

PEACE CORPS NEWS

QUARTERLY PUBLICATION FOR PEACE CORPS VOLUNTEERS

WORLDWIDE

FEBRUARY 1993



- *Kennedy's Kids, a retrospective look at Peace Corps life*
- *A profile on Peace Corps' next director*
- *What's new in the regions and more . . .*

PEACE CORPS AND THE DYNAMIC OF CHANGE

Dear Peace Corps Volunteers and Staff:

More than most, we at Peace Corps live in an environment in which change is the constant. There are dynamics of personal change in each trainee and Volunteer throughout their experience in Peace Corps; through the work of Volunteers and communities, we seek to enhance developmental change and build capacity for change; and increasingly, we find that the very opportunity for Peace Corps to carry out its mission in a country can be made possible, or impossible, by changes in that country such as political upheaval or social unrest.

The creative energy of change is what inspired Presidential candidate John F. Kennedy to challenge students at the University of Michigan to offer two years of service in developing countries. Through 32 years, Peace Corps has kept the dynamism of this idea alive — recognizing that the energy of change is what keeps Peace Corps as vibrant and relevant today as it was in 1961.

In this issue of *Peace Corps Times*, we have dedicated our feature to the Kennedy legacy — four generations of “Kennedy Kids” and their work in countries across the globe. A legacy which has been revitalized in President Clinton’s call for national service. My personal experience as a PCV reminds me of how the excitement of the early Peace Corps years was linked to the ideals of Kennedy. I was introduced to my isolated rural community in Delta Amacuro, Venezuela by the local doctor. He said (in Spanish), “This is Juan Hogan. He is one of those Peace Corps Volunteers from America and he has come here to work with us.” The villagers just sat there, so he went on, “He’s going to work on little projects in the village. He works through the Ministry of Health and Social Services. He’s like a social worker or a nurse.” Their faces remained blank. Finally, frustrated by their lack of response, the doctor yelled, “He’s one of the *hijos de Kennedy* (Kennedy Kids)!” The villagers went crazy, cheering for the hope that Kennedy and the Peace Corps

represented to them.

Today we see the fulfillment of Kennedy’s dream for the Peace Corps in many ways. For example, last month we hosted at Peace Corps/Washington a group



PCV Jack Hogan in Venezuela in 1965.

of international visitors from 13 countries. During our presentation, one man from Kenya remarked that he would always have a soft spot in his heart for Peace Corps, having been taught by two Peace Corps Volunteers as a child. He is now a highly respected journalist.

Likewise, returning PCVs fulfill Kennedy’s hope of bringing their new skills and understanding home, and continuing in public service. One example, I am pleased to report, is Carol Bellamy, who was nominated to be Peace Corps Director by President Clinton. Carol served as a PCV in Guatemala from 1963 to 1965 and has had a distinguished career in public service. I am confi-

dent that her commitment to Peace Corps and public service are a strong base from which she will provide excellent leadership to the Agency. Her confirmation hearing is set for September 30; we hope the process will be completed in early October and look forward to working under her direction with other members of the new Agency management team. I am happy to say that most of the new team are also Returned Peace Corps Volunteers.

Before I close, I would like to thank you for your support during this interim period. It has been a rewarding time for me personally, and I believe it has been a productive time for the Agency as a whole. I want to express my appreciation to all of you in the field and headquarters who put in the extra effort to keep things going smoothly despite being short-handed. I offer a special thanks to all the acting heads of offices who kept us on course throughout these last seven months. As we move into the next era of Peace Corps history, I am sure that we will continue to recreate Peace Corps’ legacy of promoting peace, understanding and development in a world of change.

Sincerely,

John P. Hogan
Acting Director

PEACE CORPS TIMES

NUMBER THREE — 1993

FEATURES



15

Kennedy's Kids

Looking back on four decades of Peace Corps and the legacy of John F. Kennedy.



21

Clinton Nominates New Director
Carol Bellamy on her Peace Corps past.



20

New Appointments

New Washington team includes many old faces.

COLUMNS



Digging wells in Africa and other news from around the world. Read updates from the four regions.

LETTERS TO THE EDITOR	4
REGIONAL UPDATES	6
AFRICA	6
ASIA/PACIFIC	8
EURASIA/MID-EAST	10
INTER-AMERICA	12
FIELDBOOK	22
PROGRAM UPDATES	32
TAPESTRY	37



By the Volunteers, for the Volunteers. More FieldBook entries!

ON THE COVER: On the cover: Entry from the Peace Corps 10th anniversary poster contest, 1971.



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LETTERS TO THE EDITOR

Writers Wanted!

Dear Editor:

I recently read the *Peace Corps Times* for the first time. I have been in Niger for a year, and have only just discovered this treasure! I found the magazine inspirational. The articles provided ideas for work during and after my Peace Corps service. The contents of the magazine also had the wonderful ability to help me think in a focused manner, something which is all too rare in my bush village!

I would like to ask you two questions. First of all, how could I contribute an article to your magazine? Do you have certain issues that you would like to see written by a Peace Corps Volunteer? I am interested in contributing to the *Peace Corps Times*, and would like to know, if you are interested, what you would like to have an article about.

My second question is, would it be possible for me to receive a copy of your magazine directly? I ask this because it is difficult to find the copy that you send to the bureau, and I usually never get to read it.

I greatly appreciate your time in reading my letter, and I am looking forward to your reply. I would like to thank you in advance for any assistance you are able to offer.

Sincerely,
Deborah M. Ball
Peace Corps/Niger
July 30, 1993

Editor's Response:

In response to your first question about whether we want articles from Peace Corps Volunteers, the answer is ABSOLUTELY! In an effort to make the magazine more Volunteer oriented, we are seeking stories, articles and any other contributions from the field that reflect your Volunteer experience. If you have a

submission, send it to Peace Corps Times; 1990 K Street, 8th Floor; Washington, D.C. 20526. With regard to your second question about receiving the Peace Corps Times, each country post receives the appropriate number of magazines for the number of Volunteers in-country. However, if you are having trouble receiving the Times due to a remote location, and your country office is unable to mail it to you directly, please send us your address and we will add you to our mailing list. Also, if you wish to receive the Peace Corps Times after your COS date, send us your forwarding address.

Mailing Issue

Dear Editor:

Greetings from Panevezys, Lithuania. My name is Heidi Jack and I am a Peace Corps Volunteer in small business development. Our group arrived here a little over a year ago and I am sorry to say that we have not received a single issue of the *Peace Corps Times*. I often find it difficult to believe that I am part of a worldwide organization, particularly since I never receive any information about non-Baltic Volunteers. I expect that the *Peace Corps Times* serves as a vehicle to join PCVs worldwide, but unfortunately, I'm not able to comment about that. What can I do to facilitate the process to get us copies of the *Peace Corps Times*? I am certainly not the only PCV over here in the Baltics who has raised this issue. Thanks for listening.

Heidi Jack
Peace Corps/Lithuania
July 28, 1993

Editor's Response:

Thank you for bringing this oversight to our attention. We have just finished revising and updating the Peace Corps Times mailing list,

which should include the correct number of magazines for Volunteers and staff at every Peace Corps post. Please let us know if you are not receiving enough copies per country. Additionally, it would be helpful to us if country staff could keep their headquarters country desk updated on any changes of address, Volunteers, staff, etc. so that we are able to reach the entire Peace Corps community.

Apprising the President

Dear Editor:

President Clinton's letter speaks of Volunteers as "young" men and women (1993 no. 2 issue). That's been inaccurate

PEACE CORPS TIMES

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for years. Perhaps someone should let the White House know.

Sincerely,
Charles A. Miller
July 28, 1993

Committed to Diversity

Dear Editor:

We would like to respond to the two letters in the most recent issue of the *Peace Corps Times* regarding "The New Face of the Peace Corps" article which was published in the winter edition. The American Diversity Committee has read both letters as well as several others that were sent following the article, and we very much appreciate everyone's comments.

With regard to the letter written by Ms. Jennifer Janney, we would like to say that as we implement the goals set by the American Diversity Committee, we realize how much we have to do to ensure that we not only have a diverse representation, but that we understand our diversity. Sensitivity awareness and information is crucial for the better understanding and affirmation of our diversity, and we all have to participate in the awareness process. The *Peace Corps' Equal Employment Opportunity Policy*, Manual Section 653, refers to sexual orientation, and we will carefully review all written material to ensure that they reflect the appropriate language.

We also appreciate the letter written by Ms. Kathryn Fugate, who shared her experiences with the recruitment process. Her insight helps us work with the appropriate officials to eliminate unnecessary requirements that may keep us from reaching highly skilled applicants.

We welcome suggestions for improvement in recruitment, support and training because we are committed to ensure that the Peace Corps represents all members of this nation.

Sincerely,
American Diversity Committee
August 13, 1993

More On Namibia

Dear Peace Corps Times:

I am a Peace Corps worker, Volunteer, in Namibia. I just want you to know I enjoy your magazine very much.

As I read the magazine I see very little about Namibia — rather little communication from Namibian Volunteers. We, as Volunteers, are a strong "family" and on the whole are enjoying our work in Namibia.

I have since moved in with a local family; enclosed are pictures. Thank you for your interest in us, the Peace Corps Volunteers, worldwide.

Josephine Watts
Peace Corps/Namibia
July 19, 1993



Farmer-to-Farmer Fan

Dear Peace Corps Times:

WHAT A FANTASTIC PROGRAM FTF IS!! By utilizing the "Farmer-To-Farmer" program, Peace Corps/Uruguay has been instrumental in helping establish safer and more consistent methods of food preservation, especially in the rural areas.

FTF Consultant Beth Knisely-Tucker, from the University of Arizona in Flagstaff, spent three weeks in Uruguay during March. She gave food preservation workshops in five different areas of the country reaching more than 190 country nationals.

Because of her excellent "hands on" teaching style in *Quality Control, Safety Procedures and New Techniques of Food Preservation*, there will be a lot of families eating BETTER AND SAFER in Uruguay!

I don't know if other Peace Corps countries are taking full advantage of this program — but Uruguay sure is! Peace Corps has been back in Uruguay for a little over two years (after a 17 year absence).

During this time we've had a *Natural Dye Specialist* (my first FTF consultant who did a great job teaching women how to grow and dry plants to make natural dyes), *Beekeeping Experts*, an *Organic Farmer Consultant* as well as specialists in *Dairy Farming, Sheep and Cattle Diseases, Fish Farming*, etc.

A Volunteer does not have to be in the agriculture program to take advantage of the FTF assignments. I am a small business Volunteer and a lot of groups I work with have benefited greatly from the FTF consultants!

I think FTF and VOCA deserve a BIG "THANK YOU" for their expert selection process of the consultants they send out to us — sure makes our work as PCVs a lot easier!

JUST NOTICE THE BIG SMILES ON THOSE FACES!!

Sincerely,
Karen E. Whipple
Peace Corps/Uruguay
April 15, 1993

(Continued on page 31)

NEWS FROM AFRICA

by Maisha Strozier
Acting Special Assistant,
Africa Region

Africa Country Directors' Conference Held in Cameroon

Thirty-five Africa region country directors and Peace Corps/Washington officials convened for the first time in over three years at a conference in Douala, Cameroon from July 22-25, 1993. The Africa Directors' Conference afforded the participants a long awaited opportunity to share information and resources, strengthen communications within the region and develop strategies to address pertinent issues and concerns common to all the directors stationed in Africa. Main topics of discussion also included resources for programming and training, diversity management, health issues, Foreign Service Nationals employment and salaries, networking opportunities, and safety, security and evacuation planning. One strong recommendation from country directors was to tailor the design of their overseas staff development training to their duties in the field. Subject areas they wished to see developed included personnel management, safety and security, counseling,

and Peace Corps/State Department relations. As a result of this recommendation, the agency has begun designing a customized OSD for country directors. In addition, the conference provided an opportunity for many of the country directors to meet each other for the first time, due to Peace Corps' "five-year rule." The "five-year rule" restricts Peace Corps staff from working for Peace Corps for more than five years and was enacted to encourage fresh ideas and creativity within the agency.

NATIONS AT A GLANCE

BENIN

Environmental Education Takes Root

In Benin, Peace Corps has 17 environmental education Volunteers assigned to villages in the north of the country. Their work involves heightening local communities' awareness to the degradation of their environment and assisting people to adapt environmental activities which may also satisfy other needs of the community.

Besides aiding soil retention and improving soil quality, tree planting may result in the production of fruit which a household can consume, or supply firewood, lumber, or animal fodder.

During the past two years, Volunteers have initiated 97 village-based reforestation and reclamation activities and 55 income generating projects focusing on development of renewable resources and increasing food, fodder, fuelwood and fruit production.

In one instance, a Volunteer working in the south of the country asked elementary school students to draw pictures of what their town looked like



Children in the Lesotho highlands in this Best Photo by PCV Moira Duclos.

in the time of their grandparents, what it looks like today and what they thought the town would look like in the future. The catch was that the students equated fewer trees with economic progress and not with environmental damage. Another Volunteer in the northwest of the country devised a game for children where each team received the same number of tree stickers to start out with but where stickers were taken away more quickly from the team designated as those using traditional cooking fires than from those using improved wood burning stoves. The children who quickly lost all their stickers learned the importance of the improved stoves.

Other Volunteers have utilized local market places to set up publicity booths for tree planting and care, attracting considerable attention from passers-by and selling trees to convinced customers.

Twenty-Five Years of Peace Corps/Benin

1993 will mark 25 years of continuous Peace Corps service in the Republic of Benin, formerly Dahomey. Since 1968, over 700 Peace Corps Volunteers have served in this West African country sandwiched between Nigeria and Togo. The initial program included projects in animal traction, small-farm grain storage, rice production and secondary English education. Peace Corps/Benin now fields Volunteers in health, envi-



PCV Patrick Timmons takes a break from his well-improvement project in Bébaïem, Chad in this Best Photo by PCV Robby Barbadas.

ronment and education, and is in the process of initiating a small business development project in 1994.

CHAD

Peace Corps/Chad Explores Solid Waste Management Project Possibilities

Peace Corps/Chad is very excited about a solid waste management consultancy, which will be funded by the water and sanitation sector of the Office of Training and Program Support. The goal of the consultancy is to assist Peace Corps/Chad in addressing that country's solid waste problems, especially in the capital city, Ndjamena. The consultant will conduct a feasibility study and preliminary project design for a potential Peace Corps/Chad solid waste management project. Special consideration will be given to issues concerning institutional support and collaboration, youth and women, income generation potential, recycling, and composting. The consultant will collaborate with an associate Peace Corps director from Cote d'Ivoire



PCV Sue Drake jammin' with shepherd boys in Lesotho in this Best Photo by PCV George Drake.

and incorporate lessons learned from the solid waste management project there.

Chadian Government officials have been open and receptive to the idea of a solid waste management project and will meet with the consultants during their visit. Peace Corps/Chad is also hoping to involve some of the other NGOs and PVOs operating in Chad.

CONGO

Program Temporarily Suspended

In the spring of 1990, the Government of the Congo made a formal request to the Ambassador of the United States for Peace Corps Volunteers. The Peace Corps program was launched in July, 1991 with the arrival of 14 fisheries Volunteers. In 1992, Volunteer input was increased to 18, and two new project areas (water/sanitation and parks management) were added. By June of 1993, Peace Corps Congo had 27 Volunteers posted throughout the country.

In the first part of June 1993, political unrest in the Congo led Ambassador Phillips to request a voluntary departure order from the State Department. Volunteers were notified of a pending evacuation and brought into the capital by chartered plane. On June 22, the Volunteers were evacuated to Mali. Their departure coincided with the issuance and arrival in-country of the official cable (retroactive to June 15) calling for an ordered departure. Volunteers were accompanied by the APCD for programming, Tom Crubaugh, the nurse, Relda Willey, and the personal services contractor,

Eric Dirks.

Once in Mali, the Congo evacuees began four weeks of in-service training activities. It was hoped that the situation in the Congo would improve and that Volunteers would be allowed to return. Unfortunately, the situation did not stabilize and the departure order was not lifted. The Congo Volunteers were separated from Peace Corps service,



Traditional Midwife Training class catchin' a ride home in Gazoana, Niger. Best Photo by PCV Michelle Schumann.

and the Peace Corps program was temporarily suspended.

The issuance of the ordered departure coincided with the arrival in Bujumbura, Burundi of 20 new trainees for the Congo. Trainees had been scheduled to complete eight weeks of French, technical and cross-cultural training in Burundi before continuing on to the Congo for additional training. The 20 trainees were reassigned to different programs or countries in Africa.

The political situation in the Congo is improving. The opposition and the Presidential Movement Party have been negotiating. Peace Corps hopes that the negotiations will continue to move in the positive direction they have followed since the end of July. If so, it is likely that the evacuation order will be lifted soon and that Volunteers will be able to return, perhaps this fall. The Peace Corps Congolese staff has been kept on for the time being under the direction of the administrative APCD, Gary Vizzo. Country Director James Kuklinski has been reassigned to the Comoros and our programming APCD, Thomas Crubaugh, is on temporary duty in Zambia.

SENEGAL

PCVs Attend Child Survival Conference in Dakar

Five Peace Corps/Senegal Volunteers at-

(Continued on page 11)

NEWS FROM ASIA/PACIFIC

by Sabine Lawler
Administrative Aide,
Asia/Pacific Region

With nearly 1,000 Volunteers serving in 17 countries, Asia and the Pacific Region covers ten time zones and crosses the International Date Line, creating great diversity among the countries and many logistical challenges in the region. The following are the most recent highlights from Asia and the Pacific posts:

NATIONS AT A GLANCE

CHINA

Swearing-in of the First China Volunteers

China I began training in Chengdu in the Sichuan province on June 14, 1993 and was sworn-in as Volunteers on August 27, 1993. To help celebrate achieving this goal, Acting Director Jack Hogan, Acting Asia Pacific Regional Director Kathleen Corey and Senator Larry Pressler of South Dakota attended the swearing-in ceremony.

The 18 TEFL Volunteers will teach and train Chinese teachers of English at five colleges and universities throughout the province. Peace Corps/China staff is headed by Country Director Bill Speidel.



China I Trainees pictured in Beijing.

COOK ISLANDS

Experienced Veterinarian in Place

Peace Corps/Cook Islands has responded to the request of the host government with the placement of an experienced veterinarian, Dr. Jimmy Jones. The Cook Islands are presently without a fully trained veterinarian and Dr. Jones, with over 30 years experience in practice and teaching, is well-suited to the tasks of providing direct services and training to Cook Islanders in various aspects of animal care. Cook Islands' animals range from poultry, pigs, goats and a few horses as well as domestic animals such as cats and dogs. Although Dr. Jones will be stationed on Rarotonga and will work at the animal clinic there, he will occasionally travel with other livestock officers to five of the other seven outer islands in the southern Cooks to provide needed advice and livestock services. It is hoped that Dr. Jones will be able to identify a Cook Islander with the potential to become a fully trained veterinarian, and that the government of Cook Islands will be able to access

a scholarship so that a qualified Cook Islander can eventually take the place of a Peace Corps Volunteer.

FIJI

Doing Dairy Data

PCV Kande Rutledge of Fiji group 75 was sworn in on July 10, 1993. As a Dairy Data Analyst Volunteer (VPP), Kande is working with the Ministry of Agriculture, Fisheries and Forests, located in Suva on the island of Viti

Levu, Fiji. She is responsible for compiling a computerized National Dairy Herd Recording Scheme. Kande's work will be facilitated by the numerous software donations which she received from various dairy industry corporations in the U.S. before coming to Fiji. She also solicited donations from U.S. software corporations to assist in other aspects of dairy farm management.



PCV Kande Rutledge at work on her dairy data analysis project in Viti Levu, Fiji.

Kande has a B.S. in Dairy Studies from Oklahoma State University. With her 12 years experience in the dairy industry as an institutional farms supervisor for the Wisconsin Department of Corrections and as animal facilities coordinator at the Animal Science Department of the University of California,

Kande will contribute greatly to Fiji's dairy products development.

MONGOLIA

Moving Right Into the Swing of Things

With the input of Group 3 and the COS of Group 1, the Mongolia program is now moving from a "new country start-up" phase to a standard Peace Corps program. New Country Director Jean Mead brings with her a strong programming background from her former position as APCD/education in Nepal.

Acting Director Jack Hogan and ARD Kathleen Corey visited Mongolia for a few days after attending the swearing-in ceremony in China. They were treated to a traditional goat roast offering the opportunity to meet as many PCVs and Mongolians as possible.

NEPAL

An Eventful Summer

Nepal has weathered a difficult summer. The first half of July saw several strikes and demonstrations sponsored by the Marxist-Leninist party, the leading opposition party

in Nepal. The latter half of the month saw heavy monsoon rains which caused flash floods in some areas, and serious flooding in the south. Through these difficulties the Volunteers have continued to work at their sites.



PCV Ginger Woudenberg at her post in the Eastern Terai area of Nepal in this Best Photo by PCV Young Chang.

Many of the Volunteers attended the education project IST early in July with trainers from Columbia University Teachers College.

PAPUA NEW GUINEA

Education and Environment Training

Peace Corps/Papua New Guinea, in collaboration with OTAPS, the U.S. Forestry Service and Teachers College of Columbia University, organized and hosted a four-day in-service training on the subjects of education and the environment. The workshop explored innovative ways to incorporate environmental themes into the teaching of English, math and science. Four trainers ran the workshop: Brenda Bowman of OTAPS/education, Jim Gale from the U.S. Forestry Service, and Bruce Vogeli and Lisa Evered from TCCU. The training was attended by over 50 individuals, including 34 education PCVs and 14 Papua New Guinean teachers.

SRI LANKA

One Busy Schedule

Sri Lanka was busy with conferences

throughout July. Along with an All Volunteer Conference and COS Conference, Sri Lanka also participated in ACTFL tester training (conducted by Educational Testing Service), and conferences for Volunteers and

their counterparts in the English and agriculture projects. Among the highlights was a class conducted by a visiting PCV parent on readjustment to the U.S. for COSing Volunteers.

THAILAND Preparations Are Underway

In its 32nd year, the Thai-

land Peace Corps program is, as always, busy with training cycles. A COS conference for group 99, ISTs and the PST for Group 103 began in July. Thailand is beginning preparations to host the AP regional conference in February of 1994.

VANUATU

The Birth of A New Peace Corps Office

A new Peace Corps office has recently opened in the Republic of Vanuatu. Although Volunteers have been serving in this island nation for the past few years, the program has been administered from Peace Corps/Solomon Islands. The Government of Vanuatu was very pleased to invite the Peace Corps to open an office in Port Vila and begin operations as an independent post. The Country Director, Jonathan Lachnit, arrived in late August and is in the process of hiring new staff. A training class of nine trainees is scheduled to arrive in early November.

WESTERN SAMOA

New WID Trainees to Provide Opportunities

Peace Corps/Western Samoa has begun Women In Development (WID) programming with the arrival of two trainees on July 11. The trainees will work with the Government of Western Samoa Ministry of Women's Affairs (MWA) and the NGO, Women in Business Foundation (WIBF). The program not only provides direct support for projects which target women, but it also allows opportunities for secondary projects and collaboration with PCVs working with the nutrition, business development and business studies teaching projects.

The MWA trainee will focus on homemaking skills, business management, floral and vegetable gardens, school canteens, preschool care, and career counseling for young women. Throughout the islands, Samoan women are organized into village-level women's committees to work with health care and other related issues, so this placement offers the opportunity to impact both rural and urban women.

The WIBF trainee will work with the organization to further develop its services for the business women of Western Samoa. The addition of a full time staff member (PCV) will allow the organization to coordinate more effectively and to access available resources. The PCV can also help with the training and mentoring of new business women in conjunction with the services of Western Samoan business development PCVs and business studies teachers. □



PCV Heidi Goertzen poses with recent Head Start graduates in Chuuk, Micronesia in this Best Photo.

NEWS FROM EURASIA/MID-EAST

by Catherine Varchaver
Country Desk Assistant,
Eurasia Middle East Region

NATIONS AT A GLANCE

BULGARIA

A New Country Director

Peace Corps/Bulgaria will welcome its new Country Director, Roger Parent. Parent was formerly country director in Haiti and the Eastern Caribbean from 1988 to 1990. Parent was a PCV in the first Peace Corps group to Thailand from 1961 to 1963. Most recently, Parent has been working as superintendent of the Indiana State Development Center supervising a staff of over 200, administering all aspects of a residential and training facility for developmentally disabled persons.

HUNGARY

Business Volunteers for Hungary

Peace Corps/Hungary will receive its first group of SBD trainees in September. Twelve



Riga, Latvia, 1992. Photo by Hermine Dreyfuss.

trainees will be working in a similar capacity as the new trainees in Romania (see Romania update).

CZECH & SLOVAK REPUBLICS

An Invitation to Share

The first group of small business development Volunteers are being invited to share their skills and experience with host country nationals in business centers throughout the Czech and Slovak Republics.

The newly hired APCD/SBD, Tara McMahon, is currently participating in overseas development training and will be based in Bratislava, Slovakia. In early November 1993, 15 Czech and 15 Slovak Peace Corps trainees will arrive in-country for their pre-service training.

MOROCCO

Developing New Curricula for Blind Students

Peace Corps/Morocco recently welcomed 65 new trainees who began pre-service training on July 5. The group will work in a wide variety of assignments including parks, wildlife and environmental education, teaching English for special purposes, university TEFL, maternal child health, health extension, veterinary medicine, and orientation and mobility for the visually impaired.

PCT/Blondelle Barnes is training for placement in one of Morocco's schools for the blind. Barnes is Peace Corps/Morocco's first visually impaired trainee placed in the orientation and mobility project. Peace Corps/Morocco's orientation and mobility project aims to develop and implement curriculum for Morocco's regional schools for the blind. Barnes will teach in one of the eight schools for the blind to address the student's needs to master their own orientation and mobility and to work with her counterparts to develop appropriate curricula.

POLAND

International Women's Conference held in Lodz

(Adapted from a Peace Corps/Poland newsletter piece by Tracey Spence, Poland III.)

In a serene wooded area of Lodz, five members of the Peace Corps' Women in Development Caucus took part in an international conference entitled "Teaching Women's Studies."

Organized by the University of Lodz'



PCV Randy Self planting olive trees in the school yard in Mazghama, Morocco in this Best Photo by PCV Aileen Navarro.

Women's Study Center and co-sponsored by Peace Corps, the conference drew over 80 participants (from 21 nations) with an interest in women's issues from a variety of academic and business backgrounds.

Elzbieta Oleksy, a professor in philology, and founder of the Women's Study Center at the University of Lodz, initiated the conference for various reasons, noting that "The main focus... is for the beginners to learn more from the experienced women in the various fields of Women's Studies."

The idea for the conference was born after Oleksy began developing two courses in Women's Studies and became aware of just how few materials existed. Oleksy's goal was to hold a conference and gather papers for publication in the West to be translated into Polish for use at the university and throughout Poland.

Oleksy also stressed the importance of

networking, both within the Polish academic community in Women's Studies and within the international women's movement. She plans to help establish Women's Studies Centers modeled on the University of Lodz' program at other large universities in Poland.

The Peace Corps Volunteers involved in the conference — Julie Devaud, Lynette Nyman, Tracey Spence, Colette Toddy-Hart and Michele Weaver— presented a workshop entitled "Practical Applications of Teaching Women's Studies in Secondary School Classes."

ROMANIA

Development Dozen

PC/Romania recently received its first group of small business development trainees. Twelve trainees will be working in small business development NGOs at the local level. The focus of their job will be on improving the business management of small and medium sized businesses.

RUSSIA

International Trade Conference

(Excerpted from a conference report written

by PCV Karen Vaudo, Bor, Nizhni Novgorod.)

Peace Corps/Western Russia held an international trade conference from July 1 to July 4, 1993 in Nizhni Novgorod. The purpose of the event was to bring together Russian business people and government officials with American business and bank executives to discuss the challenges of doing business in Russia and strategies for negotiating successful deals.

The conference opened on the evening of June 30 with a welcome address by the governor of Nizhni Novgorod, Dr. Vitaly Koslov. Over the course of the conference, Peace Corps Volunteers moderated seminars by senior executives from General Electric International, General Motors, Sprint, Apple Computers, the World Bank, the Department of Commerce and DuPont, among many others.

TUNISIA

Like Father, Like Son...

Among the 41 Peace Corps/Tunisia trainees who arrived in Zaghwan, Tunisia on June 25th was one with Peace Corps already in his blood. Peace Corps Trainee Taylor Liske,

who will train for an assignment in youth development, is the son of a returned Peace Corps Volunteer who served in Tunisia 30 years ago. Taylor's father, Kurt Liske, was among Peace Corps/Tunisia's first group of Volunteers to swear-in in 1963. Liske worked with youth in an orphanage in the village of Zaghwan, the current training site for Peace Corps/Tunisia.

YEMEN

Redefining Its Focus

Peace Corps/Yemen is currently conducting a pre-service training for 38 Peace Corps trainees who arrived July 10 to train for university TEFL and maternal child health assignments. Peace Corps/Yemen is currently redefining its programmatic focus from urban sites to smaller towns and rural areas to reach parts of the Yemeni population isolated from the amenities of urban areas. Potential site placements for this group and future groups of trainees include newly independent satellite campuses of the University of Sana'a and areas in the Hadhramaut, the southeastern-most part of the country. □

AFRICA REGION

(Continued from page 7)

tended the "Africa's Progress in Child Survival" conference from March 29 to April 2 in Dakar, Senegal. The experience was greatly appreciated by the Volunteers, who felt that the conference was very worthwhile.

Although the posh setting of the conference and many of the topics were far removed from the village experiences of the Volunteers, they were able to grasp the importance of the global picture and could put their efforts into the context of the Africa-wide agenda and strategies to combat childhood disease and promote child survival and welfare. They particularly appreciated getting a better understanding of how international donor agencies interact with, and make an impact upon, national ministries of health in Africa. They felt that a great deal of

valuable information was presented. One PCV described the conference as "both fascinating and challenging." Another Volunteer particularly appreciated the session on epidemiology with its diverse topics on yellow fever, cholera and meningitis. She went away with "a notebook filled with ideas to incorporate into health lessons and share with my counterpart."

As the Volunteers perceived it, the major short-coming of the conference was inadequate time and a less than ideal forum for the in-depth discussion that the topics warranted. Not much time was given to work out strategies to the many problems presented.

Overall, the Volunteers left the conference with the feeling that what they are



PCV Suzanne Reasenber makes clay water jars in Dan Goulbi, Niger. Best Photo by Noelle Smith.

doing is important. It gave them reasons to feel optimistic that they can meet the challenge of primary health care and child survival. □

NEWS FROM INTER-AMERICA

by Michel Holsten
Acting IA Regional Director
and
Chris Barton
Country Desk Officer,
Inter-America Region

Arrival of Chief Administrative Officer Doris Giles

Doris Giles joined Peace Corps on August 9 as chief administrative officer for the Region. Prior to her appointment as CAO, for the past three years she was a budget analyst for the Marine Corps Systems Command in Quantico, Virginia. She also served as the comptroller's principal point of contact for all program planning of the Department of Defense budgeting system. Previously, she worked as a budget analyst for the Department of the Army.

Regional Environmental Education Conference in Ecuador

As part of a comprehensive effort to evaluate and strengthen environmental education programs in the IA Region, APCDs from 15 IA countries and headquarters staff as well as representatives from a number of environmentally-interested agencies gathered in Cuenca, Ecuador August 23-28. The conference provided an opportunity for Peace Corps staff to share differing ideas on environmental education strategies in various Inter-America countries. A keynote speaker at the conference was Kathleen McGinty, the director of the White House Office on Environmental Policy. Also participating in the conference were representatives from the U.S. Forest Service, the Food and Agricultural Organization, the Agency for International Development, and Fundacion Natura. The conference included several sessions to coordinate future planning of environmental education projects. Interested Volunteers should contact the APCDs responsible for education or environment assignments in their countries for more detailed information on the results of this conference.

RENARM Coordination Conference in Panama

With the backing of the Office of Training and Program Support, a coordination workshop for the Regional Environmental and Natural Resources Management Initiative (RENARM) was held during the first week of August in Panama City. This workshop was designed to bring together APCDs and PTOs from participating RENARM Initiative countries in Central America to: (1) discuss the development of the ROCAP/RENARM Initiative; (2) assess program changes since the previous RENARM workshop held in Costa Rica in July 1992; and (3) plan future activities to sustain the progress achieved to date. Using funds provided in major part by the Agency for International Development, the RENARM project seeks to promote integrated pesticide management and encourage the safe use of pesticides in the Central American countries of Honduras, Costa Rica, Panama, Belize, Guatemala, Nicaragua and El Salvador. A highlight of the workshop was an all-day field trip to view relevant integrated pest management activities taking place in Panama.

As of September, the Inter-America region currently has 1,631 Volunteers serving in 16 countries throughout the Western Hemisphere. Some recent highlights at the post level are as follows:

NATIONS AT A GLANCE

BELIZE

Comfortable With Creole

A new training initiative developed by the staff of Peace Corps/Belize offers trainees in

that Central American country the opportunity to learn the Creole language. Previously, trainees in Belize were encouraged to pick up some phrases of the local Creole dialect during training, but there was no formal



Field Trip! In this Best Photo by PCV Hui Cha Le, her art students enjoy a visit to the Brimstone Hill Fortress in Basseterre, St. Kitts, West Indies.

language component provided during training. The new Creole language component was designed by Dr. Colville Young in conjunction with Peace Corps/Guatemala language consultant Leslie Rivas. The purpose of this training is to make PCVs comfortable using Creole with their Belizean host families and counterparts. The first group of Peace Corps/Belize PCVs with Creole language skills was sworn-in at the end of July in a ceremony that was highlighted by a humorous speech in Creole by one of the instructors. It is hoped that this initiative can now be replicated in several other Caribbean Basin nations where Creole is commonly spoken, such as Jamaica, St. Lucia, Dominica and Grenada.

HONDURAS

Mapping the Way For Ecotourism

Peace Corps/Honduras and the Honduran Forestry Agency (COHDEFOR) recently presented a copy of the first map identifying the protected areas of the country to the director of the Honduran Tourism Institute.

The Institute will be producing 5,000 copies to be distributed at its offices and at many tourism sites in Honduras. This project was begun by PCV Kelly Brough and completed by PCV Virginia McIntyre with the aid of COHDEFOR staff. The map recognizes the importance of Honduras' protected areas and the growing interest among visitors to explore Honduras' natural diversity. This project complements all of the work that Peace Corps/Honduras' natural resources Volunteers are doing to promote ecotourism throughout the country.



PCV Cara Middleton shares pictures from home with Mihallem, a local friend in Eusebio Ayala, Paraguay in this Best Photo.

agency (ANCON), the reforestation project was started as an experiment funded by Chase Manhattan Bank. Now, with over 30 people involved in La Union, it is gaining attention as an effective way to deal with the linked problems of hunger and deforestation.

Soberania National Park was created in 1990 with the intent of conserving a large tract of virgin rain forest as well as the endangered plant and animal species within the Panama Canal Watershed.

During the construction of

the Panama Canal, an aggressive species of grass was brought into the country in order to aid in the control of soil erosion. This grass is identified scientifically as *Saccharum spontaneum* and is commonly referred to in English as "Elephant Grass." As the scientific name implies, this weed spreads spontaneously and is so combative that it will dominate the surrounding plant species.

La Union is a small town located along the boundary of the Soberania National Park. Between the town and the park is a *pajonal* (land completely occupied by elephant grass) which measures from one-

(Continued on page 31)

JAMAICA

Quilting For the Community

In July, Peace Corps/Jamaica's Women in Development group teamed with the International School in Oracabessa, St. Mary, to host a one-day quilting event that brought together four community groups from the area. The primary goal of the event was to discuss the idea of creating an umbrella organization which could represent the four groups, and, eventually, to form a craft cooperative. A secondary goal was to demonstrate the possibilities of quilting as a marketable craft item. PCV Chenoa Devon and Charmaine Nicolson, her supervisor from the International School, worked closely together to ensure that the event was well-attended and the objectives were met.

More than 75 people from around Jamaica attended—craft vendors' associations, funding organizations, women's groups, youth groups and representatives of Peace Corps and the British High Commission. Seasoned stitchers and novices worked side-by-side throughout the demonstration/workshop to complete six colorful baby quilts. Three of these were sold before they were even finished, and a fourth was donated to the Bustamante Children's Hospital. It will remain in the Oracabessa clinic and

will be given as an incentive to the mother who attends all of her antenatal care appointments.

The Oracabessa event was successful in encouraging a unified effort to represent the interests of the community, to create a source of jobs for local citizens and to introduce a new local art form. For example, one of the groups that attended plans to market its baby quilts at the antenatal clinic and in a newly established gift shop in Oracabessa.

PANAMA

Combating "Elephant Grass"

The past two years have been busy ones for PCVs Brian Deffet and Joe Janzcy, who live and work in La Union de Aguas Buenas, Panama, a small town of 1,500 people located along the buffer zone of the Soberania National Park, about 20 miles north of Panama City. Together with community members, PCVs Deffet and Janzcy developed a low-cost proposal for participatory management and reforestation of degraded sections of park lands.

With approval by Panama's environmental protection agency (INRENARE) and the active participation of a local conservation



In Jamaica, Charmaine Nicholson oversees the progress of the Amish 9-square.



Don't just worry about HIV. Do something about it.

Just worrying about HIV infection won't do you a bit of good. But knowing whether you are infected can.

If you are at risk, now is the time to consider all your choices, line up the support you'll need, and seek counseling and testing.

If you test negative, you can take action to be sure you don't become infected in the future.

If you test positive, keep in mind that you can pass the virus to others through sex or sharing drug needles and syringes, even if you show no symptoms.

If you are infected with HIV, you should work with a doctor to understand medical options. The earlier this happens, the more effective medical treatments can be. Many of the side effects that have been connected with some treatments may be less of a problem when treatment is started at an earlier stage of the infection.

There is an opportunity to extend your life if you take the proper steps. Talk to a doctor, your health department, or other AIDS resources within your community. Or call your State or local AIDS hotline, or call the National AIDS Hotline at 1-800-342-AIDS. Call 1-800-243-7889 (TTY) for deaf access.

AMERICA
RESPONDS
TO AIDS

HIV is the virus that causes AIDS.

CDC

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Centers for Disease Control



Kennedy's Kids



by Kathy Paukune



President Kennedy greets early PCVs at a White House send-off ceremony, 8/19/62.

For four generations, Peace Corps Volunteers, often known as “Kennedy’s kids,” have served the needs of impoverished peoples around the globe. The Peace Corps is perhaps one of the greatest legacies of Kennedy’s presidency and this fall — as we mark the anniversary of his historic speech at the University of Michigan on October 14, 1960 when he announced his intention to create a peace corps, and the anniversary of his death on November 22, 1963, — we are proud to remember his famous words

that outlined his dream for a better America and a better world. “How many of you who are going to be doctors are willing to spend your days in Ghana? Technicians or engineers: How many of you are willing to work in the foreign service and spend your lives traveling around the world?”

Within days, 3,000 students signed a petition declaring they would go overseas. Since 1961, over 140,000 Americans have.

The following four pages illustrate a living legacy that has spanned four decades, and the future that lies ahead.



L to R: Ghana I, first Peace Corps Volunteers leave for Africa, August 29, 1961, Associated Press Photo; Presidential hopeful John F. Kennedy addresses students at the University of Michigan, October 14, 1960; A 1960's recruiting poster.

the 60s

"To those peoples in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required, and so my fellow Americans: ask not what your country can do for you, ask what you can do for your country."

~JFK, inaugural address 1/20/61



Zabol, Iran 1968, photo by E.D. Tunis.



Peace Corps Training at Georgetown University, Washington, D.C. 1962.



PCV Lillian Carter, India 1968, photo by Vern Richey.

"I have today signed an Executive Order establishing a Peace Corps on a temporary pilot basis... Let us hope that other nations will mobilize the spirit and energies and skill of their people in some form of Peace Corps — making our own effort only one step in a major international effort to increase the welfare of all men and improve understanding among nations."

~ JFK, 3/1/61



L to R: Tunisia 1968; PCV Chris Dodd, Dominican Republic 1966 - 1968; Brazil, mid-sixties.

the 70s



L to R: Chad 1973, photo by Ron Harley; Upper Volta 1978, photo by Needle; El Salvador 1974, photo by Graves.

"The energy, the faith and the devotion which we bring to this endeavor will light our country and all who serve it, and the glow from that fire can truly light the world."

—JFK, Inaugural address 1/20/61



Kenya 1970, photo by Biddle.



Bolivia 1970, photo by Siegel.



Korea 1977, photo by Kelley.

"The first American volunteers are already returning to the United States after two years of Peace Corps service. They are bringing home important skills and experience which will greatly enhance our knowledge of the world and strengthen our role in international affairs."

—JFK, 4/4/63

the 80s

"My fellow citizens of the world: ask not what America will do for you but what together we can do for the freedom of man."

—JFK, Inaugural address 1/20/61



Honduras 1984, photo by Bartlett.

"The American volunteers came to Africa with fresh and new ideas... We asked, 'Why would you leave and come and live with us?' They go down to the village... with my brothers and sisters. Why do they come? Because of love..."

—African minister of education



Eastern Caribbean 1980, photo by Freeman.



Costa Rica 1985, photo by Paul Conklin.



L to R: Thailand 1984, photo by Jamie Fouss; Botswana 1987, photo by Carolyn Watson; Ecuador 1980, photo by Freeman.

the 90s



L. to R.: Côte d' Ivoire 1993, photo by Carolyn Watson; Tonga 1990s; Poland 1992, photo by Hermine Dreyfuss; Estonia 1992, photo by Hermine Dreyfuss.



Ghana 1993, photo by Carolyn Watson.

"I believe that the legacy of President Kennedy's dream for a group of American peacemakers is represented by those dedicated men and women with gigantic hearts who have served and are serving today. They are our one great hope to assure a world at peace and tomorrow's future."

—Sargent Shriver, 11/22/88

"Serve, serve, serve — because in the end it will be the servants who save us all."

—Sargent Shriver on the 25th anniversary of Peace Corps.



Bulgaria 1992, photo by Hermine Dreyfuss.



Poland 1992, photo by Hermine Dreyfuss.

New Faces Not Necessarily New At Peace Corps/Washington

by Chris Davis, Public Affairs Specialist

In the Winter edition of *Peace Corps Times* an article addressed the possible impact of the presidential transition on the Peace Corps. At that point it was speculated that there would be no significant differences in country programming or Volunteer assignments—nothing negative which would affect Volunteers in the field. Well, Volunteers may be interested to know that high level appointments at Peace Corps headquarters in Washington are made up of many Returned Peace Corps Volunteers and former Peace Corps staff. These include Associate Directors, Regional Directors, and department heads. Some have been in place at the Peace Corps headquarters since January while others are just joining the Peace Corps team.

Carol Bellamy is the first Returned Peace Corps Volunteer to be nominated by a President to serve as Peace Corps Director. Bellamy, the first woman elected president of the New York City Council, was a community development Peace Corps Volunteer in Guatemala (1963-'65).

Charles Baquet has been nominated by the President to be the Peace Corps Deputy Director. Baquet is a career foreign service officer who is currently the United States Ambassador to Djibouti. He has also served in the State Department in South Africa, France and Lebanon. He taught high school social studies as a Peace Corps Volunteer in Somalia (1965-'67). Prior to joining the State Department, Baquet worked at the Office of Economic Opportunity with VISTA in Washington D.C.

John P. Hogan, who was appointed by the White House to serve as Acting Peace Corps Director during the transition, will become the Associate Director of International Operations. Hogan has worked for

the Peace Corps as an APCD in Colombia, Country Director in Burkina Faso, Chief of Operations in the Africa Region, and Acting Regional Director for Africa. He is an RPCV from Venezuela (1964-'66).

Brian Sexton is the Peace Corps General Counsel, having come on board in May. He has an extensive background in international environmental law and has lectured on the subject at the University of Pennsylvania and *Lecole Nationale Supérieure du Pétrole et des Moteurs* in Paris. Sexton was Assistant Counsel to the President in the Office of Presidential Personnel and Assistant Counsel during the Clinton/Gore transition. In both positions he was involved in international and national security work.

Patricia Garamendi is the new Associate Director for Volunteer Recruitment and Selection. An RPCV from Ethiopia (1966-'68), she returned to that country in 1985 to work on famine relief efforts, and has also worked with refugee children in Croatia. She has been a candidate for state and federal office in California and is active with NORCAL, the Northern California Returned Peace Corps Volunteer group.

Judy Harrington will be the Associate Director for Volunteer Services. She joined the Clinton Administration in January as the White House liaison to the ACTION Agency and helped draft the President's National Service Initiative. An RPCV from Venezuela (1965-'67), she was editor of the worldwide Peace Corps magazine after her return.

Stanley Suyat will be Associate Director for the Office of Management. Suyat was the Clinton Administration's White House Liaison to the Equal Employment Opportunity Council, and later became Acting Chief of Staff there. He has extensive public and private management background and is an

RPCV from the Philippines (1966-'68).

Margaret Goodman will be the Regional Director for the Asia and Pacific Region. She is a former staff consultant to the House Committee on Foreign Affairs. A Congressional expert on the Peace Corps, she helped to write the law that re-established Peace Corps as an independent agency.

Victor Johnson will be the Regional Director for the Inter-America Region. Johnson has worked as the chief Latin American policy advisor to the House of Representatives since 1981. He is an RPCV from Liberia (1963-'65).

Fred O'Regan will serve as the Regional Director for the Eurasia Middle East Region. An RPCV from Swaziland (1969-'72), he most recently served as director of the Aspen Institute. He has also worked for the World Bank and USAID on small and micro-development issues.

Sandra Robinson will be the Regional Director for the Africa Region. A former Philadelphia police officer, Robinson directed programs for the African Development Foundation in Western and Sub-Saharan Africa. She was director of Peace Corps' Regional Training and Resource Office in Togo (1982-'86).

Christopher Hedrick, a Rhodes Scholar at Oxford University, will head the Office of Returned Volunteer Services. He has extensive public policy experience in Washington state government and on Capitol Hill. Hedrick was a development RPCV in Senegal (1988-'90).

Joan Timoney, who was one of the first of the Clinton Administration's transition staff at Peace Corps, is the Director of Congressional Relations. Timoney is an RPCV from Senegal (1978-'80) and is a former Senate staffer. □

Carol Bellamy On Life, Libraries, and Latin America

by Kristin Wennberg, Public Affairs Specialist

Carol Bellamy credits her decision to join the Peace Corps to being temporarily trapped in the Gettysburg College Library. Studying late one evening in the early 1960s, Carol found herself locked-in and stuck for a while. Attempting to be constructive in a bad situation, she found some reading material — literature on the Peace Corps — and her well-laid plans to attend graduate school were quickly replaced by thoughts of “wanting to save the world.”

Fresh out of college in 1963, Bellamy left the country with a band of fellow Peace Corps recruits known as “Guatemala III.” Working in community development in Guatemala’s El Peten region, she concentrated on school gardens and nutrition, but says her favorite Peace Corps project was a radio program she anchored a couple of times a week. Taking advantage of the few hours of electricity in her village each day, she targeted simple health care messages (“9,000 ways to use a banana,” she jokes) at mothers listening to their transistor radios.

Like many Peace Corps Volunteers, Bellamy says she had her share of “why am I here?” moments during her time in Guatemala. “It’s sometimes difficult to figure out what you’re supposed to be doing,” she explains. “But in time you get on your feet and you figure out what needs to be done.” It was her first experience serving others, and she credits those years with her decision to go into public service.

Figuring that a law degree would give a woman in the 1960s an edge, she took the LSAT in Guatemala and started law school at New York University within a week of arriving back in the United States. Upon graduation she took a job with a law firm on Wall Street, not exactly the place to save the world. But, she still managed to help persuade senior members of the bar to join a group called Lawyers Against the War, and founded an organization that today still recruits Wall Street lawyers to do pro bono work for community groups.

In 1971, she broke into public service and served in succession as an assistant commissioner of mental health for New York City, a New York state senator and as president of the New York City Council. In 1985, she ran against Ed Koch for mayor of New York and came in second.

“That’s the only positive way to describe getting blown out of the water,” she laughs. So it was back to Wall Street, where she worked in banking until recently when President Clinton stated his intention to nominate her as the next director of Peace Corps.

Today when she’s not working or involved with non-profit projects, Bellamy spends time in her garden or hiking with friends. She takes on the Appalachian Trail for weekend hikes, but has also travelled to Wyoming, Alaska, New Zealand and the Indian Himalayas in search of a good trail. She reads mostly magazines — from *The Economist* to *People* and everything in between — but says she likes southern women writers, especially Eudora Welty. She’s currently in the middle of David McCollough’s new book on Harry Truman.

Reflecting on her Peace Corps experience, Bellamy describes it as “such a broadening, stretching time. It takes you out of whatever life plan you have, and says always be open to interesting things. Peace Corps was one of the first things I did that made life fun, and I think people should have fun.”

And what advice would she give today’s Volunteers? “I’d advise them to try everything. If you fall down and bloody your nose, just get up, wipe your nose off and keep going. Experience it for all it’s worth, work hard, try to make a difference — and really enjoy it!” □



Photo by Mike Sussner

RPCV Carol Bellamy, nominated by President Clinton to be the next director of the Peace Corps.

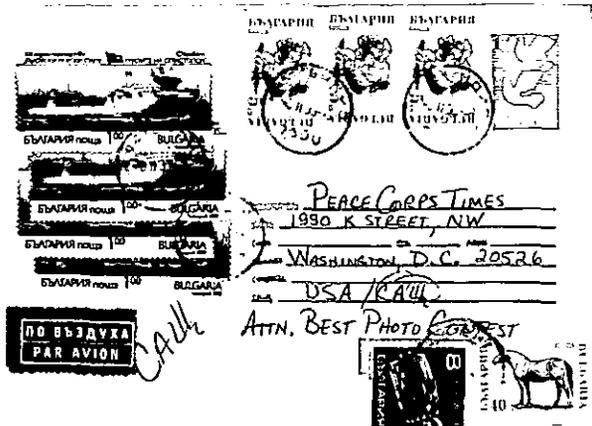
field book

A collection of Peace Corps
Stories, Poems, Recipes, Postcards
Photos, thoughts, helpful hints
& other discoveries from the field.
Send us your fieldbook entries!

Alive and Well in Bulgaria

Dear *Peace Corps Times*:

While reading through the Fall issue of *Peace Corps Times*, I noticed the announcement of your Best Photo Contest. Looking through past issues, I realized that I had not seen any photos of my adopted country, Bulgaria. In addition to this, the only news of Bulgaria reported had been about the small business development PCVs. This is just to let you know that Bulgarian TEFL PCVs (incidentally, the first Volunteers-in-country) are alive and well and teaching English and curriculum development in high schools and universities across Bulgaria. With Bulgaria 1's COS arriving in July 1993, we are all busy assessing our two years here and planning for the arrival of new PCTs this summer. Enclosed are some of my favorite photos from the past year and a half which I'd like to enter in your contest. (Sorry I couldn't pick one, thought I'd let you do that.) Two are from my summer project working (along with Patty Griffin) at the Children's Diabetic Center in Bankya. Every summer these children spend two months at the Center as a



special kind of summer camp. Sometimes this is the only time these kids get the proper diet and quality insulin for their diabetes. Patty and I taught English as well as played with the kids, introducing them to baseball, kickball and water balloon fights. The other photos are of some of my students in the Language School at my site of Kyustendil (SW Bulgaria). Last spring ('92) I gave the "simple" assignment of presenting several scenes from Shakespeare's *Macbeth* to my 10th grade class students. Being as creative as they are, they put together a performance so impressive, I had them perform it for the rest of the school. Even the students studying other languages enjoyed their performance. The students directed, staged, rehearsed, designed costumes and found props themselves with little guidance from me, and did a terrific job. The show took place in the school's lecture hall (the closest thing to a theatre) and was a huge success. I'm sending my favorite scenes from the play and one of the students the way I see them everyday — in their classroom. If it isn't possible to return the photos, that's O.K., I have the memories!



PCVs Patty Griffin and Jill Snedden (at front left) with some of their English students in front of the Children's Diabetic Center in Bankya, Bulgaria.

PCV Jill Snedden
Peace Corps/Bulgaria
February 2, 1993

Memories of Wash Day

This is me and my pharmacist's daughter on wash day in Kalinko. Her name is Natoma, but unfortunately she died in April of this year, so this is one of the last photos.

Thanks,
PCV Scott Hall
Peace Corps/Guinée



"Richard"



Dear *Peace Corps Times*:

I am soon to complete my Peace Corps service which has been extraordinary indeed.

Enclosed is a photo I would like to enter into the *Times* for publication.

I am serving in Jamaica and the 13-year-old young man is "Richard," from a children's home in New Kingston. In spite of all of Richard's pain he always found a smile for me when he would visit the Children's Home.

Thank you for your consideration. I would like to continue to receive the *Times* after C.O.S. Is this possible?

Sincerely,
Betty Bunce
Peace Corps/Jamaica
March 15, 1993

* To receive the *Peace Corps Times* after C.O.S., simply send your name, C.O.S. date, and new address to *Peace Corps Times*; 1990 K Street, N.W. 8th fl.; Washington, D.C. 20526.

A Smoking Presentation

Dear *Peace Corps Times*:

In honor of No Smoking Day around the world, on May 31, 1993, my school, Nern Maprang Suksa Wittaya, a secondary school located in Northern Thailand, put on an afternoon presentation about smoking. (Without any prompting from myself, I would like to add.)

The program consisted of a question and answer quiz about smoking and its effects on health, an interview with a ninth grade student, anointed "Mr. Clean Lungs," on why he doesn't smoke, and two plays performed by a mix of ninth through twelfth grade students, developed by themselves. The first play featured a character dying of cancer through the second-hand smoke of her husband. The second play interviewed ghosts of famous people who died from "the excesses of life." Present were four Thai singers and Elvis Presley.

What struck me as amazing, was that although the whole program was organized by a few teachers, it was decidedly not an afternoon of adults talking down to their peers through example and demonstration. This approach is likely the better one anyway, because students see many of their teacher role models smoking and drinking whiskey regularly.

On May 31st, however, everyone refrained from smoking.

Elle Toder
Peace Corps/Thailand
June 5, 1993

A Humble Addition...

Kindly people of the *Peace Corps Times*:

I do believe Chad has been sadly under represented in terms of photos and articles. Please include our humble addition to your illustrious journal. It would set us all aglow to know that we have not been lost or forgotten. In the future I am sure we will all do better in keeping the outside world up to date in our various challenging ventures.

Thank you,
Peter Pryor
Peace Corps/Chad
August 19, 1993



FROM KAZAKHSTAN...

The first group of Peace Corps Volunteers to serve in the Republic of Kazakhstan were sworn in on August 26, 1993. Kazakhstan is the second largest republic of the former Soviet Union, about four times the size of Texas, and has climatic zones ranging from arid to semi-desert plains to high desert to vast farmlands. The monumental Tien Shan mountains lie along the country's borders with China, Kyrgyzstan and Uzbekistan. These 45 Volunteers, English teachers and small business advisors, will be part of the historic transformation of this country from a former Soviet satellite to an independent republic.



So Who Gets the Nose?

Greetings from the first group of Peace Corps Trainees in Kazakhstan. We are 45 trainees strong in this country, formerly part of the Soviet Union, now a one-year old independent state. Since the day of our arrival on June 5, we have been the recipients of wonderful hospitality and generosity.

The last week of June we went on site visits to the other six oblasts (states) where Peace Corps business advisors and English teachers will be living and working for the next two years. At the sites, we were welcomed and treated to the same Kazakhstani hospitality and generosity we have experienced in Almaty.

One tradition that I would like to share with the readers is the custom of serving a sheep's head to the guest(s) of honor. A sheep's head is usually given to an elderly, well-respected man, never a woman. Some of our male Peace Corps trainees and staff have been honored with the task of carving sheep's heads. The significance of this ceremony is to bestow joy on the guests being served. However, eating the head by itself spoils the whole flavor, so other parts of the sheep are served as well.

The guest cuts off the ears and gives



Dinner is served—The Kazakh custom to honor a well-respected guest.

them to the children who are told to be happy, healthy and to obey their grandparents and elderly people. Each piece of the head has symbolic meaning, for example, the palate of the sheep's head is given to a singer with a sweet voice. The tongue is given to a speaker or orator who communicates with people. Traditionally, the cheek meat was given to the eldest wife — Kazakh men were allowed to have four wives. The eyes are given to a person who overlooks and executes

justice in a group. The mouth, lips and the rest of the head are cut into little pieces for everyone and they are told to have a safe trip home with much happiness, health and success in their work. There are other appetizing tidbits that I would love to share in the next issue of the *Peace Corps Times*. All the best to you.

Valorie Matthews,
TEFL Trainee

Impressions of Almaty

Almaty, Kazakhstan is an amazing place to be! I had dinner with some Russian business people who were scientists under the Soviet regime, but now wish to buy American products to sell on the streets of Almaty. This is not so unusual as it is evidently about the only way to make money here because privatization has not gotten a foothold yet, and state-owned companies are not paying "competitive" wages. The uniqueness of the meeting was that we were sharing a meal with a man who had been sent to Cuba to spend three years teaching the Cubans about the evils of American capitalism. Now he is requesting assistance from Peace Corps in finding a U.S. supplier to be his partner in a joint venture. We toasted to friendship and cooperation! With the aid of our interpreter, we actually had a conversation that began the process of mutual understanding.

As one of the Russians said, "we wouldn't be able to understand them and their culture until we could speak their language." The challenge of speaking in Russian was greatly intensified ten days ago when we each moved in with a Kazakhstani family. As is the case with most other trainees, my "family" speaks very little English. Imagine sharing a meal and trying to discuss the day's activities, or explain your schedule with roommates who cannot comprehend what you wish/need to share. Until two weeks ago, I could not read a word of Cyrillic, so looking them up in a dictionary was not an option. I now can relate to individuals who are illiterate — the world is a closed book with most information unobtainable. Needless to say, I am spending many hours studying, both in class and out.

When not studying Russian, business issues or Kazakh culture, we attend local plays, museums, other functions or go shopping. Necessities are available in the state stores and smaller private shops, but the

choices are limited and the quality of clothing and household items (especially toilet paper) is poor. Residents of Almaty have told us that in the past, higher quality items were imported from Yugoslavia and other countries to the west, but now Kazakhstan is the



Kazakh women gather inside a yurt, the traditional nomad's tent.

market for Chinese "seconds." Food, however, is plentiful. At the central bazaar many kinds of raw meat are hanging from hooks or laying on tables (no refrigeration there) to entice buyers. Pigs' heads and long strings of sausages are, in my opinion, the most distasteful sights. Nothing is pre-wrapped, including prepared salads and a variety of excellent fruits and vegetables. Many local sellers, with only a few diverse items, will sell them out in the hot sun until the supply is depleted.

Lest my description of shopping has led you to believe that Almaty is an underdeveloped area, I will share some of our sightseeing and cultural adventures. We have visited the Palace of the Republic, Opera House, Museum of National Instruments, Park of the 28 Soldiers, Central Concert Hall (for a fabulous concert of Kazakh national music), Russian/Turkish Bath House, Wedding Palace and Medeo Sports Arena (in the mountains), all of which have been amazing experiences. The public buildings are spectacular; the many parks and squares, with their gorgeous

flower gardens and lush grasses and stately statues (of Lenin and other heroes) are lovely and peaceful. The whole city is a marvelous study in contrasts. Picturesque scenes are marred only slightly by the creeping decay. There is not enough money available, for the time being, to maintain public buildings, the infrastructure or the transportation system to American standards.

Their physical currency (the ruble) is the only medium of exchange for purchases — no checks, credit cards, etc. And the ruble's current scarcity and devaluation is wreaking havoc on the economy. It now takes about 1,300 rubles to equal one dollar (up from 700 in the spring). When calculating prices, comparisons with the dollar are misleading — I just bought a dress for the equivalent of less than \$10, but it was almost one week's

income to a Kazakhstani woman. As trainees we are paid more than our language teachers (their average monthly salaries are 23,000 rubles) and we don't pay for rent or groceries. Even with its economic instability, Kazakhstan is probably the most promising CIS country. Because of its mineral resources, it has potential for increasing its capital through trade with multinational companies. More and more international agencies and corporations are showing up to "test the waters" or provide assistance that could put Kazakhstan in a position to become a vital new market for foreign goods and services.

I have tried to give you a descriptive overview of my first month's impressions of Almaty, but the experiences have been so rich that I cannot begin to paint in words anything but an outline. I miss my good friends and associates, but I would rather have them come to visit me than to return home!

Joyce Elferdink,
SED Trainee

New Places, Old Ways

We have been here two months in Kazakhstan, a place most of us never imagined we would ever be. After 75 years of Cold War and fear and suspicion between East and West, we have begun to survive as Americans on those very borders we thought impassible, the points at which ancestors, ours and theirs, were stopped on the sides of two great rivers.

I entered the Peace Corps out of both dedication to peace, which is a family tradition, and because I have both an insatiable curiosity and a faith in all of us as potentially creative, problem-solving human beings.

Almaty. What would it be like? The capital of a new nation within the new Commonwealth of Independent States. We hypothesized, but most of us perhaps guessed at a more primitive existence than that which we discovered. We have entered a rich civilization; one in which the camel flourishes in a well kept zoo along with other animals, but also roams in a herd on the open range along the roadside to Turkistan in southern Kazakhstan outside of Shymkent. We had site visits the last week of June and I had the privilege of visiting both Shymkent and the mausoleum at Turkistan. I say I had the privilege of a visit to Shymkent because I am assigned to the Kazakh Institute of Management here in Almaty and Bill (our fearless TEFL leader) arranged for those of us stationed here to help evaluate sites.

I would like to share my impressions of the capital, Almaty. The city has an exten-

sive transportation system of trams, buses and trolleys. One rather antique trolley I saw my first week had an ad on its sides for Camel cigarettes in the 1940s art tradition prevalent in the United States for those old enough to remember. Locals say that the system ran on time five years ago under socialism, but now it is not always on time. In Fairbanks, Alaska we have similar problems due to our economic downturn of the last ten years. Beyond transportation, the architecture is amazing and indicative of a society that was centralized and had the modern building techniques to build very large structures. On my way home to Kabbanay Bat and Krasina, I pass the Academy of Science where the main offices of the Peace Corps are temporarily located, and at first I thought it was two buildings because it is so large. (In our terms, it appears to be the size of a city block.) The English department office where I will work in the institute is on the fifth floor of a building, and because of the high ceilings, it has a panoramic view of the mountains — running east to west to the south of the city.

One has a sense here of nature and cul-

ture coexisting. Grass grows between the steps of buildings and between the carefully nurtured rose bush gardens, wild blue and white flowers blossom. Not all the roads here are just for cars either. Near my home, people enjoy leisurely walks on lovely walkways that are common throughout the city, while the children have the freedom to play in the fountains.

My favorite fountain is one that has the zodiac animals for the year in the Asian tradition and in the late afternoon, a rainbow that forms in the cascading water. I chose to study Kazakh rather than Russian this summer as a first step to understanding this nation of over 100 nationalities. Kazakh is the national language, and like some of our native languages, can be lost along with the cultural traditions if not encouraged. Even though Kazakh is the official state language, President Nazarbaev defended the continued use of Russian as an inter-ethnic language. Early on it became obvious to me that just as the rainbow interprets the light that passes through water, I would have to read and write in the Cyrillic alphabet and to

know both Russian and Kazakh in order to understand the peoples of Kazakhstan. The students, teachers and administrators in our summer model school are creative and wonderful human beings with whom we have had to develop working and living relationships. We are well on our way to a climate of cooperative problem-solving.

Roslyn
Gallagher,
TEFL Trainee



Kazakhstan swearing-in ceremony, August 26, 1993.

HUNGRY FOR MORE...

Hey Volunteers! Here's some more recipes for you to try out. Keep sending in your favorite or most interesting recipes, great or gross. Remember to list any possible substitute ingredients for PCVs in different regions...

Ricotta (Nigerian Style)

(by Susan Spellman, Peace Corps/Nigeria)

- 1/2 small can (400 g) powdered milk (even skim milk will work)
- 1 liter water
- 4 Tbsp vinegar (plus 1)
- 1 tsp salt

Mix ingredients well and heat over low fire. **DO NOT BOIL** (ever)! When the mixture is hot, sprinkle one more Tbsp vinegar over it. In theory, the coagulated cheesy stuff will rise gradually to the surface. Skim it off and drop it in **COLD** water, then pour off the water and put the ricotta in a strainer to drain away whatever water remains. Boiling, cooking too long, etc. will cause ricotta to be rubbery. Be patient; the process takes one to one and a half hours. Makes approximately one cup of ricotta, but oh so good! (Great for manicotti, stuffed shells, lasagna and dozens of other dishes.)

Guacamole

(reprinted from *Kisko*, The Peace Corps/Jamaica Journal)

- 1 ripe pear (avocado)
- 1 medium onion
- 1 clove garlic
- 1 medium tomato
- juice of 1 lime
- salt/hot pepper sauce

Cut pear in half; remove seed and scrape meat into small mixing bowl. Mash thoroughly with fork. Dice onion, garlic and tomato; add to pear, mixing thoroughly. Add lime juice and season with salt and pepper sauce to your taste. This dish is best if allowed to sit for at least three hours before serving.

I have found that a teaspoon of chili powder is a nice addition. By all means, experiment with this one: more/less onion or garlic and other seasonings to your taste!



Sugar Cookies

(reprinted from *Kisko*, The Peace Corps/Jamaica Journal)

- | | |
|----------------------------|---------------------------|
| 4 1/4 cups flour | 2 sticks butter, softened |
| 1 tsp. baking soda | 3/4 cup oil |
| 1 tsp. salt | 1 cup sugar |
| 2 eggs, beaten | 1 Tbsp. vanilla |
| 1 cup confectioner's sugar | |

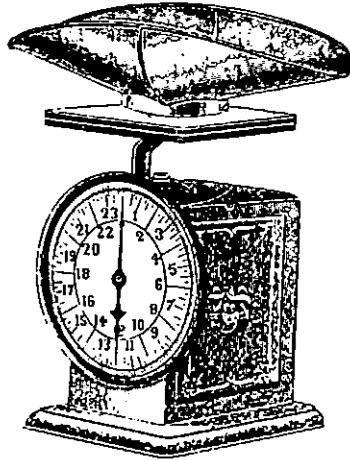
Combine 1 cup flour, baking soda and salt in a mixing bowl and set aside. Combine sugars, butter and oil; cream well. Add egg and vanilla to sugar mixture and fold in all flour. Cover and chill overnight. Preheat oven to 375. Shape dough into walnut size balls. Place on an ungreased cookie sheet. Flatten with the bottom of a glass dipped in sugar. Bake for 12 to 15 minutes or until lightly browned — watch closely! Cool on wire racks. Yields 12 dozen small or 6 dozen large cookies.

Otaheiti Apple Drink

(reprinted from *Kisko*, The Peace Corps/Jamaica Journal)

- 4 to 5 apples
- 6 cups water
- 1 finger ginger
- sugar or honey to taste

Wash, core and quarter apples. Wash, peel and beat ginger. Place in medium size saucepan, cover with water and bring to a boil. Turn off heat and allow drink to cool for at least 1/2 hour. Strain into pitcher and sweeten to taste. Serve over ice.



Yucca Flatcakes

(reprinted from *Allí No Más*, Peace Corps/Honduras Newsletter 6/93)

- 2 lbs. peeled and grated yucca
- 1 tsp. salt
- 1/2 cup mild white cheese, grated
- 2 Tbsp. sugar
- 2 Tbsp. butter, melted
- 1 Tbsp. flour
- 1 beaten egg
- 1/4 cup vegetable oil

Mix all ingredients except oil in a bowl. Heat oil over medium heat, and fry tortilla-size cakes, browning on both sides. Drain on paper towels and serve warm with main course. Serves six.

Sonora Pizza

(reprinted from *Kisko*, The Peace Corps/Jamaica Journal)

- 8 whole wheat tortillas (fried)
- spicy tomato sauce
- refried beans
- 1 onion — chopped
- shredded cheese
- shredded lettuce
- chopped tomatoes

Spread beans on tortillas. Top with 2 Tbsp. sauce. Sprinkle with onion and shredded cheese. Bake at 350 till beans are hot and cheese melted. Add lettuce and tomato after baking.

Refried Beans

- 1 cup red peas
- 1/4 cup oil
- 3/4 cup chopped onion
- 2 cloves chopped garlic
- 1/2 tsp chili powder
- salt and pepper to taste

Saute onion and garlic. Add peas and chili powder. Heat through.



Pumpkin Soup

(reprinted from *Kisko*, The Peace Corps/Jamaica Journal)

- | | |
|-----------------------------|----------------------|
| 1 lb. pumpkin | 4 cups water |
| 1 or 2 small Irish potatoes | small piece of yam |
| 1 cho-cho | 1 large onion |
| 2 stalks escallion | sprig of thyme |
| 1 medium carrot, sliced | 6 pimento seeds |
| 1 bay leaf | 1 hot pepper, whole |
| salt to taste | basil or celery salt |

Place all ingredients except hot pepper and salt in large, thick-bottomed pan. Bring slowly to the boil. Cover, reduce heat and allow to simmer for two hours. Add hot pepper and salt to taste, and continue to simmer for another hour. Remove pepper, bay leaf and thyme. Check seasoning and consistency. Add seasoning/water if needed.

Some recipes suggest placing the finished soup in a blender for a smoother consistency. Dumplings may also be added. For 6 to 8 dumplings, simply mix 1 cup flour with just enough water to form a stiff dough. Shape dumplings and add to finished soup. Dumplings only take a few minutes to cook — when they float to the top they are done.

Karren Waid, Peace Corps/Togo



On July 12, 1993, the Peace Corps lost PCV Karren Waid in a tragic motor vehicle accident in Togo, Africa. Karren was an exceptional Volunteer and will be greatly missed by her Peace Corps friends. Acting Peace Corps Director John P. Hogan attended the memorial service for Karren on Monday, July 19 in Winnetka, Illinois. The following are his remarks to her family and friends:

"On behalf of the Peace Corps, let me express how sad we are about the loss of Karren Waid. I regret very much having to stand up here today and tell you under such tragic circumstances how wonderful Karren was. However, the circumstances make what I say no less true, and all the more important.

What Karren did in becoming a Peace Corps Volunteer was extraordinary. Although from everything I have heard, it was not out of character for her or her family. In the references that accompanied her Peace Corps application, Karren's friends and teachers repeatedly emphasized her adaptability, tremendous leadership capabilities, and consideration for others. In fact, the summary of her reference page reads — and I quote — "Don't know anyone who doesn't know and love Karren."

However, I think the greatest testimony to the affection so many had for Karren is the fact that her fellow Volunteers all donated money so that Mandi Summers could be present today to represent them and show their deep respect for her.

The country of Togo where Karren served as a Volunteer — although suffering through deep political and ethnic problems — is beautiful, with great cultural diversity. Having been a country director in neighboring Burkina Faso, I know the area well. The northern section is scattered with valleys, and just south of Dapoang, the city nearest to Karren's site, lies a place known as the Lions' Pit, a forest with a lake nearby, where the elephants come to water.

The people Karren lived and worked with are called the Moba, they are known for their artistic and musical abilities and their love for their children. In Togo, children are looked upon as a blessing — a form of riches. Because of this, you can know that the Togolese community with which Karren

worked respected the sacrifice you — as her family — made in sharing her with them. And you can know that just as they cherish their own children, they cherished Karren, and now they mourn with you in losing her.

As a forestry Volunteer, Karren was responsible, among many other things, for establishing a tree nursery which provided her community with food and firewood — the basic tools for life. The wonderful thing about her work is that those trees will live for generations as a reminder of the love a young American woman named Karren had for a community of people far from her home.

It is written that the mission of the Peace Corps is "...to learn peace, to live peace, and to labor for peace, from the beginning of a Volunteer's service to the end of their life." You can feel good that Karren was a part of the fulfillment of this dream. She was a selfless and giving person and what she gave was of value — every minute that she gave was of value to others. As sad as we are to lose her, Karren's life was not spent in vain. She affected so many in such a positive way; we are very proud to call her a Peace Corps Volunteer, as you are proud to call her a daughter, a sister, a granddaughter and a friend.

Isak Dinesen in the book *Out of Africa* asks, "If I know a song of Africa... does Africa know a song of me? It is certain that Africa sings a song of Karren for she will forever be a part of the music there. She leaves a legacy of hope for the people of Togo and will live on in the hearts of all of those she touched. For that and for her faith, she will be remembered.

Now I would like to present to Mr. and Mrs. Waid, on behalf of President Clinton, the American flag and a letter from the President honoring Karren's service as a Peace Corps Volunteer." □



(Continued from page 5)

Frozen Fun Run

Dear Peace Corps Times:

Please find enclosed a photo of PCVs Michael Chase and Noel Lee who organized the first annual "World's Coldest Capital City" International Fun Run in Ulaanbaatar, Mongolia.

The fun run was held on January 10, 1993, arguably the coldest day this past winter, with early morning temperatures at -30 degrees F to -35 degrees F. And surprisingly enough, despite the weather, there was a turn-out of approximately 40-50 participants, primarily Mongols who are friends/associates from the Ulaanbaatar running clubs.

The photo is taken at the time of the race — if you look closely you can see the frozen breath on their eyelashes and eyebrows — in front of the National Naadam Wrestling stadium which was the starting and finishing point of the race.

The mural behind Michael and Noel shows a Mongol wrestler in traditional uniform, performing a victory dance which is an impression of an eagle flying. Both Michael and Noel are passing around the celebratory bottle of arkhi (vodka) which everyone drank at the finish of the race.

Hope you can use the photo. Keep up the good work with the magazine.

Guy Seay
Peace Corps/Mongolia
April 30, 1993



INTER-AMERICA REGION

(Continued from page 13)

quarter to one-half mile in width. The idea to combat the elephant grass and reforest the *pajonales* zones came from the president of the Junta Local of La Union, a village level community group. He recognized the value of this unexploited land to the citizens of La Union.

The key to this project is a formal agreement between park authorities and community members whereby farmers who plant and care for trees are also allowed to harvest their crops during the three years it takes for a shade canopy to close over the former *pajonal*. Gradually, the battle to recover these degraded lands is being won. As blocks of land become reforested, farmers move on to new areas.

With the success of the project in La Union, the Panamanian Government has approved additional projects on a review basis. On July 10, 35 Panamanians planted 600 additional trees to inaugurate a new reforestation project in the neighboring town of Alto Lindo. As shown by the experience of La Union, the devastation of the *pajonales* can be reversed with the cooperation of Peace Corps, local, private and governmental organizations. □



PCV Ron Ruzinsky teaches a neighbor about seedling trees to be used for lumber, erosion control and forage crops in Jutiapa, Guatemala. Best Photo taken by Paul "Hank" Ward.

Peace Corps Program Updates



PEACE CORPS FELLOWS/USA
PROGRAM

Peace Corps Fellows: An Even Tougher Job You'll Also Love

by Sandra M. Mings
Peace Corps Fellow

The title of Sandra M. Mings' article conveys the sentiment of many Peace Corps Fellows and the article reveals the special characteristics returned Volunteers demonstrate when confronted with challenging situations — tenacity, resourcefulness, patience, tolerance — the same characteristics employers look for when considering candidates for tough, yet rewarding, positions.

Nothing has ever terrorized me more than the first day in the classroom. The first time I entered a classroom as a teacher I found myself 10,000 miles from home, standing under the heat of the African sun in front of a sea of dark faces. In training we spent a considerable amount of time anticipating poor student behavior and discussing our reactions, including the possibility of corporal punishment, which a number of otherwise, perfectly civil Americans were practicing. As a result I was well prepared for delinquency; I stood before the 40 students reading a list of rules they must follow. The paper quivered in the nervous grip of my hands while I anxiously charged through the catalogue of rules I had written. I concluded with, "Finally, NO ONE is to leave the room before the bell rings unless they have permission from me. Anyone who does will have to weed the grounds after school."

The lesson progressed, without the slightest disturbance until I turned my back to write on the board. Suddenly I felt apprehension permeate the room. I whipped around to see a small boy creeping towards the door. Feeling that my disciplinary threats were being challenged, I bellowed, "Where do you think you are going? NO one is to leave this room without my permission until the bell rings. I didn't hear the bell ring."

He looked at me with eyes wide in terror, "But Mistress, I am the one who rings the bell." For the entire two years I served in Africa, discipline problems didn't get much worse. Although there were challenges, I loved it there, yet I didn't lose sight of the motivation that caused me to sign up with the Peace Corps. I intended to return and become an inner city teacher through the Peace Corps Fellows Program.

How I longed for my students in Africa on the first day of teaching in San Francisco as I was prepped for my 5th period ethnic literature class by their previous instructor. He remarked, "This class, well what can I say? They are all a bunch of criminals. There is more anger in that classroom than you'll probably see in a lifetime." He wasn't kidding.

My first day someone brought in a Coke. Bringing food into class wasn't allowed, but I was new. I suppose the student had anticipated I wouldn't notice, and I might not have except that Steven knocked it over as he took his seat. The outburst of profanities riveted everyone's attention to that side of the room. As I looked over I asked, "Whose coke was it?"

"Mine," Sharon replied, defiantly.

"Then please clean it up," I responded.

"Ain't no way I'm cleaning it up. Ain't my fault. He hit it," she stubbornly refused.

"But you aren't supposed to have it in here," I reminded her.

"Don't matter. I ain't the one who spilled it," she insisted.

"It wouldn't have gotten spilled if you hadn't brought it in," I continued.

"Listen, you M ___ F ___ racist B ___, I ain't cleanin' it up!!" she exploded.

I quickly wrote out a referral slip and sent her to the Dean's office. Five minutes later she returned. "Dean told me to come back. And I ain't gotta clean up that boy's mess!"

"Steven cleaned it up already," I replied in shock as I noted the Dean's signature on the referral slip. I couldn't believe it! I was

infuriated by her defiance, disappointed by my inability to handle the situation, bewildered by the lack of support from the Dean's office and stunned by the fact that I now had to teach class as if nothing happened!

When I started teaching it seemed that each day, as I left the building, five or six police cars would pull up at the school. It seemed to be part of their daily routine to participate in the students' dismissal.

One afternoon as I left, I was forced to pass through a fight. It reminded me of a scene from *West Side Story*. I grabbed one of the young men, pulling him away from the other student. The other student's girlfriend clung to his bare chest, crying "No! No! He has a knife!" It registered then that the boy I was holding back was the boy with the knife. As I made the realization, the police rolled up for their routine, so I released the boy to let them do their job.

Even as I grew accustomed to scenes like this, and realized they were not as frequent as they had seemed, the struggle continued in my 5th period class. Lacking any training or experience in classroom management or "at-risk" youth, I began to avidly read books on the subject. Meanwhile, the chaos in the classroom continued. Before their first teacher abandoned them to me, he taught them a bit of Malcolm X's philosophy regarding the white devil. "The rich white neighborhoods don't have gun shops and liquor stores on every corner. It's your neighborhoods that do. The rich whites own these stores and they want to keep you on drugs, killing each other, so they can keep the power." It appeared as if some students felt that I was simply a personification of the very beast that oppressed them and their people. Many were not reluctant to tell me how they saw me.

One student, Hodarri, appeared to have become obsessed with hatred. He would throw fits, stalk me, threaten me. Any success I felt had been made with the other students was obliterated by my experience with him. Finally, after numerous confrontations, he made a verbal threat in front of

(Continued on page 34)



PARTNERSHIP PROGRAM

The Gypsy Life

by PCV Rachel Guglielmo
with contributions by Stacie L. Snoke,
Intern, Office of Private Sector Relations

Note: Since its inception in 1964, the Peace Corps Partnership Program has enabled more than 3,000 communities worldwide to fulfill their self-development goals. The following is one Peace Corps Volunteer's success story. This Partnership project was one of the first in Eastern Europe, since Peace Corps' official entry in 1991.



PCV Rachel Guglielmo with local children from Zalakomar.

While in Hungary to teach secondary-level English, ethnic jokes were my introduction to the unfortunate relationship that exists between the Gypsies and Hungarians. I, along with the other Volunteers, had only a vague idea about the animosity that exists towards Gypsies. I had arrived with a somewhat romanticized idea of the culture, provided through folklore and literature, however, it was not long before we found that there is little romance to the Gypsy life in Eastern/Central Europe.

I was introduced to Gypsy community leader, Ferenc Orsos, by a Fulbright Scholar when I volunteered to teach English to a group of Gypsies. As I became more familiar with Mr. Orsos and his family, I grew more involved with the issue of the Gypsies' isolation, which results in a misunderstanding of them as people. After a conference at which Mr. Orsos spoke, a group of us decided to gather more information about Gypsy issues in Hungary, enabling us to judge the situation for ourselves rather than rely on the judgements of others.

The purpose was simply to gain access to the isolated community about which we had heard much, but experienced little, to discover why the Gypsies are so reviled and how they feel about their own marginalization. We weren't looking for

quick solutions to the problems of prejudice and discrimination, but wished to question their existence, to stir debate and discussion of a problem which sometimes seems to be taken for granted as insoluble. The project was an exploration of experiences and perceptions within the community of Zalakomar.

My Peace Corps administrative officer, who was excited about the prospects of our idea, suggested contacting the Peace Corps Partnership Program for help with funding. I found the coordinators in the Partnership office very supportive and responsive to my needs. The Zalakomar City Council in Hungary was anxious to show their concern for Gypsy issues and freely gave the host community contribution (25%) that the Partnership Program requires. I submitted the project proposal in April 1992, and one year later the entire project was completed.

Under the direction of Mr. Orsos, a survey was created which included questions on the following: home, work, family, school, health, social issues and Gypsy culture. Eight Peace Corps Volunteers, including myself, Julie Dervin, Jeff Hay, Tim Waters, Kristeen Gaffney, Tom Wise, Kristen Verdi and Dave Billett, participated in the project. We were each accompanied by a student in my ad-

vanced English class to act as a translator and by a member of the local Gypsy community to act as a guide and ease introduction into the homes. Two Hungarian sociologists also worked with us as advisors. Together, we interviewed both Gypsies and Hungarians living and working in Zalakomar. This integration of Hungarian, American and Gypsy participants was a crucial element in the success of this project, especially in representing cooperation and goodwill between the distinct groups. The integration of these three separate ethnic groups was, in itself, a steady influence against the danger of biased interpretations.

During the interviews, the images which presented themselves to our eyes were jarring. Among the Gypsies, it was disturbing to find that there was very little sense of community, and almost no one we met had received more than a few years of schooling. Health problems were endemic and hygiene was very poor. We were able to observe a distinct culture, but a culture in crisis. This crisis was exacerbated by the inability of the Gypsies to articulate that crisis, and therefore, to look for solutions.

The results of our time in Zalakomar were reproduced in a readable, distribut-

PROGRAM UPDATES

PARTNERSHIP PROGRAM

able form, thanks to the generous grant from the Peace Corps Partnership Program. The book, entitled "The Gypsy Road," is printed in both Hungarian and English, to ease the sharing of ideas between cultures. I think it will be of great value to Peace Corps Volunteers, and I think it will stir a great deal of interest in Hungary, providing the missing link between the Hungarian and Gypsy communities. Already my students are discussing the Gypsy issue more openly and more intelligently.

As I have seen from my experience overseas, Eastern Europe presents a won-

derful opportunity for Peace Corps Volunteers. Because the entire area has not been exposed to U.S. culture, the people are very impressionable to the ideas and actions of the Volunteers. There are lots of issues to be worked out here and room for Peace Corps Volunteers to contribute to these countries. We have a great opportunity and responsibility to work with these people, and the Partnership Program is a way to enhance these efforts.

Rachel Gugielmo became so involved with this Partnership project that she recently returned to Hungary for a third year of service

to continue her work with the Gypsy community. This time she is in southern Hungary helping to establish and teach in the country's first highschool for Gypsies. This energetic native of Brookeville, Maryland says she is already brainstorming how she can involve Peace Corps Partnership in this new venture.

To receive a copy of the Peace Corps Partnership Program Volunteer Handbook with guidance on preparing a proposal and coordinating a Partnership project write: Peace Corps Partnership Program; 1990 K Street N.W.; Washington, D.C. 20526. □

PEACE CORPS FELLOWS/USA PROGRAM

(Continued from page 32)

witnesses. I pointed out that this was against the law and he was pulled from my class.

People ask why I continue, and it's true that there isn't much to recommend my job. It's a hostile, fragile environment. The support systems that many of us grew used to as Peace Corps Volunteers are no longer available. It seems that there is nothing there to replace them. Obviously, the pay is not sufficient in comparison to the amount of work. So why do I continue?

Because of the successes. No matter how few and far between. One project I created for, as I deemed them, "The 5th Period Class from Hell," was writing an autobiographical series. I began by asking them to write a paper about themselves from another, older adult relative's point of view. The amount of pain and frustration that surfaced in those papers was appalling, but productive. Few people bother to ask these kids about themselves and often they do not have loved ones to give them a sense of well being.

Chang, who flunked my class and most of his other classes due to absences, hap-

pened to be in class the day the autobiographical series started. He used his father's point of view to explain where he had been during those days. He had run away from home, stolen all the money from his father's safe (\$10,000), bought a car and taken a job at a five and dime. His father verbally abused him and was continuously putting him down. It's no wonder that he ran away. His paper was written exquisitely, probably because of its emotional appeal, and I praised him highly for it. I also wrote a letter to his parents, saying that although he had not passed, I thought he was a very bright boy and had written a stunning essay for my class.

He told me I was the first person who gave him a sense of his own worth and capability. He returned to school after this exercise. Why? Because a teacher took the time to reinforce and help establish his self-esteem. He is now carrying a high "B" average. The day before we broke for Christmas vacation, Chang came to me. "Ms. Mings, you know, if it weren't for you and your class I wouldn't be here. You've done so much for me. I look forward to this class more

than anything, because it taught me my own worth. I know I can make it. I would have quit school if it weren't for you and your concern."

Why do I continue? Success with Chang and others like him. That is why being a Peace Corps Fellow is the toughest job you'll ever love.

Sandra Mings, originally from Idaho Falls, Idaho, taught EFL at a junior secondary school during her service in Botswana. She received her undergraduate degree in English from Seattle University, Seattle, Washington. This fall she returns to Lincoln High School in San Francisco where she teaches 9th and 10th grade English. Possessing a penchant for writing, Sandra immediately took us up on our request for articles written by Peace Corps Fellows.

For more information on all the Peace Corps Fellows/USA programs, ask your country director for a brochure, or contact Peace Corps Fellows/USA Program; 1990 K Street, N.W., Suite 7605; Washington, D.C. 20526. e-mail-hfemendez@usa.peace.gov □



RETURNED VOLUNTEER SERVICES

Insure Yourself!

by Mona Melanson
Career Counselor
Returned Volunteer Services

Returned Volunteer Services has learned that in 1992, a lower number of PCVs enrolled in health insurance. In fact, it was the least amount ever. We are very worried about the expense risks so many PCVs may be exposed to if they leave Peace Corps uninsured. Each year a small number of PCVs incur injuries or illness en route home or after they return. As you may be aware, it may not be easy to find affordable health insurance if you are unemployed. Following are answers to some of the most commonly asked questions Peace Corps Volunteers have about the need for health insurance as they reach their close of service. If you have other questions, please contact the specific health insurance carrier directly.

"Why do I need health insurance (I am in good health)?"

Even if you are in excellent health, you could become an accident victim. You might require care and treatment in a shock trauma unit, skilled nursing facility or therapy center. All of these treatments can be very expensive and costs vary greatly by state.

"What should I consider in making my health insurance choice?"

When selecting a health insurance plan, you will want to review your past usage of medical services or insurance benefits. Think about whether there are any medical expenses you know you will have this year and how the different plans might cover them. Most importantly, consider how much out-of-pocket costs you can afford. We ask you to consider protecting your financial health as well as your physical health. Some plans may cost more but they may provide you with higher levels of benefits. Refer to the summary grid sheet and the individual plan brochures enclosed in the insurance packet you will be given at your Close of Service (COS) conference.

"What does medical care cost now in the U.S.?"

Each year you have been overseas there has been *medical cost inflation*. Depending on the type of medical care you receive, you might pay anywhere between \$350 and \$700 per day for a hospital stay. The average cost of an office visit to a doctor could range from \$40 to \$120. Remember that this visit does not include x-rays, lab tests, specialized treatment and/or medications. Specialized treatment could cost several thousand dollars.

This question is sometimes asked by younger Volunteers: "Before I joined Peace Corps, my parents covered me under their health insurance plan, so why should I bother signing up for one of these plans?"

Check with your parents well in advance of your departure from Peace Corps. Many employer provided health insurance plans deny parents the ability to cover their children after a dependent reaches age 22 and/or is no longer a full-time student. Some plans do not permit parents to add an older child back on a plan if they dropped you from their plan while you were in Peace Corps. Even if your parents' plan will enable you to be covered, you may not be protected while outside of the U.S. or while traveling in certain countries. Health plan terms and conditions vary a great deal; know before you go home if you will be covered!

"Why do all these health insurance plans seem expensive?"

Generally, health insurance is priced based on "risk experience" or claims experience of the covered group. These plans are priced competitively in comparison to plans offered to groups of a similar size here in the U.S. Peace Corps staff, in collaboration with several major insurance agents, have identified several different carriers that are willing to offer returning Peace Corps Volunteers health insurance. The plans we include in the *insurance packet* represent a range of choices of different coverages at varying rates. We monitor the carriers and rates annually to continually provide Volunteers with different types of plans and rates to meet various individual needs.

"How does International SOS differ from the various health insurance

plans offered?"

International S.O.S. provides 24-hour, worldwide emergency service (and medical evacuation service as appropriate). International S.O.S. is not a medical expense insurance coverage plan. Consider purchasing International S.O.S. if you will be traveling through other countries on your way home to the U.S. along with some form of health insurance.

"Do I have to enroll in one of these health insurance plans?"

No. Peace Corps can not make it mandatory for you to have health insurance after you end your service. Further, Peace Corps can not endorse any of the programs in the insurance packet. We do, however, encourage you to carefully review all the materials and consider the importance of having health insurance.

"How may I pay for health insurance?"

At your COS conference you will be given insurance information and application forms. You will also be given instructions on how you may authorize a deduction from your readjustment allowance to pay for your health insurance. Most carriers will accept a personal check in dollars from a U.S. bank or a credit card payment. Complete the application and mail it to the insurance carrier along with the authorization to deduct payment from your readjustment allowance, a check or your credit card information. Some carriers will only begin to cover you once they actually receive payment. Be sure to send in your application form and payment choice well in advance to be covered by the time you leave your country of service.

"If I decide not to purchase any health insurance, what will happen?"

The bottom line is that you will be assuming all the risks and responsibilities for all your own healthcare costs. Peace Corps will not pay for any of your non-service related medical expenses if you are injured or fall ill while you are traveling through other countries en route home. Although many Peace Corps Volunteers remain healthy, each year some experience significant injuries or major illness during the first 6-12 months after COSing. We ask you to please play it safe and get some type of health insurance. □

Continuing to "Dance the Dances"

provided by the National Peace Corps Association

President Bill Clinton told a crowd of 1,000 returned Peace Corps Volunteers, "You are a vital expression of the freedom, liberty and humanitarian values that distinguish our great nation. You have made many friends, and shared your skills and energy with people struggling for a better life throughout the developing world.... You've learned to sing the songs; dance the dances; tell the stories that define and unite people all over this world."

The President spoke via video tape to the 1993 Conference of Returned Peace Corps Volunteers on the campus at the University of California at Berkeley during the July 4 weekend. The conference was sponsored by the National Peace Corps Association and the Northern California Council of RPCVs. Formerly known as the National Council of Returned Peace Corps Volunteers, the NPCA is a not-for-profit group that functions as the Peace Corps alumni association. As the new name suggests, the Association serves the entire Peace Corps community. NPCA President Charles Dumbach said, "The name change is more than a new cover on an old book. It represents a new determination to include Peace Corps staff plus families of Volunteers and

anyone else who shares a commitment to the mission and values associated with the Peace Corps."

The NPCA and its network of 105 affiliated groups throughout the country focus on the fulfillment of the third goal of Peace Corps — bringing the world back home. They provide education programs and volunteer services in their communities. In addition, the NPCA has developed an advocacy network to promote Peace Corps and sustainable development to alleviate hunger and poverty throughout the world. The NPCA publishes *WorldView* magazine which is provided to all Peace Corps Volunteers, and it offers a free one-year membership to Volunteers at the close of their service. The Association also encourages the families and friends of Volunteers to join and help promote Peace Corps and to become more familiar with the people, the countries, the cultures and the issues related to Peace Corps.

The 1994 Conference of RPCVs will be held in Atlanta, Georgia, and in 1995 it will be in Austin, Texas. For further information, contact the NPCA; 2119 S Street, N.W.; Washington, D.C. 20008. Phone (202)462-5938. □



CONGRESSIONAL RELATIONS

Congressional News From the Hill

by Joan Timoney
Director of Congressional Relations

On September 21, President Clinton signed into law his national service plan, which will provide opportunities for Americans to serve their country and expand their educational opportunities.

The President has frequently invoked Peace Corps as a model for his domestic national service program, and Peace Corps received very favorable mention from Republicans and Democrats alike during con-

gressional debate on the bill. The most eloquent expression of national service in the Peace Corps sense came from former PCV Senator Chris Dodd:

"Today the Peace Corps lives in the minds not only of people in this country but in villages and homes all over the globe, because the concept of people volunteering, working with other people to try and improve the quality of their lives has never been lost in the program. Today the popularity, if I can use the word, of the Peace Corps is in many ways attributable to the fact that it has achieved in essence more in the broader sense than

in the detail. We did not do all the things we thought we were going to do, but the essence, the very essence of younger people and older people stepping forward and saying I would like to roll up my sleeves and try to make a difference even in one individual's life has proved to be worthwhile more than 30 years after the initiation of the program. I would hope that as we go forward and consider this legislation that we will not lose sight of the essence, the central ingredient here, and that is to offer a generation of Americans that same excitement at the prospect of service that I felt as a young Peace Corps Volunteer." □

TAPESTRY

Support, Information, Sharing

Classroom Management in Southern Africa

by Marcia McBeath, PCV Namibia

Editor's Note: An authority on child welfare and education, Marcia McBeath is the author of Little Changes Mean a Lot, a book that in simple terms discusses how adults should relate to children. ICE is hoping to reprint the book so that PCVs can learn from McBeath's years of experience as a teacher, author and Volunteer.

The young Masotho man had been a classroom teacher for several years in a small village high in the mountains of Lesotho when he decided to return to the National Teacher Training College for a year to upgrade his two-year teaching certificate to a three-year diploma. During that year, one of his classes was in guidance and counseling for teachers, a short course for all students at the college. The course emphasized the use of good interpersonal relations with students, other teachers, parents and community members, and a positive approach to discipline in the classroom, the school and at home.

When the young man returned to his school, he found that the principal had left and he had been named the principal's successor. The new principal's first act was to call all the teachers together and announce that they would no longer be allowed to beat their students, which they had been doing to maintain discipline. He then proceeded to teach them what he had learned in the guidance and counseling course, and they soon began to involve the parents and other members of the community in the activities and discipline of the school.

This incident in Lesotho is one of the examples I heard about when I first came to my teaching post in Southern Africa to indicate that change is taking place in Southern African schools. The old, traditional, authoritarian style of teaching, a holdover from colonial days, is slowly being replaced by a more democratic approach.

Thus, when I arrived in Namibia, I was delighted to learn that the new constitution expressly forbids corporal punishment in the schools, a common practice in Namibia prior to independence. "Corporal punishment cannot be regarded as

acceptable in a democratic society," the Honorable Buddy Wentworth, Deputy Minister of Education and Culture, wrote in a foreword to a pamphlet published by the Ministry, explaining the new policy. He noted the need to find alternatives, but said that "they must be alternatives which take into account the dignity and worth of both teacher and learner."

Following up on this principle, the Ministry this year introduced a new curriculum for first-year students in all Namibian teacher-training colleges. The curriculum is student-centered rather than teacher-centered, with students very much involved in their own learning and teachers acting as facilitators.

At the same time the Ministry is working with student teachers, it is also trying to change the attitudes of current teachers and administrators by instituting a workshop on "Alternatives to Corporal Punishment." The participants — the principal or administrative representative and two teachers from each participating school — are expected to take the training materials back to their schools and introduce the same

TAPESTRY is produced by the Office of Training and Program Support (OTAPS) for Peace Corps Volunteers and staff. OTAPS provides technical support to Peace Corps programs throughout the world through a wide range of quality programming, training and technical information services. Compiled and edited by Information Collection and Exchange (ICE), a division of OTAPS, TAPESTRY is designed to present some item of interest for every PCV working in any country or project.

OTAPS Director.....Jim Ekstrom
ICE Director.....David Wolfe
TAPESTRY Editor.....Judy Benjamin

workshop to their school staffs.

The workshop helps participants understand how behavior is learned, unlearned and changed. It emphasizes the positive approach to teaching and learning, the necessity for students to develop internal controls and the importance of the classroom environment in producing motivated, creative learners. It examines why teachers and parents use severe forms of punishment and describes its negative effects. Presenting typical problems faced every day in the classroom, workshop leaders encourage participants to use the information they have learned to develop strategies for applying discipline that they can take back to their schools.

A pupil poking a classmate with a pencil is an example of the kinds of problems discussed. While the new approach may stress counseling, the teacher in this situation must respond immediately. If telling the pupil to stop has no effect, then the teacher may have to take away the pencil for a few minutes, explaining that "We cannot allow anyone to be hurt." On returning the pencil, telling the student, "I know you understand how to use a pencil correctly," is a cue for the student to recognize what is the expected behavior. Later, when the student is writing, saying "I appreciate that you are now using your

pencil to do your work," or simply smiling or nodding approvingly, will reinforce the message.

Teachers frequently ask, "Why should I praise children for doing something they are supposed to do?" In answer, workshop leaders point out that the goal is to help children learn a more acceptable way of behaving, and that praise, not punishment, is a more effective way of doing so.

Essentially, these teachers and administrators are being taught what I consider the simple ABCs of good classroom management:

A - Antecedent — Always be well prepared and set up simple rules.

B - Behavior — Be sure students understand what's expected of them. Don't use such vague

terms as "naughty," "shy" or "rude." Be specific.

C - Consequences — Closely match consequences with behavior. If the behavior is negative, try to find out why and perhaps have the student fix the damage. If it's positive, make the student aware that it's appreciated.

These ABCs can help teachers provide an atmosphere in their classrooms that will enable students to develop discipline from within and make both students and teachers feel better about school and about themselves. In post-apartheid Namibia, encouraging self-esteem in itself should be a primary goal. □



Help Us Help You

The Youth Development Sector of OTAPS is putting together a resource manual of all current projects and activities involving *at risk* youth. By *at risk* we mean anyone under the age of eighteen with a below average chance of providing for his or her own basic necessities — youth who may be runaways, homeless, school drop-outs, malnourished, at risk for AIDS, abused, physically or academically handicapped, or disadvantaged in some other similar way. This manual will be used as a reference guide for future Volunteers.

We are interested in your experiences, preferably written in either a narrative or story form. Tell us about what you do, how you do it, what works, what does not work and why. A description of the people you work with (age, gender, urban/rural, education, other) should be included as well, along with any additional comments you wish to make. Send your material to Youth Development Initiative, Peace Corps/OTAPS; 1990 K Street, N.W.; Washington, D.C. 20526.

This will be a reference manual for everyday use, one full of ideas and programs to assist PCVs in the field. We need your help to produce it. □

Peace Corps Volunteers and the Internet

If you have been reading your *Newsweek* magazines regularly, or have other sources of information on current topics, you may be aware that people increasingly are making use of something called the Internet. It's a way of reaching a far greater number of people and organizations with shared interests and needs for information about issues and technical fields than would be possible through the mail or telephone systems. The Internet is used for communication among computer systems worldwide, and for transferring data and information among people with a need to communicate with each other.

The Internet doesn't really exist in a physical way — it's actually a protocol, or format and schedule, followed to transfer electronic data from one computer system to another. It began as a way for the academic community to share information, but it has since grown to include businesses, government agencies, non-profit organizations, research groups and almost any type of person or organization that has a need to share information with people who have similar interests.

"That's all well and good in the U.S., where you have computers and a great phone system, but what does this have to do with me?" you might reasonably ask. Today, most PCVs have access to a computer, if not on a daily basis through their jobs, at least occasionally through their Peace Corps office, and many people consider access to computerized information an essential part of development. ICE is constantly on the lookout for more efficient ways to help PCVs get all the information they need to be effective Volunteers. This type of access may not only be feasible, but essential.

People can access the Internet in a number of different ways. Basically, you need a computer, a working telephone line with a reasonably good connection and an account with an organization or company that serves as an Internet "node" or focal point for collecting and distributing communications. In addition to the colleges and universities, businesses, and organizations that serve as nodes for the Internet, groups have formed specifically to provide people with access to the Internet, including some that focus on international development or have special interests related to development. Organizations such as ECONET (focuses on the environment); DCGNET (agriculture); and DEVNET (development) have already established access points in many countries and have representatives of local organizations who communicate via the Internet through these organizations' access points.

In countries where telephone infrastructures are less developed than in the U.S. or western Europe, many different technologies are being tried for facilitating communication.

Among these technologies are direct radio transmission between two computers, and store and forward mail systems operating through low earth orbit satellites, such as those used by Volunteers in Technical Assistance (VITA) for tracking disaster relief needs, or Satellite, for sending medical information. Eventually, connections to the Internet will be expanded with linkages to the various types of communications systems

to make it easier for people in less developed countries to communicate on the Internet, as well.

Some Peace Corps posts currently have access to the Internet and use it for some of their communication with Peace Corps/Washington. Many countries tightly control data communications,

so it's not practical for some Peace Corps posts to be connected at this time, but that situation is changing rapidly.

What can the Internet do for you? Through electronic mail, it can provide you with direct access to people with similar interests and concerns. Through various other facilities, it can provide you with direct access to many large libraries and databases of information around the world.

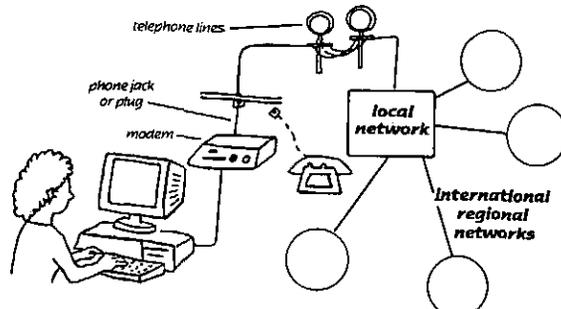
As the whole purpose of the Internet is to facilitate communication of information, ICE is particularly interested in the system. With Peace Corps' network of In-Country Resource Centers getting stronger and more essential to the support of PCVs, this type of communication, which allows sharing of information with many people or posts at the same time, takes on a new significance. Instead of talking about the various services and databases available, however, we'd like to hear from PCVs and staff about the experiences of those currently using the Internet or who have used it in former jobs or institutions, as well as to get ideas from others who see potential PCV uses for it.

Your input on this subject can help us determine how ICE will operate in the future. Particularly, we'd like to have your comments on the following:

For people experienced with the Internet, how have you used it? Has it been helpful in your Peace Corps assignment? What tips do you have for other people in developing countries who might wish to use the Internet? If you have never used the Internet, are you interested in knowing more about it and what it can do for you? Do you think you may use it in the future, and if so, how? In general, would information in electronic format be useful to you?

We'll publish information from your responses in TAPES-TRY. Write to ICE at the Peace Corps address, or if you're already using the Internet, contact us at:

ICE@ACCESS.DIGEX.NET ☐



Graphic courtesy of International Women's Tribune Centre, Inc.

Teaching AIDS Prevention in English Language Classes

Peace Corps/Cameroon and the Education and Health Sectors of the Office of Training and Program Support (OTAPS) are soon to publish a teacher's manual and student's workbook on AIDS prevention for secondary school students of English as a Foreign Language (EFL).

The project started in June 1992 when a small group of Volunteers, Cameroonian educators, and public health specialists gathered in Yaounde, the capital of Cameroon, to draft 50 hours of EFL lesson plans for young Cameroonian adults in their fifth year of learning English. The materials were piloted in five secondary schools. In February 1993, the group met to revise the materials, which were then edited in Washington. OTAPS' Information, Collection and Exchange (ICE) division will publish the materials, which will be officially launched at a workshop in Cameroon in December.

The materials, developed in Cameroon, aim to give students information about AIDS and also to take on the more ambitious challenge of changing students' behavior. The intent is not just to inform, but also to engage students in the battle against the global epidemic.

In the teacher's manual and student's workbook, traditional EFL classroom exercises are blended with participatory activities. These include role playing, in which students practice talking about AIDS prevention with their partners, and surveys developed and conducted by students to examine the beliefs of their local communities on the causes and consequences of AIDS. A letter from a star soccer player questioning how to respond to female fans' overtures, the story of a young girl who dies from AIDS and the repercussions for her family, and an AIDS rap song are just some of the materials included in the manual to enliven the technical information and bring the message home to young people.

Developing the materials offered Peace Corps opportunities to work closely with Cameroonian educators and

public health officials. The Cameroonians contributed their inside knowledge of what is important in the national EFL curriculum, and hence, what needed to be included, so that these materials would be accepted by examination-conscious teachers and students. The Cameroonians also considered how local youth might react to the material, while both the Volunteers and the Cameroonians identified key ways in which students might be hooked into listening to the AIDS prevention message.

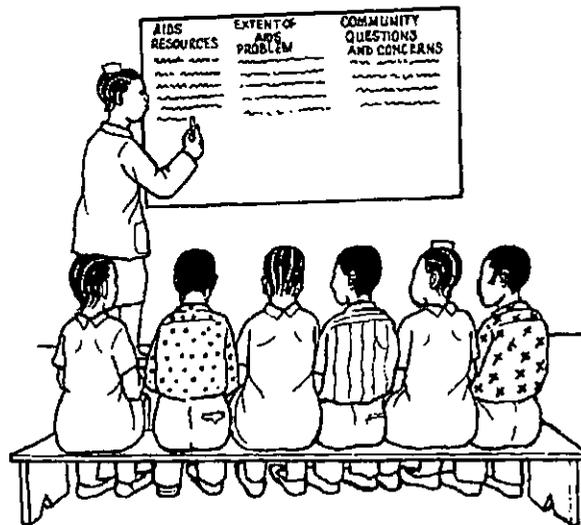
In developing the manual, Peace Corps has also been able to draw upon the technical expertise of the USAID-funded AIDS Control and Prevention Project (AIDSCAP), implemented by Family Health International (FHI).

AIDSCAP staff provided and monitored the technical information, and over a three-year period will be evaluating the materials' effectiveness in changing the behavior of young Cameroonians.

The Volunteers who wrote and championed these materials are already moving on, but a new group of Volunteers is preparing to take up their work. This new crop of TEFL Volunteers are using the materials during their pre-service training and are being asked to identify counterparts who can assist in the December

workshop when the newly published materials will be introduced and plans developed for a nationwide series of introductory workshops.

Cameroon is only the beginning. Education APCDs from several other African countries will be invited to the December presentation so that they can judge for themselves the usefulness of these materials in their own countries. The initial work has been done. A model has been produced that demonstrates Volunteers' ability to work with counterparts to produce quality materials. With this model in hand, other regions can adapt the materials to meet the particular needs and cultural values of the communities they serve. □



Resources for AIDS Education

ICE has a growing collection of materials on AIDS education. In addition to the soon-to-be-published Cameroonian material, ICE is now distributing to the field the new **AIDS Resource Manual** (R0082) produced by Peace Corps/Thailand and **AIDS Education for Health Workers** (R0078), learning modules developed by AMREF/Tanzania, publicized in the last issue of *Tapestry*.

ICE also has begun distributing five new publications contributed by Family Health International (FHI) to the OTAPS' Health Sector: **STD/AIDS Peer Educator Training Manual** (HE258), a session-by-session guide for facilitators to use when training educators about AIDS and other sexually transmitted diseases; a French translation of the manual (HE261); a companion workbook (HE259); a French translation of the workbook (HE262); and **Training Manual: AIDS/STD Education and Counselling in Africa** (HE260), which provides an outline and instructions for a three-day training about AIDS and other sexually transmitted diseases.

Besides these recent acquisitions, Volunteers interested in doing AIDS education should familiarize themselves with these long-standing titles, which are available through ICE or your In-Country Resource Center:

HE232 - **AIDS and The Third World**. 1989 (The Panos Institute) 198 pp. Summarizes the latest scientific research and contains worldwide statistics on the AIDS epidemic.

HE233 - **Triple Jeopardy: Women and AIDS**. 1990 (The Panos Institute) 104 pp. Women in countries around the world describe how AIDS is disrupting families and communities. Highlights the steps women are taking to protect themselves and those close to them.

HE234 - **Talking AIDS: A Guide for Community Work**, by Gill Gordon and Tony Klouda. 1988 (International Planned Parenthood Federation) 98 pp. In simple, straightforward style, provides information to promote an understanding of the disease and its prevention, as well as better treatment of people infected with HIV.

HE235 - **Le Sida: Parlons-en, Guide pour le Travail Communautaire**, by Gill Gordon and Tony Klouda. 1988 (International Planned Parenthood Federation) 113 pp. French version of HE234, listed above. (Distributed to Francophone countries only.)

Check to see, too, if your IRC subscribes to **AIDS ACTION**, an excellent quarterly publication, which is available free to people in developing countries. The address is AHRTAG; 1 London Bridge St.; London SE1 9SG; United Kingdom. □

SPA: Do It Your Way

Flexibility and adaptability are two key factors in any successful development program. They make it possible to tailor a program to match the conditions and meet the specific needs of a country.

No one knows local conditions better than do the people working in that particular country. For this reason, the Small Project Assistance (SPA) Program, from its inception, has given Peace Corps posts the responsibility for administering its Grants Program. Through negotiation with the local USAID mission, each post establishes its proposal review process. While posts must adhere to a number of essential criteria for projects to be accepted, they may choose to add other criteria as well.

The SPA Grants Program in Mali, which SPA Coordinator Ted Peck recently visited, provides an excellent example of how the proposal review process and project criteria can be tailored to fit a particular country.

In most countries, either the Peace Corps director reviews the proposals, or they are reviewed by committees composed of Peace Corps staff, PCVs, and host country nationals. In Mali, on the other hand, a large country where transportation is difficult, eight PCVs are selected, each from a different region, to act as SPA regional representatives. Together with the country's SPA coordinator at post headquarters, they are responsible for proposal review.

These SPA regional representatives review proposals and visit sites to consult with Volunteers and community members and help revise proposals. The regional representatives then forward the proposals, with comments and recommendations, to the

SPA coordinator for final review and approval.

In Mali, proposals must include a list of expected outcomes that will be used as indicators to evaluate project success, in effect, a pre-implementation evaluation. Specifying anticipated results makes PCVs and community members consider whether these are the results they actually want and need, which, in the process, produces better designed projects.

Peace Corps/Mali also requires that a substantial portion of the community's contribution to a given project be financial. Though it takes some effort to raise funds in Mali, given the country's economic conditions, this criterion is feasible and has proved successful in increasing the level of responsibility for, and ownership of, projects on the part of the communities involved.

Peace Corps/Mali has also clamped down on the problem of "hand-me-down" projects by requiring that if the proposal's timetable indicates that the project will not be completed before the PCV leaves the country, then another PCV must be named in the proposal, not only to follow up on the project, but to be equally responsible right from the start.

These are just a few of the ways that Peace Corps/Mali has molded the SPA Grants Program to fit its needs and conditions. If other adaptations have been made in your country that you feel might be equally useful elsewhere, please let SPA/Washington know so we can share these ideas with other Peace Corps countries. If, on the other hand, you're unfamiliar with SPA, please consult your country's SPA coordinator to learn more about the program. □

New Titles Distributed by ICE

Since June when ICE distributed the latest list of publications to In-Country Resource Centers, a number of new titles have been added to those available to Resource Centers and PCVs—principally in Education, Health and Environment.

Besides the **AIDS Resource Manual** already mentioned, ICE recently reprinted another field-generated



publication — **Biology Demonstration Manual** (R0083), by RPCV Cathy Huss, who served in the Central African Republic (CAR), from 1988 to 1990. Designed for Peace Corps teachers "to make biology come alive," it provides demonstrations and experiments that can be applied in countries like CAR where teachers are faced with large classes and limited time and resources.

Also for science teachers are two new additions to the **Green Thumbs** books, produced by TOPS Learning Systems — on **Radishes** (ED172) and on **Corn and Beans** (ED173) — with simple instructions to help children learn by doing. For math teachers, **Math for Every Kid** (ED167), by Janice VanCleave, provides numerous entertaining activities, allowing students to apply the math concepts they learn to real life situations.

Learner-Based Teaching (ED169), by Colin Campbell and Hanna Kryszewska, one of a series of **Resource Books for Teachers** published last year by Oxford University Press, reinforces the principles Marcia McBeath expresses in her article on classroom management. Discussing attempts to make the learning process controlled more by students than by teachers, it shows how students' own experiences can be their best resource materials. ESL teachers will be interested in two other books in this series — **Self-Access** (ED168), by Susan Sheerin, containing lessons to assist students to learn independently; and **Drama** (ED164), by Charlyn Wessels, to show teachers how they can use drama in their classrooms. Offering selections from a wide range of authors from Woody Allen to Shakespeare, the book gives students a chance to perform, discuss and analyze English literature, improving their language skills in the process.

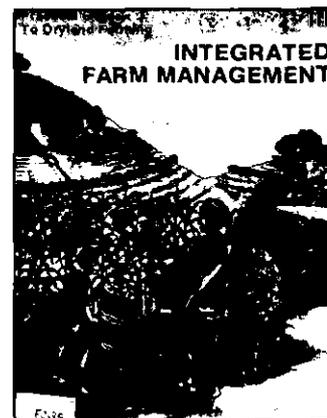
In addition to AIDS education, new publications in

the Health Sector include a **Training Manual for Traditional Birth Attendants** (HE248), based on a program developed in Ghana; **Nutrition Handbook for Community Workers in the Tropics** (HE249), produced by the Caribbean Food and Nutrition Institute in collaboration with the Jamaican Ministry of Health; and the **Family Planning Clinic in Africa**, by Richard and Judith Brown, on the techniques of setting up such a clinic. Also now available from ICE are **Cleanliness Brings Health** in Spanish (HE253) and **Universal Childbirth Picture Book** in French (HE244) and Arabic (HE250).

Volunteers working in the Environment Sector will be happy to know that **Environmental Education in the Schools: Creating a Program that Works**, has just been published by ICE (M0044). Written by Judy Braus of *Naturescope* fame and David Wood, who co-authored the ICE manual *Conservation Education: A Planning Guide*, this is a practical guide packed with useful information on introducing environmental issues into the academic curriculum. The publication comes with hundreds of different activities to teach just about any subject in the curriculum — a must for anyone involved in formal, and informal, environmental education.

Also added to the environment selections are four booklets in the **Dryland Farming Series** produced by World Neighbors — **Introduction to Soil and Water Conservation** (FC183); **Planting Tree Crops** (FC184), **Integrated Farm Management** (FC185); and **Contour Farming with Living Barriers** (FC186). Concern for protected areas is explored in two new publications — **Ecotourism: The Potentials and Pitfalls** (FC097), by Elizabeth Boo; and **People and Parks: Linking Protected Area Management with Local Communities** (FC187), by Michael Wells and Katrina Brandon — while the special role of women is the focus of **Women and Environment in the Third World: Alliance for the Future** (WD096), by Irene Dankelman and Joan Davidson.

For a fuller description of these publications as well as others recently added to the ICE collection, please check with your IRC. ICE regularly sends abstracts of new titles in each sector to all In-Country Resource Centers. □





How do you *feel* about:

(in the box to the right, respond to as many of these as you'd like)

- your job and accomplishments
- your secondary project
- your site
- the cross cultural experiences you've had
- the changes you've gone through personally and professionally
- the friends you've made
- the traveling you've done and the and sights you've seen
- learning the language

and...how has Peace Corps changed your life?

Please include slides or B&W photos if you have them to share. We can't guarantee you'll get them back, but we'll make every effort.



MAILING INSTRUCTIONS

Attention Peace Corps Overseas Staff:
Please mail these responses via diplomatic pouch to:

Peace Corps
Office of Recruitment Marketing
1990 K Street, NW
Washington, DC 20526

Information Release

"I hereby consent to public disclosure and publication of the information noted above, including any photographs or voice recordings for Peace Corps' information and recruitment purposes."

Signature:

Date: _____

NOTE: Consenting to the release of the above is voluntary. Refusal to permit release of this information will have no effect whatsoever on a Volunteer's standing. The information noted above was collected under authority of the Peace Corps Act (22 U.S.C. § 2501 et seq.)

Thanks—this information will be very helpful!