. Evaluate effectiveness and use of new materials and training.

Shaping the manual's content

In shaping the pollution manual's content, it became evident that one need not be a scientist in order to help identify the various forms and causes of pollution. Also, there was much literature on the subject available which could be adapted to reflect the Belize's environmental problems. The language and context of the materials were changed in order to make them appropriate for school children in Belize. Again, this was accomplished by core group members who agreed to research and write draft copy on the various subject titles decided on by the larger groups. Editing was done by a series of monthly draft revision meetings over a space of about six months. *Hosting and travel costs were covered with assistance from OTAPS/ENV.* To aid comprehension and enhance readability, it was decided that cartoon characters would be used to dramatize different points and concepts. A local Belizean artist was chosen to create drawings to complement the text.

Producing the manual

It was decided to produce the manual using a Belizean printer and cost estimates were sought. A joint proposal between Peace Corps and the Ministry of Education was used where the environmental sector of Peace Corps' Office of Training and Program Support would assist with

Primary schools in the Chiringa area were used as morgues and homeless shelters. The relief effort was made up of a variety of organizations and admirably dedicated individuals. It looked like a scene from a war zone. The army and police were bringing in food, blankets, cooking pots and medicines by helicopters. They also were flying out the seriously injured. During my three-week stay in Chiringa after the floods, there was the constant rumble of the choppers landing and taking off from a football field just down the hill from my house.

Missionaries who run the Chiringa Health Center have joined volunteer health workers who arrived after the flood. The Red Cross organized emergency shelters, food distribution and sanitation control. Area teachers volunteered to record names of victims and log other details need in connection with the relief campaign.

There have been outbreaks of cholera and other water-borne diseases. Hunger became an immediate problem.

The recovery here requires a long-term commitment. Top soil from fields was washed away. The small number who still have cultivatable fields must wait for the next growing season to plant. A few temporary bridges have been erected, but many more need to be replaced. The road into the area must be fixed and graded. Repairs should be completed before next year's rainy season. No safe drinking supply is available. The health of the people remains at risk. Care and understanding is essential. The survivors must not be forgotten.

art work and the production of camera-ready copy while the curriculum development unit would supply paper and print and bind the manuals in its small printing facility. An initial printing of 1,000 copies was set.

Getting the message out

The manuals were printed in the summer of 1990 so they would be ready for distribution at the start of the school-year. A one-day workshop was conducted in each of the six districts in October and November. All primary school principals and mid-grade teachers were invited. Coordination and facilitation was done by the teacher-PCV group, with members forming teams in their respective districts. Each team, with assistance from the environmental education coordinators, was responsible for facilitating its district's workshop and making logistical decisions pertaining to venue, catering, budget and other details.

Goals of the workshop were to raise awareness, to generate enthusiasm and to teach teachers how best to use the new material. The workshop also included an exercise in lesson planning in which participants divided into small groups to create lesson outlines using the pollution manual. The lessons were then presented to the large group. Out of this exercise and the expressed desire of participants for follow-up information came the idea of producing a booklet of lesson plans to accompany the manual.

In addition to distributing the lesson plan booklet, environmental education subcommittee members are now making visits to schools that were not represented at the manual workshops and introducing their teachers to the material. Toward the end of the school year, they will visit schools again to help with the evaluation of the program based on discussions with teachers and principals and questionnaires on the manual.

Currently, the committee is in the middle of writing a second subject manual on land use. Key resource people in specialized areas such as agriculture, forestry and archeology provided accurate information via questionnaires and editing of draft copies. The plan is to have the latest manual ready for distribution at workshops at the start of the 1991-92 school year. Further topic manuals with lesson plans will continue to be produced through the 1994-95 school year. The committee also is developing a video library on environmental education and conservation.

PCV assignments

There are two Peace Corps Volunteers who work directly out of the curriculum development unit with the environmental education coordinator. There also are three PCVs assigned as environmental education coordinators in the field. Besides the five volunteers assigned directly to the program, there are volunteers throughout the country who assist with the promotion of the program at the school and community level as their secondary projects. In other areas of environment and conservation, there are a marine



Discussing initial plans for land use manual are, from left, PCV Steve White, Belize Zoo Education Director Amy Bodwell, PCV Ed Guerra and PCV Carrie Clark.

biologist and an archaeologist who both participate in public education and awareness at the high school and community level. Over the next four years, an input is planned of approximately seven PCVs in environmental education and conservation (park and forestry management and planning).

There are some very encouraging indicators that the program will work. The turnout has been high with 80 per cent of the country's primary school teachers participating. Enthusiasm has been good for the pollution manual workshops, development of the lesson plans to accompany the manual, incorporation of environmental education concepts to the BNSE, and the recognition of the curriculum development unit by other government agencies and private voluntary organizations as a clearinghouse for environmental education activities.

On the national level, there have been some positive signs in support of conservation including recent legislative approval of two bills focusing on the environment. The first measure authorizes duty exemption for stoves, thereby making stoves affordable to a larger population, including rural families who normally rely on wood for cooking fuel. The second bill makes littering a crime subject to a BZ\$500 fine. Another bill which recently received legislative approval gives park wardens full authority to act as law enforcement officers in dealing with violators of park rules and regulations. Belize also will soon be hosting the first conference on eco-tourism for the Caribbean.

It is hoped that as the curriculum development unit's expertise and resources expand, the role of the Peace Corps will lessen. The environmental education program has not been included in the curriculum development unit budget, so reliance on outside funding sources continues. Long-term success will only occur if there is continued support, both philosophically and financially, by the government of Belize.

This article was written by PCVs Steve White and Carrie Clark and APCD George LeBard.

Texts, manuals support PCVs

Peace Corps' Information Collection and Exchange has received the following publications since the Spring 1991 edition of ICE ALMANAC. They are available free through ICE for Peace Corps Volunteers and staff. RP preceding the Whole ICE Catalog number indicates Volunteers must demonstrate the publication relates to the projects they are working on; RC indicates ICE distributes the publication to In-Country Resource Centers. The price and publisher of each title are included for the benefit of non-Peace Corps readers.

AGRICULTURE

(RC) AG230 — *Sustainable Agricultural Production: Implications for International Agricultural Research*, 1989 (Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, Rome 00100, Italy) 131 pp. \$9.

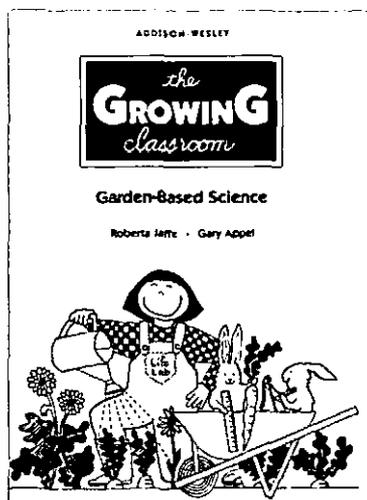
Provides an overview of the what, why and how of sustainable agriculture systems. Appropriate for training. Focuses on sustainability in light of challenges posed by large annual increases in world population and dramatic reductions in natural resource bases.

(RC) AG232 — *Ecofarming in Agricultural Development*, by Johannes Kotschi, Ann Waters-Bayer, et al. 1989 (Verlag Josef Margraf) 132 pp.

Good overview of sustainable agriculture methodology, utilizing a rational approach to agricultural development. Defines ecofarming and its importance in the development of smallholder agriculture in tropics and subtropics. Examines indigenous agricultural knowledge and practices in the tropics and possibilities for collaboration between local farmers and agricultural workers in developing site-appropriate techniques.

(RC) AG237 — *The Growing Classroom: Garden-Based Science*, by Roberta Jaffe and Gary Appel. 1990 (Addison-Wesley Publishing Co., 1 Jacob Way, Reading, MA 01867) 480 pp. \$33.75

Source of a model program chosen by the National Science Teachers Association in an effort to find the most exemplary science programs. Provides a curriculum for teachers, created by other teachers, to develop a garden-based science program. Presents techniques for managing a class and methods for cultivating community support.



(RP) AG238 — *Farmer First: Farmer Innovation and Agricultural Research*, edited by Robert Chambers, Arnold Pacey and Lori Ann Thrupp. 1989 (IT Publications, 103-105 Southampton Row, London WS1B 4HH, United Kingdom) 219 pp. \$12.50

Arranged as a convenient text for teaching and training. Outstanding discussion of appropriate approaches to grassroots research and extension activities specific to resource-poor farming in developing countries. Contains valuable lessons and examples for programmers of how to design projects that meet the real needs of intended beneficiaries.

(RP) AG244 — *Farm and Ranch Business Management*, by Jim Steward and Raleigh Jobs. 1987 (Deere & Co., Service Training Department, John Deere Road, Moline, IL 61265)

Intended for farmers, ranchers and agribusiness people who work with agricultural commodities, supplies and services. Provides a background of modern management practices and guidelines to making practical business decisions. U.S. oriented, but basic principles can be applied to most developing country situations.

(RP) AG245 — *African Gardens and Orchards: Growing Vegetables and Fruits*, by Hughes Dupriez and Philippe De Leener. 1989 (Macmillan Publishers Ltd) 333 pp.

English translation of AG110, "Jardins et Vergers d'Afrique."

(RP) AG249 — *Protección Natural de*

Cultivos: Con Recursos Provenientes de las Granjas en las Zonas Tropicales y Subtropicales, by Gaby Stoll. 1989 (Josef Margraf, Muhlstrasse 9, Postfach 105, D-6992 Weikersheim, Republique Federale d'Allemagne) 184 pp.

Spanish version of AG211, "Natural Crop Protection Based on Local Farm Resources in the Tropics and Subtropics."

(RP) AG250 — *Protection naturelle des végétaux: basée sur les ressources paysannes locales en zones tropicales et subtropicales*, by Gaby Stoll. 1988 (Josef Margraf, Muhlstrasse 9, Postfach 105, D-6992 Weikersheim, Republique Federale d'Allemagne) 180 pp.

French version of AG211, "Natural Crop Protection based on Local Farm Resources in the Tropics and Subtropics."

(RP) AG251 — *Proper Goat Management Practices*, edited by Wilma Q. Sabucto. 1988 (Cebu Soil and Water Conservation Project, P.O. Box 286, Cebu City, Philippines) 94 pp.

Summary and analysis of a goat-raising project in the Philippines. States reasons for choosing goats as a food source; explains management practices from selection and culling to hoof trimming; and discusses a herd health program. Includes a table of common illness. Provides explanations of milking procedures as well as pasteurization. A good reference for non-agriculture PCVs, but several passages also may benefit skill-trained PCVs as well.

EDUCATION/YOUTH DEVELOPMENT

(RP) ED138 — *Coaching Young Athletes*, by Rainer Martens, Robert W. Christina, et al. 1981 (Human Kinetics Publishers, Inc., P.O. Box 5076, Champaign, IL 61820) 200 pp. \$14.

Presents comprehensive educational guidelines for coaches of young athletes ages 6 to 18. Delivers a flexible curriculum for youth and sports activities with an emphasis on inexpensive implementation. Consists of sport-specific information (techniques, strategy and rules) and sports medicine and science information (defined as sports philosophy, psychology, pedagogy, physiology and medicine).

(RP) ED140 — *Changing Kids' Games*, by G.S. Don Morris and Jim Stuehl. 1989 (Human Kinetics Publishers, Inc., P.O. Box 5076, Champaign, IL 61820) 144 pp.

Written for anyone who teaches games

to children. Describes more than 50 games divided into four major categories: basic movement, ball, net and active academic activities.

(RP) SE049 — **Creative Play Activities for Children with Disabilities: A Resource Book for Teachers and Parents**, by Lisa Rappaport Morris and Linda Schulz. 1989 (Human Kinetics Publishers, Inc., P.O. Box 5076, Champaign, IL 61820) 217 pp. \$12.

Covers 250 games and activities designed to help children with all types of disabilities grow through play. Many activities come with special adaptations for physically, visually and hearing impaired children as well as emotionally and mentally challenged children. Each chapter progresses from simple games and activities to more difficult and developmentally advanced ones. Loosely targeted for infants to 8-year-olds.

(RP) ED142 — **Basic Math Skills: A Handbook for Tutors**, by Louise Lutz, Pat Pollak, et al. 1982 (Literacy Volunteers of America, Inc., 5795 Widewaters Parkway, Syracuse, NY 13214) 30 pp. \$4.95.

Intended for tutors of basic reading or English as a second language whose students need assistance in basic math. A simple, basic resource not designed to be a total math curriculum.

(RP) ED143 — **Teaching and Learning Grammar**, by Jeremy Harmer. 1987 (Longman Group UK Ltd, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, UK) 71 pp.

Full of practical suggestions for lessons and activities. Presents an analysis of the role of grammar in language teaching. Also examines methods of testing and introduces some rules to keep in mind while creating a test.

(RP) ED144 — **Techniques and Principles in Language Teaching**, by Diane Larsen-Freeman. 1986 (Oxford University Press, 200 Madison Avenue, New York, NY 10016) 142 pp.

Another book in the series Teaching Techniques in English as a Second Language designed to meet the needs of classroom teachers. Covers well-known language-teaching methods that are in use today. Encourages teachers to examine their own beliefs about teaching and learning in order to make better decisions about methodology.

ENVIRONMENT

(RP) FC073 — **Non-Timber Uses of Selected Arid Zone Trees and Shrubs in Africa**, by F. E. M. Booth and G. E. Wickens. 1988 (FAO, Via delle Terme di Caracalla, 00100 Rome, Italy) 176 pp. \$18.

Summarizes data on the production,

processing and utilization of a few major non-wood products. Examines research needs and limitations of traditional technologies. Includes descriptions of forest tree/shrub species and other perennials used for food, medicine or extraction of tannin, resin or oil.

(RC) FC075 — **Ecological Aspects of Development in the Humid Tropics**, by Jay M. Savage. 1982 (National Academy Press) 297 pp. \$36.95

Presents a good perspective of general ecology in relation to agriculture and forestry activities. Based on a comprehensive review and organization of existing technical information on environmental protection and natural resource management.

(RP) FC079 — **Agroforestry in Dryland Africa**, by D. Rocheleau, F. Weber and A. Field-Juma. 1988 (ICRAF) 311 pp. \$17.

Guidelines for agroforestry researchers, field workers, policy-makers to plan and evaluate agroforestry projects, emphasizing full participation by local communities. Describes agroforestry practices for crop and pasture land, slopes and gullies, stream banks, home gardens, roadsides and public places. Contains a checklist of multipurpose tree species, guidelines for interviews and sample questionnaires.

(RP) FC080 — **Agroforestry Extension Training Manual and Sourcebook**, Louise E. Buck. (CARE)

Useful as a tool for formulating and implementing training curricula. Written for the manager/trainer/extensionist as a collection of ideas and practical training experience. The exercises could be applicable to PCVs anywhere.

(RP) FC081 — **Manuel de Formation en vulgarisation de l'agroforesterie**. (CARE) French version of FC080, "Agroforestry Extension Training Manual and Sourcebook."

HEALTH

(RP) HE228 — **The Treatment and Prevention of Acute Diarrhoea: Practical Guidelines**. 1989 (World Health Organization, 1211 Geneva 27, Switzerland) 49 pp. \$8.80.

Intended for health workers, supervisors and trainers concerned with the prevention and treatment of diarrhoea.

(RP) HE229 — **Traitement et prevention des diarrhées aiguës: manuel pratique**. 1989 (World Health Organization, 1211 Geneva 27, Switzerland) \$8.80

French version of HE228, "The Treatment and Prevention of Acute Diarrhoea: Practical Guidelines."

(RP) HE230 — **Breastfeeding: The Pass-**

port to Life, edited by Naomi Baumslag. 1989 (UNICEF, UNICEF House, 3 UN Plaza, New York, NY 10017) 97 pp. \$14.

Provides information on how to promote breast-feeding to update policies and programs related to the World Health Organization code; and to provide information for health care providers, policy workers and educators.

(RP) HE231 — **Facts for Life: A Communication Challenge**. 1990 (UNICEF House, DIPA, H9F, Facts for Life Unit, 3 UN Plaza, New York, NY 10017) 78 pp. \$1.

Intended for those who communicate essential child health messages to families. This can be used by educators to support justification of health programs to policy makers.

(RC) SB141 — **World Development Report 1989**, by Millard F. Long, et al. 1989 (International Bank for Reconstruction and Development/The World Bank, 1818 H Street, NW, Washington, DC 20433) 251 pp. \$12.95.

Recommended for programmers. Provides social and economic data for more than 100 countries. Primarily examines the role of financial systems in development. Includes an exhaustive statistical appendix, categorized by country, of statistics and measures for everything from agriculture production to women in development.

SMALL BUSINESS DEVELOPMENT
(RC) SB142 — **Micro Credit: A Financial Intermediary for the Informal Sector**, by Jeffrey Ashe. 1986 (Accion International, 1385 Cambridge St., Cambridge, MA 02139) 68 pp. \$15.

Examines the approach of incorporating very small loans guaranteed through small groups that have been created in a variety of cultural settings. Provides a starting point for realistic project design and serves as a good basis for generating ideas for APCDs and PCVs.

(RC) SB143 — **Micro-Enterprise Assistance Programs: Their Benefits, Costs, and Sustainability**, by Maria Otero. 1989 (Accion International, 1385 Cambridge St., Cambridge, MA 02139) 30 pp. \$4.20.

Raises issues related to the way benefits derived from micro-enterprise programs are measured. Uses data gathered from surveys conducted in a micro-enterprise program in Honduras. Guide and reference for APCDs and PCVs about the issues involved in assisting micro-enterprises.

(RP) SB145 — **The Cost-Effectiveness Analysis Field Manual**, by Robert R. Nathan Associates, Inc. 1986 (PACT, 777 United Nations Plaza, New York, NY 10017) 82 pp. \$7.

Intended for users involved in the de-

sign, implementation, monitoring and evaluation of small development projects. Presents the cost-effectiveness concept clearly. Particularly helpful for PCVs who apply for funding to ensure they are supporting a viable, sustainable project.

TRAINING

(RC) TR046 — **Whole World Guide to Language Learning**, by Terry Marshall. 1990 (Intercultural Press, Inc.) 161 pp. \$14.95.

A practical reference presenting do-it-yourself, immersion language learning. Shows how to learn a language from native speakers and how to use the environment to begin effective language study upon arrival overseas. Particularly valuable for PCVs whose language training has not prepared them for particular regional languages, especially non-written ones.

WATER AND SANITATION

(RC) WS084 — **Water Supply and Sanitation in Primary School Education in Developing Countries**. 1988 (IRC, International Water and Sanitation Center, P. O. Box 93190, 2509 AD The Hague, The Netherlands) 42 pp. \$7.50.

Summary of school hygiene activities in developing countries, including Kenya, Lesotho, Liberia, Uganda, Zimbabwe, Bangladesh, Bhutan, India, Indonesia, Bolivia and Honduras. Appendix includes samples of teaching materials (comic books, calendars, leaflets, flashcards, flipcharts, etc.); comments on pretesting audio-visual materials; and an organization resource list.

(RP) WS103 — **Well Construction Using Hollow Block**, by Cary Gampher and Suzi Gates. 1989 (Well Construction, 1100 West Main St., Jefferson City, MO 65109) 115 pp.

This book, written by PCVs, is intended to teach those with little or no experience working with concrete how to build wells using curved hollow blocks. Attempts to simplify the technology of building wells to the most basic elements. Includes guidelines for simple hand pump maintenance on a daily, weekly, monthly and annual basis; list of common problems and remedies; and itemized cost of constructing a well.

(RC) WS104 — **Environmental Sanitation Reviews: Trends in Water Treatment Technologies**, by S. Vigneswaran, S. Shanmuganatha, et al. 1987 (Environmental Sanitation Information Center, Asian Institute of Technology, P. O. Box 2754, Bangkok 10501, Thailand) 96 pp. \$15.

Highlights some of the appropriate or low-cost treatment technologies already being used and those that show some promise of being adopted. Provides a brief description of all pertinent aspects of basic concepts, design criteria, applicability, and

the advantages and disadvantages of the processes discussed.

(RP) WS105 — **Small Scale Irrigation**, by Al Breur and Axel Netzband. 1980 (GTZ, Postfach 5180, D-6236 Eschborn 1, Federal Republic of Germany) 97 pp. \$15.

An introduction to small-scale irrigation that offers a base to build constructive dialogue about its problems and possibilities. Offers no concrete instruction, but explains basic principles and techniques. Special emphasis is placed on the influence of social, economic and political environments that impact irrigation. Contents are best utilized through training programs.

(RC) WS106 — **Community Water Supply: A Manual for User Education**. 1987 (International Labor Office, CH-1211, Geneva 22, Switzerland) 89 pp. \$7.

Teaching sessions include the relationship of water, sanitation and disease; implications of an improved water system; breaking the chains of transmission; communal and personal hygiene; explanation of wells and springs; and responsibilities of a group administering the construction of a water facility. Each session ends with questions to encourage further discussion.

(RP) WS108 — **The Water of Ayole: A Discussion Guide**, by David Yohalem. 1989 (Peace Corps' Information Collection and Exchange) 38 pp.

Produced to help trainers make effective use of the film of the same name, "The Water of Ayole," which describes the water supply problems of villagers in Togo, West Africa, and their experiences with the government's Rural Water Supply and Sanitation Project. It explores how extension agents redesigned the project to have villagers operate and maintain the water technology on their own. This discussion guide provides a choice of training designs adapted to the learning needs of pre-service training, in-service training, host country counterparts and supervisors. Focuses on various issues including the role of PCVs in development, women in development and community participation.

Small business periodical sent to all Resource Centers

Information Collection and Exchange (ICE) now sends to each In-Country Resource Center a copy of "Small Enterprise Development: An International Journal." Published by the Intermediate Technology Group, the magazine provides a forum for those involved in the design and administration of small enterprise programs in developing countries. The current issue features women in small enterprises.



Fernandez, front, with Witherspoon
Resource Center librarian in Paraguay commended

Marlante Fernandez, who is Resource Center librarian at the "Biblioteca Bill Kelley" in Paraguay, has been given the Peace Corps Inspector general's commendation for her exemplary service to the Peace Corps.

The citation, mentioned in the Inspector general's semiannual report to Congress in April, cited Fernandez, saying her ". . . extraordinary management abilities, enthusiastic dedication and service to the post and Volunteers has caused the Resource Center to become a focal point for the local community, National Library and University."

In-Country Resource Centers manage and share posts' information resources on technical, cultural, programming training, language and other subjects related to Peace Corps activities. Volunteers, Peace Corps staff, host country nationals, and other people and organizations working in development also make use of the Resource Centers.

Fernandez is shown here with Renée Witherspoon, coordinator of Small Project Assistance under the Office of Training and Program Support, during a break from a Resource Center assessment and training session conducted in Paraguay in July 1990 under the auspices of OTAP's Information Collection and Exchange.



Academic credit for some fisheries, agriculture training now available

Peace Corps health, forestry experience will count soon

There's good news on the education front for Peace Corps Volunteers who have participated in two major Peace Corps training programs — fisheries and state-side agriculture instruction. Meanwhile, credit will be possible soon for your health and forestry experience.

Peace Corps has been working for the last year with the New York State Board of Regents through the National Program for Non-collegiate Sponsored Instruction (PONSI) to evaluate these Peace Corps' training programs for academic credit.

Although PONSI is operated by the regents of the University of the State of New York, its work is national in scope and has been endorsed by the Council of Postsecondary Accreditation. Its purpose is to "increase access to higher education for working adults" by evaluating non-collegiate courses such as training offered by businesses, unions, associations, government agencies and private organizations.

PONSI's team of evaluators reviews course materials and recommends an appropriate number of graduate credits. These recommendations are published every other year, with interim supplements during intervening years, in College Credit Recommendations, a directory used by colleges and universities.

To date, Peace Corps has worked with PONSI to evaluate its fisheries component, referred to as aquaculture by PONSI, and agriculture stateside training (SST). PONSI evaluated three tracks of the agriculture course: (1) crops and agroforestry; (2) small animal husbandry; and (3) general agriculture. Each of the courses was recommended for academic credit.

Who may be eligible for how many credits?

- Any PCV or RPCV who successfully completed stateside agriculture training (Phase I) during the period from January 1988 to the present may be eligible for six semester undergraduate credit hours or three semester graduate credit hours.

- Any PCV or RPCV who successfully completed Phase II of agriculture training and full volunteer service (two years) in Benin, Lesotho, Sierra Leone or Togo since January 1988 may be eligible for nine undergraduate and three graduate semester hours.

- Colleges and universities may also grant credit under Phase II to any PCV or RPCV who successfully completed two years of service in agriculture since 1988 in a country other than those listed above. PONSI recommends, however, that colleges require a written paper or presentation on a special topic or problem encountered during Peace Corps service before awarding credit.

- Any PCV or RPCV who successfully completed aquaculture training (Phase I) in various locations throughout the United States and overseas, and who completed

two year service in the host country (Phase II) may be eligible for six undergraduate and three to six graduate semester credit hours. Credit in aquaculture is recommended only for those Volunteers who successfully complete both training and two years of Peace Corps service.

If you were trained in these areas prior to the dates mentioned in this article, you are encouraged to use the PONSI recommendations as a guide when negotiating with universities for academic credit.

Using the entries in the directory as a guide, RPCVs may be able to negotiate with universities for credit for Peace Corps training and experience, even if formal recommendations have not been made by PONSI. For example, there are currently no PONSI credit recommendations for language proficiency or for agriculture training before 1988. However, Volunteers should always document their language training and experience in detail in their DOS (description of service); and RPCVs should always negotiate with universities in order to get credit for what they learned abroad.

How PCVs can use PONSI's credit recommendations

Volunteers interested in receiving academic credit for Peace Corps training should provide detailed documentation when they fill out their DOS at the end of service. They should then examine PONSI's credit recommendations for the specific Peace Corps training programs that have been evaluated by PONSI. The 1991 College Credit Recommendations lists nearly 900 cooperating colleges and universities that award credit. The agriculture training program was listed in the 1991 supplement to College Credit Recommendations. The aquaculture training program will be listed in 1992.

PCVs and RPCVs should then contact local colleges or universities, or the program in which they are currently enrolled, to discuss the possibility of credit hours through PONSI recommendations. Granting of credit must be negotiated with a college or university which recognizes PONSI credit recommendations. Peace Corps *does not* grant the credit.

As this issue of the Peace Corps Times went to press, PONSI notified Peace Corps that health and forestry technical programs will also be recommended for undergraduate and graduate credits.

If your program hasn't yet been evaluated, don't despair. Peace Corps and PONSI will soon evaluate training courses offered in teaching English as a foreign language (TEFL), the Small Projects Assistance program, control of communicable childhood diseases, teacher training and nonformal education. Up to 15 undergraduate and graduate credits may be possible because of your Peace Corps training and experience. Future editions of the Peace Corps Times will carry more details on these evaluations.

-- Office of Returned Volunteer Services

More than 2,000 PCVs matched in all 50 states

Increasing Peace Corps Volunteer participation in World Wise Schools, coupled with growing teacher enthusiasm, meant that students in all 50 states and the District of Columbia benefitted from this international awareness program last year, our second year of operation.

Without question, the 1990-91 school year was such a resounding success because of the willingness of PCVs working in every Peace Corps sector to share their experiences in letters to young students in the United States. More than 2,000 matches took place and letters from PCVs opened new worlds to many eager young students.

While the Volunteer-student exchange was taking place, World Wise Schools was gaining widespread acceptance. The governors of 13 states and their top education officials endorsed the program, declaring their states to be World Wise Schools States in recognition of the program's educational value.

Contributing to this success, Volunteers made many helpful comments and suggestions that have been or will be incorporated into the World Wise Schools program. The responses were made in a survey published in the Peace Corps Times, but unsolicited letters are always welcomed.

When World Wise Schools began, many currently serving Volunteers were in their host countries, and didn't have information about the program. Now, prospective Volunteers are learning about the program at different stages of their Peace Corps experience, beginning with the recruiting office.

Volunteers also learn early enough that they can be matched to a school of their own choosing if they contact the school to determine whether there is interest. Otherwise, Volunteer matches are based on the requests we receive from teachers. Attempts are made to match a PCV to a class near his or her home of record, although that is not always possible.

Participation in World Wise Schools is not mandatory. If you do not wish to be matched to a class in the United States, please inform your country director immediately. Should you be matched by mistake, please inform the Office of World Wise Schools so the error can be corrected and another Volunteer can be matched with the teacher without losing much of the school year.

Despite the over-all high rating for the WWS program by teachers, it is also important to remember that there will be a few who enroll and fail to follow through with correspondence. If you do not receive a letter from your teacher, let the WWS office know so you can be matched to another teacher.

Volunteers in growing numbers are discovering that their World Wise Schools participation is an excellent way to share their unique Peace Corps experience and retain a link to home. The office of World Wise Schools hopes to count you among that number.



©Tampa Tribune Photo by David J. Phillip

Florida fifth graders at Gainesville Country Day School are WWS partners with two Peace Corps Volunteers.



WorldWise

SCHOOLS

Sponsored by THE PEACE CORPS of the United States

ENROLLMENT FORM

*"YES, I WISH TO BE MATCHED TO A CLASS
IN THE UNITED STATES."*

Name _____

COS Date _____ Program _____

Country of Service _____

Address _____

Home of Record _____

Street _____

City _____ State _____ Zip _____

Telephone () _____

Mail to World Wise Schools, Peace Corps, Washington, DC 20526

"Continuing to serve"

Returned Volunteers celebrate 30 years of service



Flags of host nations were carried in a parade to the Lincoln Memorial, where a final gathering was held.

More than 2,000 former Peace Corps Volunteers from the 1960s, 1970s and 1980s gathered in Washington, D.C., in early August for an annual reunion marking the 30th anniversary of the Peace Corps. They lived up to the theme of the conference, "Continuing to Serve," by fanning out across the nation's capital to volunteer at clinics, schools, recreation centers and other sites. The event was sponsored by the National Council of Returned Peace Corps Volunteers.



Oregonians Rex and Shirley Stevens, who served in the Philippines in the 1980s, joined in events.



Dr. Michael Newman (Malaysia) of Washington, D.C., and RN Patricia Rupel (Pakistan) of Santa Clara, Calif., were among RPCVs volunteering.

Photos by Mona Sturges