

# PEACE CORPS TIMES

---



**Focus—The Philippines**

**January—February 1987**

# From the Director

(The following is an excerpt from Director Ruppe's testimony before the U.S. House of Representative's Committee on Foreign Affairs, Feb. 24, 1987.)

Last year was an eventful period for us. We began the process of reconnecting with the 120,000 Americans who have served in Peace Corps, men and women who are now in leadership positions in education, government and industry.

Like most anyone when they celebrate a birthday, we also used the occasion of our 25th to take stock of where we had been and where we are headed. We determined from the outset of our year-long celebration that we would collect, compile and distill all of the ideas and inspirations from all of the events held across the United States and around the world and create for ourselves a blueprint for the future.

The result of that effort is the "Report of the Future Team," on which our forward plan is based.

Every American can be proud of the progress of the Peace Corps over these 25 years. We are both grass roots development experts and bold innovators determined to meet the challenges of development with creative solutions.

At our grand Washington reunion, we used the slogan, "Proud to make a difference." Now we mean to make MORE of a difference. We intend to marshall all of the resources we can in this great country to make more of an impact in the developing world.

The new Peace Corps will find us recruiting more agronomists, foresters, beekeepers, diesel mechanics, retired business executives and professors. The new Peace Corps will find us combining Peace Corps service with academic degrees, including master's programs. The new

Peace Corps will find us collaborating with more and more private institutions and federal agencies... all in an effort to combine the best of America to serve more effectively in the developing world.

But as we look toward the future, we must realistically look at the present and some of the cold, hard facts. Currently, Peace Corps has about 5,500 Volunteers serving in 62 countries around the globe. In 1985, we had over 6,200 Volunteers. Deficit reduction and soaring fixed costs have led to nearly \$10 million being cut out of our budget the past two years. Our projections for 1988 show that Peace Corps' Volunteer level will be the lowest since the agency's inception.

When we are faced with costs out of our control, our ability to maintain our program at its current levels, and of course our efforts to reach the 10,000 Volunteer goal authorized by Congress, is severely impeded.

As Peace Corps ushers in its 26th year... and launches the new Peace Corps, I remain in awe of the tremendous commitment of so many thousands of Americans who continue to come forward in record numbers to give so much so that those in the de-

## IRC & WHO Need Help

The International Reference Centre for Community Water Supply and Sanitation (IRC) and WHO are studying hygiene education for primary school children. They are interested in innovative teaching methods and samples of teaching aids regarding clean water, latrines and personal hygiene.

If you are working in these fields and have information to share, please write to:

Dr. Barry Karlin  
IRC  
P.O. Box 93190  
2509 AD The Hague  
The Netherlands

The IRC is a non-profit organization funded by the Government of the Netherlands and other international agencies.

veloping world might have hope for a better future, a chance for peace.

Let me share with you the same ending I use in all of my speeches... Peace, that beautiful five-letter word that we all treasure and strive for, is up for grabs in the Eighties and beyond. There is so much to be done. Our challenge is to do it.



Loret Miller Ruppe



## Peace Corps Times

### Peace Corps Director

Loret Miller Ruppe

### Deputy Director

Edward Curran

### Public Affairs Director

Donnan Runkel

### Peace Corps Times Editor

Dixie Dodd

### Assistant Editor

Gloria Ross

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

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

About the Cover—Washing day chores are shared by Ann Koontz-Munis and Jennifer Larkin near Quezon on Palawan Island Province.

# New Country Directors



**Arthur Cole**

## **Lesotho Arthur Cole**

Arthur Cole brings to Peace Corps over 20 years of experience as an administrator and educator. Prior to his appointment as Country Director for Lesotho, he was the Director of the Horace Mann Learning Center, where he was responsible for training, counseling and staff development for the United States Department of Education.

Cole was distinguished as the recipient of a fellowship from the former Department of Health, Education and Welfare, providing leadership at the Bureau of Education for the Handicapped. He has also been affiliated with the Teacher Corps and the State University of New York.

He received a doctorate for studies in education and anthropology. He earned a masters in both library science and rehabilitation counseling and a bachelors in industrial arts education.

## **Ecuador Elizabeth Davis**

Former Peace Corps Volunteer Elizabeth Davis has been named Country Director for Ecuador. She served in Ecuador as a Volunteer from 1972 to 1974 and in Brazil from 1968 to 1972.

Prior to her return to Peace Corps, Davis was the Latin American Pro-

Peace Corps Times



**Elizabeth Davis**

gram Officer for Youth for Understanding where she coordinated activities for 10 countries.

A sociology graduate of the University of Kentucky, Davis was a counselor for Youth for Understanding from 1977 to 1979 and for the Division of Youth Services in Rockledge, Florida from 1974 to 1976.

Ecuador has hosted Volunteers since 1962 and currently has a contingent of nearly 200.

## **Tonga George Wakiji**

George Wakiji has been appointed Country Director for the Kingdom of Tonga, a country in the Pacific which rests on the International Date Line. Wakiji comes to Peace Corps from our sister agency, ACTION, where he was a Public Affairs Specialist. He has been in the Public Affairs Office there since 1972.

A native of Pasadena, Wakiji received a degree there in horticulture from Pasadena City College. Later, he earned a journalism degree from California State University. He is a veteran of the Korean Conflict.

Peace Corps has been in the Kingdom of Tonga for the past 19 years and fields about 35 Volunteers.

## **Paraguay Donald Peterson**

Donald Peterson has been chosen as Country Director for Paraguay



**George Wakiji**

which currently fields about 90 Volunteers. Since 1983, Peterson has been with the Sudan Renewable Energy Project under the auspices of Georgia Tech Research Institute. PCVs lately serving in the Sudan worked with this program. During 1982 and 1983, he worked on a renewable energy project in Jamaica and was the coordinator for the Energy Center for the Instituto Tecnológico in Costa Rica from 1978 to 1982. Prior to 1978, he was Program Manager for the United States Department of Energy in Seattle. An old Peace Corps hand, Peterson was a Volunteer in Colombia from 1965 to 1968 and in Costa Rica from 1978 to 1980.

He holds a degree in civil engineering from the University of Notre Dame and a master's degree in community development from the University of Missouri.

## **Kenya James Beck**

Former Senior Executive of the Boy Scouts of America, James Beck is the new Country Director for Kenya. During his years in management with the Boy Scouts, he held the overseas positions of District Executive in Spain, Morocco and Portugal and was the Director of Field Service for the Transatlantic Council in Heidelberg, Germany.

(Continued on page 8)



# Peace Corps/Philippines

Peace Corps was invited to the Philippines in October of 1961, just a few short months after the agency was organized. Throughout our 25 year history it has been one of our largest programs. As with most countries in the early days, the Philippines' first request was for educators—math and science teachers. In 1970, the program shifted to the areas of health and nutrition, agriculture and income generation.

Today, Peace Corps fields about 225 Volunteers in the Philippines who enjoy a high degree of personal and social acceptance from the Filipinos. As the islands are so diverse physically and culturally, so are the assignments and lifestyles of the PCVs. Some live in major metropolitan areas, others where their laundry must be done in a stream.

Peace Corps/Philippines' programming objective is aimed primarily at the grassroots, rural level for social, economic and ecological development. The program is divided into eight regions to coincide with the government regions and to keep close to those grassroots. Volunteer assignments fall into the following general areas: primary health care, water and sanitation; agro-forestry; marketing and income generation; agricultural production; fisheries and deaf education.

**Primary Health Care, Water and Sanitation**—Some 65 PCVs work to raise the health profile at their sites through community efforts. Projects focus on nutrition education, disease prevention, basic health practices and potable water systems.

**Agro-Forestry**—The many years in which the Philippines supplied the world with fine woods such as mahogany and teak plus the devastation of World War II have caused serious deforestation which, in turn, led to soil erosion. To reverse this situation, about 55 PCVs are involved in agro-forestry. These Volunteers are active in watershed development and the introduction of Sloping Agricultural Land Technology (SALT) which helps low-income hill farmers maximize use of lands by controlling erosion and encouraging multiple crop systems. Nursery development, fuelwood management and fruit



Mary Hannan teaches deaf education in Legaspi City's elementary schools in Albay Province. Here she instructs her counterparts in "signing." Hannan is originally from Berea, Kentucky and graduated from Eastern Kentucky University with a degree in deaf education.

tree production are all major project areas.

**Marketing and Income Generation**—About 10 PCVs help in various phases of development of rural credit and marketing systems with farmer cooperatives, rural banks and the Central Bank to promote small enterprise and agro-business.

**Agricultural Production**—Always a priority in developing nations, about 50 PCVs are assigned to this area full time and many as a secondary project. The focus here is on crop diversification, with increased extension efforts in remote areas, small livestock management and the introduction of intercropping techniques to expand production for local use and as cash crops.

**Fisheries**—The efforts here by 32 Volunteers involve not only the focus of fish pond development for food and profit but a new emphasis on mariculture, oyster and mussel farming. New attention is being paid to appropriate technology and post harvest activities such as marketing and conservation education.

**Deaf Education**—A dozen PCVs act as teachers and teacher trainers in this highly-specialized field. Hearing-impaired Volunteers have added the extra bonus of being excellent role models for their students.

Peace Corps/Philippines has led the way in collaborating with other development agencies. For example, PCVs work with AID projects focusing on local resource management and cooperative marketing. Others are assigned to joint Asia Development Bank/Government of the Philippines/Peace Corps projects. With the private organizations PCVs have been active in Rotary projects and the Foster Parents Plan.

Peace Corps Times would like to thank David Wilder and Peace Corps/Philippines for assistance, especially the photographs and to the PCVs who shared a part of their experiences with us all.



# Peace Corps/Philippines

## About the country...

Population:	54.6 million
Land Area:	An archipelago which has about 115,830 square miles of land; the largest island, Luzon is about the size of Kentucky and the second largest island, Mindanao, is the size of Indiana.
Cities:	Manila (capital) with 7 million people; Davao, 600,000 and Cebu, 450,000.
Languages:	Filipino (based on Tagalog) is the national language with English as the language of government and higher education.
Religion:	Catholic 83%, Protestant 9%, Muslim 5% and other 3%.
Terrain:	65% mountainous, with narrow coastal lowlands.
Climate:	Tropical...sitting astride a typhoon belt.

The history of the Philippines can be broken down into four distinct phases: pre-Spanish; Spanish period, 1521-1898; the American period, 1889-1946 and independence, since 1946.

**Pre-Spanish**—The first people to inhabit these islands were the Negritos, who are believed to have come 30,000 years ago across then-existing land bridges from Borneo and Sumatra. Later, people of Malay stock came from the south, first by land bridges, then by boat. The Chinese arrived and settled in the 9th century followed in the 14th century by Arabs who introduced Islam to the area. The Malay were the dominant group until the Spanish arrived in the 16th century.

**Spanish**—In 1521, Ferdinand Magellan claimed the Philippines for Spain and for the next 377 years the islands were under Spanish rule. This was an era of Roman Catholic conversion and the Spanish colonial system. In 1896, an uprising was begun under the leadership of Emilio Aguinaldo and continued until the

United States (during the Spanish-American War) defeated the Spanish Fleet in Manila Bay on May 1, 1898. On June 12 of that same year, Aguinaldo declared the Philippines independent from Spain.

**American Period**—Following the Spanish defeat, the U.S. occupied the Philippines. Spain ceded the islands to the U.S. under the terms of the Treaty of Paris on Dec. 10, 1898. Revolutionary President Aguinaldo led an insurrection against the U.S. the next year. This insurrection, often referred to as the Philippine-American War, lasted until 1902. From the beginning, the U.S. involvement was to be temporary and its goal was the establishment of institutions, a legal system and public education, which would lead to a free and democratic government. A civil service was formed and was controlled by Filipinos by the end of World War I. A large amount of land was purchased from the Catholic Church and redistributed. In 1935, the Philippines became a self-

governing commonwealth. Manuel Quezon was elected president of the new government which was to prepare for total independence after a ten year transition. Unfortunately, for all concerned, World War II intervened. In May of 1942, Corregidor, the last American stronghold fell and the U.S. forces there surrendered to the Japanese. General Douglas MacArthur landed at Leyte to begin the battle to reclaim the islands. The Japanese finally surrendered in 1945. As a result of Japanese occupation, the guerilla warfare that followed and battles fought there, the country suffered great damage—loss of 1 million lives and a complete organizational breakdown. Despite the shaken state of the country, the U.S. and the Philippines decided to move forward with independence.

**Independence**—On July 4, 1946, the Philippine Islands became the Republic of the Philippines. The official date was moved to June 12, the day of independence from Spain.



Stanford graduates Ken Munis and Ann Koontz-Munis make their home in a tribal community with the Palawanos in Quezon, Palawan. Health and community development workers, much of their work centers around securing land rights for the Palawanos through the Bureau of Forest Development and Social Forestry Program. They are pictured here on the steps of their home.

# Peace Corps/Philippines

## Nagaget

"Appropriate technology is much more than building Lorena Stoves," says Joseph Sage, the last of the Appro-Tech Program Volunteers, who has just extended for a sixth year in La Trinidad, Benguet. "One must be aware of the social implications that any project might have. Like before, when I was a PCV in Africa, they wanted me to help get coffee-hulling machines for a village. I had to refuse, because one of those things puts a dozen women out of work!"

Sixty-eight year old Sage is a descendant of the Blackfoot Indian Tribe in Idaho, and delighted to be assigned in rugged Benguet. "I love the mountains, the people and my work," he says. The good natured man is well-liked in his community for the patience and steady work that won his first project, rabbit raising, national recognition.

Recently, Sage helped the town of La Trinidad plan and implement the largest infrastructure project in PC/P history. The Trading Post as it is called, is a huge market where local vegetable farmers can for the first time deal directly with sellers instead of middle men. Packing stalls, loading docks, weighing and grading machines, and a refrigerated storage area, as well as a water tower and a back-up generator, make this the country's most modern vegetable marketing facility. Sage hopes to computerize all transactions there by next year, and is already anxious to begin work in his next project with the Mayor's Office Staff, implementing a 49 million peso drainage system grant for the entire town. No wonder the Ilocanos, who are known as the most industrious group of Filipinos, commend this trait in Joseph Sage when they call him "nagaget." (Loosely translated, nagaget means hard worker.)

David Wilder

(David Wilder is a third year PCV and is editor of Peace Corps/Philippines' magazine, Salaysayan.)



Joseph Sage and his co-workers at The Trading Post.

## High Tech/Peace Corps

I was assigned to the Cooperative Rural Bank (CRB) of Iloilo. The manager there, as well as the manager of the affiliated Federation of Area Marketing Cooperatives, had heard of the computer miracle taking hold in the world that was beginning to sweep the Philippines and decided to look into it, hoping to use my experience. I did several months' research on their needs, on the facilities in Iloilo and its feasibility. Iloilo, as it turned out, was an excellent place to install a system. Almost every college and university taught classes, plus there were several private training schools, consultants and sales outlets. And, there was affordable hardware and software available.

The biggest obstacle we faced was that computerization was a new concept. After we convinced ourselves, we had to convince the Central Bank and in some ways I had to convince other Peace Corps Volunteers, that computers were not dehumanizing, in fact, liberating, affordable and doable. After all this was done I looked into getting the program financed from the outside. That also



Larry Farmer of Texas and co-worker.

was a success as Agricultural Cooperative Development International in Washington, D.C., voted us a grant at the annual general assembly, through the efforts of the Asia/Pacific Regional Director, Mark Van Steenwyk, to purchase an IBM PC compatible system.

# Peace Corps/Philippines

With this system we should hopefully reassign some of our employees. As the CRB grew through the years it continually had to hire more and more people to accomplish very simple tasks, just to handle all the new accounts. This was not only expensive, it limited our ability to hire staff we needed for supervising our farmers, for collection of loans, for agriculturists in our provincial system and for technicians to train in simplified bookkeeping, credit awareness and diversified income projects. Also, our new computer system should help in managerial decision-making by making more data available quickly. (Once in Mid-sayap, I was asked by the Board of Directors to get a history of our loans for the last five years. This should have been one of the easiest and necessary tasks that a manager has. Instead, it took six months to get all the data. With this data, I made tables, graphs and financial ratios. This should have been the norm, instead it was a project. Hopefully, at last, it will indeed become the norm. We also hope to apply agricultural data to our system, keeping track of trends, rainfalls, market prices, inputs, production, etc. The Area Marketing Cooperatives hope to use it to keep up with their inventory, a very tedious and inexact task so far. We are a complete system—credit, production and marketing. I am proud of the direction we have decided to take.

Larry Farmer

(Larry Farmer of Mathis, Texas did his undergraduate work in business management at Texas A & M, where he also received a masters in agriculture economics. His post was in Iloilo City on the island of Panay.)



A native of Tulsa, Mark Conrad is assigned to the Bureau of Fisheries and Aquatic Resources in Moncada, Tarlac Province. He is shown with a co-worker examining a floating cage he designed for raising freshwater snails. Conrad received his degree in ecology from Oklahoma State University and worked for the Oklahoma Wildlife Department before Peace Corps service.



Jennifer Larkin and Robert (Joe) Proffitt are extensionists with the Bureau of Forest Development. They are pictured here at their swidden farm in Palawan Province. Both (they are married) are graduates of Southern Illinois University and worked for the U.S. Forest Service before joining Peace Corps.



---

# New Country Directors

---



Donald Peterson



James Beck



Steven LaVake

(Continued from page 3)

Beck completed his bachelor's degree and graduate study at Edinboro State College in Pennsylvania. In 1985, he received certification from the National Society of Fund Raising Executives.

In Kenya, where Peace Corps has been since 1965, he will direct the activities of over 300 Volunteers.

## Sri Lanka Steven LaVake

The new Country Director for Sri Lanka is Steven LaVake who comes to Peace Corps from the YMCA. For the past six years, he was the Assistant to the Director of the YMCA's International Division.

From 1975 to 1980, LaVake was YMCA's Special Services Director in Dakar, Senegal. During his final year there, President Senghor awarded him the highest honor a non-Senegalese can receive, "L'Orde National Du Lion," for his work in vocational training for Senegalese youth.

LaVake graduated from Valparaiso University in Indiana. He has worked on several socio-economic development projects in Africa, Central and South America and the Far East, including Sri Lanka.

Peace Corps has served in Sri Lanka from 1962 and 1964, from 1967 to 1970 and was invited back again in 1983. There are currently about 50 Volunteers serving there.

## Transfers

Richard Toliver, former APCD in Kenya, is the new Country Director in Mauritania.

\* \* \*

Mimi Austin, former Country Director in Lesotho, has assumed the same post in Fiji, in the NANEAP Region.

---

## New Overseas Staff

---

Terri Phipps is the new APCD/ Administration for the Solomon Islands. Phipps became a PCV in 1980 and served in Mauritania as a health/nutrition educator. After her tour, she stayed in Mauritania as manager of the American Employees Recreation Association.

Since 1983, she has been at Peace Corps/Washington and until this overseas assignment was the Management and Budget Analyst for the General Services Division. Phipps is a graduate of Wheaton College.

\* \* \*

Assuming the post of APCD/ Health for Peace Corps/Haiti is RPCV Beverly de Winter. She served as a PCV in Zaire from 1978 to 1980.

Most recently, de Winter served as the Nutrition Project Manager in Rwanda for Catholic Relief Services. She was responsible for 98 nutrition centers and coordination of a variety of emergency relief and development projects. She graduated from the University of Colorado and received a masters in public health from the University of North Carolina.

John Mark Winfield, who served as acting APCD in Papua New Guinea from Oct. 1985 through March 1986, has returned there to serve a full tour in that position.

Winfield began his association with Peace Corps in 1980 as Assistant to the Budget Analyst in the NANEAP Region. In 1981, he served as a PCV in the Eastern Caribbean on the island of St. Christopher-Nevis. After his Volunteer service in 1984, he worked in International Operations and later in the Personnel Office's Overseas Staff Recruitment Unit.

Until this current assignment, Winfield was the NANEAP Desk Officer for Fiji, Tuvalu, Tonga, Western Samoa and the Cook Islands.

\* \* \*

Stephen Hulbut has been posted to Burkina Faso, where he served as a PCV, as the APCD/Administration. An accountant, he will help in closing out our program there, scheduled for the fall of 1987.

(Continued on page 11)

# Once is Not Enough

Bill and Kathy Derringer were typical of many young Volunteers in the early 1960s. They were idealistic, challenged by President Kennedy's call to serve their country, and adventurous.

They met and married in Sierra Leone, came back to the U.S., and reared two children. What makes them atypical today is that they signed up for another tour with Peace Corps after a 21-year hiatus.

The decision to go again was actually made back in 1965 when they returned to the U.S. "My experience in Sierra Leone was one of the most exciting and challenging jobs I've ever had," Bill said. "Other jobs since then pale in comparison," Kathy added.

Bill worked in bridge and road construction as a civil engineer. Kathy was a home economics teacher at a mission school.

"I spent much of the time out in the bush in remote areas," Bill said. "I got to know the chiefs very well. Nothing could get done without their support."

"The material was provided by CARE but the finances for salaries, etc., came from the local villages. The chief would raise the money through taxation."

"One time that really sticks in my mind was transporting 2,000 bags of cement from the capital to a rural village by train. The trip took two days. We escorted the train the whole way to insure the cement arrived safely."

One man sat on top of the train with an umbrella to protect himself against the sun. When the train would go uphill, everyone had to jump out and help push it over the ridge.

"When we got to the village," he continued, "300 people were waiting to help us move the cement to the construction site. I've never seen anything like it."

"Their enthusiasm was incredible. The shovels would get worn out within a few weeks."

While Bill's life as a Volunteer was rather unpredictable and hectic, Kathy had a more reserved experience living in a mission.

"Most of the teachers were British missionaries," she said. "Our com-

pound was isolated from the villagers so it was difficult to get involved with the community."

When she first arrived, Miss Georgia, the principal, asked her if she knew how to sew knickers. "My first assignment as a Volunteer," Kathy joked, "was to teach the girls how to sew underwear."

Working within the British school

many Americans, British and Sierra Leonians.

There were wild flowers lining the route and one of the missionaries even conjured up an organ to add to the festivities. The wedding cake, however, almost never made it.

"The cook had to carry the cake on his head for one mile from the kitchen to the reception," Bill ex-



Bill and Kathy Derringer

system proved to be one of the most frustrating parts of her experience. "The girls were highly motivated to learn, but teaching them about the Queen of England and the British monarchy just didn't make the grade."

One of the most rewarding aspects of her two years was taking trips with some of the school girls during holidays. "It was a chance to get to know them better, meet their families, experience village life," she said.

In fact Kathy still maintains a friendship with one of her students. But now her former student is a doctor working in the U.S.

For both Bill and Kathy, the most memorable day of their experience took place about six months before finishing their tour.

They decided to get married up-country in a small village. The local police offered use of their building for the marriage. Guests included

plained. "It was a three-layered butter cake and in the tropical heat, it didn't take long for the cake to start melting."

"The layers were swishing back and forth and the cook had to sway back and forth to keep the layers from falling off. By the time the cake arrived, the layers were totally lopsided but we managed to straighten them out more or less."

"I think the most nervous person of all was the priest," Kathy laughed. "He had lived in Sierra Leone as a missionary for a long time and I don't think he had ever performed a wedding before."

Kathy's father had flown in for the occasion to walk the bride down the aisle. But the priest was so nervous that he started the ceremony without the bridegroom.

Kathy was walking down the aisle with her father but nobody could

(Continued on next page)

# Sight, Light and Hope

The Bindoy District Hospital of Negros Oriental was the scene of much activity during the last week of April. Dr. Edgardo Caparas, Manila ophthalmologist and his Outreach Eye Clinic team, sponsored by the Metro-Manila Rotary Club had arrived to treat indigent patients afflicted with ocular defects. (Negros Oriental lies between the largest island, Luzon and the second largest, Mindano. It is bounded on one side by the Tanon Strait and 99 percent of the area is mountainous.)

This exciting week was a culmination of much preparation and dedica-

tion of personnel from the barrio level to the provincial level.

When we said goodbye to the team when they left for Manila, Dr. Caparas had examined 1022 patients ranging in age from 4 to 74 years old. He had performed 34 cataract operations and 3 corrective eye surgeries. His volunteer colleagues, who were local surgeons, has performed 150 pterygiums. His assistants on the team, Drs. Consuelo Abisamis and Josefina Alejo, optometrists, had performed 730 refractions.

I saw first hand the Filipino "bay-anihan" custom of helping and shar-

ing. In America, we call it "volunteerism." Whatever it's called, it is alive and well in the Philippines.

Dr. Caparas has been "lighting up peoples' lives" with sight, light and hope since 1962. His goal has been to educate the people regarding sight conservation and prevention of blindness. He has traveled the Philippines seeking patients afflicted with eye defects and diseases.

Since 1983, when Rotarian and former Peace Corps Country Director Jim Mayer and Dr. Caparas joined forces Peace Corps Volunteers have been taking part in this medical mission.

Dr. Caparas has traveled to the remotest parts of the islands bringing his team to communities identified by Peace Corps Volunteers. The Volunteer knows the community and is able to utilize the available resources. Dr. Caparas supplies all medication and instruments, free of charge.

The PCV's role in the Outreach Eye Clinic is one of preparation, public relations and publicity. It is essential that the Volunteer has the support of the Ministry of Health and the local government. The Volunteer contacts Norma Almarinez at the Peace Corps office to receive guidelines and charts to begin preliminary testing at the Volunteers' site. The findings are then sent to the Metro-Manila Rotary Club and Dr. Caparas.

Weeks after Dr. Caparas' visit I was riding a bus one morning. A fellow passenger asked me if I was a missionary. I smiled and said, "No, I am a Volunteer with the U.S. Peace Corps." He nodded, held out his hand and then told me he had had a cataract operation during our Outreach Eye Clinic Week.

From a Volunteer's observation, the purpose of his or her being here is clear. It is the look in a mother's eyes when she tells you her four year old said, "I see you Mommy." The experience is priceless. As I said earlier, Dr. Caparas gives sight, light and hope.

Mary Jane Behrmann

(Mary Jane Behrmann and her husband, Victor Behrmann of Livonia, Michigan were senior Volunteers in Tayasan, Negros Oriental.)

(Continued from page 9)

find Bill. "I was in another building having a beer when they found me," he said. But it was too late. He had to walk down the aisle behind Kathy and her father.

Mishaps aside, the rest of the wedding went off smoothly. Only after returning to the U.S. did Kathy find out that she had reversed the material her mother had sent for the wedding dress.

They started a family soon after coming back to the U.S. Nancy is now 21 years old and Bill, Jr. is 20. "Our experience definitely affected the way we raised our children," Kathy said.

"I think they have a better world awareness," Bill added. The family has hosted American Field Service students at their home in Billings, Montana, while both children have already spent time living in Europe.

Their Peace Corps experience has been useful in their careers as well. "I learned how to be patient in Africa," Bill explained. "As a building contractor, that has been very beneficial to me here in the U.S."

When their son went off to college, they felt it was time again to look into Peace Corps. "Some of our friends from our original volunteer days couldn't imagine going again at this time in their lives," Bill said.

"Yet we always knew we would try it again. Doing something that you think is important is worth the effort." It has taken them two years to prepare for this. "There were a lot of things to resolve, sell or get rid of. I used to have a key ring with about 50 keys on it."

They had hoped to go back to Sierra Leone but instead were assigned to Fiji to work in community development. "Now I think it's good that we're not going back to Africa," Kathy said.

"Going to the South Pacific is a totally new experience." They are assigned to an island which is a two-day boat trip from the mainland. Their project includes working in small business development.

"I have a lot of ideas from my own experience of running a business that I'm eager to try," Bill said. Kathy has owned a pre-school for the last six years and will try to include early childhood development into her program.

While the Derringers have changed and grown over the last 21 years, so has Peace Corps. "The application process is definitely more complicated this time around," Bill noted. "It probably leads to a more professional program."

"I think the training has improved quite a bit. In 1963, we did all of our training at UCLA. Most of the trainers had never even been to Africa. I can't remember being culturally sensitive either. We kind of felt like kamikaze pilots when we got to Sierra Leone."

Overall, they think their experience in Africa will make their experience in the South Pacific a lot easier. Kathy said, "It's like that old saying, 'If only I knew then what I know now...' Well, we're starting over again, but this time we do know."

The Derringers have completed training and took the oath of service on January 21st.

Susan Kirinich



# PCV Named Rhodes Scholar

Peace Corps Volunteer Nina Renee Bowen, who is currently serving in Sierra Leone, has been awarded a Rhodes Scholarship to attend Oxford University. This highly-prized honor is given to just 74 worldwide winners each year.

"There were 1,143 applicants from the United States this year and Nina was one of 32 chosen," said Mr. David Alexander, American Secretary of the Rhodes Scholar Trust and President of Pomona College in Claremont, Calif. "According to our records, Nina is the only person who has been awarded this scholarship while serving as a Peace Corps Volunteer."

Rhodes scholarships were established under the will of Cecil Rhodes (for whom Rhodesia, now Zimbabwe, was named) in 1902. These educational grants to Oxford University in England are for the purpose of "promoting unity among the English-speaking peoples of the world" and are for two years' study with a third year possible at the discretion of the trustees. All expenses are covered by the grants...tuition, room, board, materials, books and a living stipend.

The number of scholarships open to qualified people for each country are indicated in the parentheses: Australia (6), Bermuda (1), British Caribbean (1), Canada (11), since 1970, the Federal Republic of Germany (2), Ghana (1), India (2), Jamaica (1), Malaysia (1), Malta (1), New Zealand (2), Nigeria (1), South Africa (8), Sri Lanka (1), Zimbabwe (3) and the United States (32).

Until 1976, scholarships were limited to unmarried men between the ages of 19 and 25 and citizens of, with at least five years' residency in one of those countries. Beginning in 1976, women have been accepted on the same terms. It was Rhodes' wish that while at Oxford the scholars be distributed among all the colleges, as far as possible in accordance with their own inclinations.

An excited Bowen, who was on leave in the United States for her Rhodes interview, told the *Times* that she would work on her master's degree in international relations with an emphasis on African area studies during her time at Oxford.

"My mentor, Dr. Beau Puryear at Georgetown University, encouraged me to apply," she said. "This is the last year of my eligibility and he sent me the application after I had gone to Sierra Leone. I knew it was a long shot but thought I'd have a go at it while I could. The logistics alone were pretty frightening. I had to mail the reference forms from Africa to people in Alaska and make certain they met the deadline. Knowing how slow international air mail can be I was afraid I might miss it completely."

"But my motorcycle needed repairs and I had to take it from my site in Shenge to Freetown, 250 kilometres away. While I was there I learned that another Volunteer was going to the States on home-leave, and he hand-carried the paperwork for me. It was such a lucky break!"

"Then when I learned, much later, via someone with a ham radio and through a cable at the Peace Corps office that I'd been selected for an interview back home in Alaska, there was a real challenge. How to get there in time, and how to pay for a plane ticket? It was just plain luck again that my recruiter had suggested I bring along my charge card, although I never had the slightest idea I might be using it for a plane ticket to an interview for a Rhodes Scholarship."

Bowen's Peace Corps assignment is in Marine Fisheries and she is helping African women prepare smoked fish and operate a marketing cooperative. She is probably one of the few Peace Corps Volunteers who can lay claim to an Alaskan Surveying License or to have worked as a crew member on a fishing boat for the Alaska Department of Fish and Game.

Working for Peace Corps is not new for her. While attending Georgetown University she worked part-time during the school year 1983 to 1984 in PC/Washington for Information Collection and Exchange (ICE). Bowen also did research on the Food for Work project with George Mahaffey in the Forestry Sector at Peace Corps in the 1984 to 1985 school year.

The day before she left to return to Sierra Leone, while she was visiting

a friend in Boston, the *Times* talked with her. Typical of the Peace Corps Volunteer attitude, her last words on the phone were, "I'm so glad Peace Corps is being singled out for this public awareness in the papers I've read from Alaska and Boston." Since then there have been feature stories in several other newspapers.

Bowen earned her bachelor's degree in international politics from Georgetown University in 1985. She will begin her studies at Oxford on October 11, 1987...just ten days after COSing.

Congratulations, Nina!

Gloria Ross

## Shriver Peace Worker Program

A brief reminder for those interested in applying for the Shriver Peace Worker program, a year of study at Georgetown University and the Kennedy Institute of Ethics, the deadline for applications is May 1.

At least two PCVs will be selected for the school year beginning this fall. All current second and third year PCVs are encouraged to apply.

**Your Country Director has brochures and information on how to prepare your application.**

The program provides for academic expenses, all living expenses, books and travel for the academic year. Upon successful completion of the program, each Peace Worker will be given a cash grant of \$2,500.

The program is being funded by the Joseph P. Kennedy, Jr., Foundation in honor of Sargent Shriver, Peace Corps' first director.

(Overseas Staff—from page 8)

New APCD/Training for the Philippines is Waite Maclin who has been active as a trainer at Peace Corps CAST and CREST.

From 1978 to 1983, he was a partner in the consulting firm of Dwinell, Maclin & Hall. In 1983, he formed his own firm specializing in counseling, training and organization. Prior to his consultant work, Maclin had been a parish rector in Virginia. He is a graduate of Guilford College, North Carolina.

# The Year of the Reader

In response to the Library of Congress and a joint resolution passed by the U.S. House and Senate designating 1987 as The Year of the Reader, the Times continues reviewing new books written about Peace Corps or by former Peace Corps Volunteers. This issue features "Into Africa: With the Peace Corps," and "The Peace Corps Today," a children's book. In the next edition we will feature, "Small Bridges To One World," by Katharyn Saltonstall.

## "Into Africa: With The Peace Corps" by Sue Sadow

"I have some bad news for you. You have not been selected. You will not be going to Sierra Leone," the young man said. I was stunned and completely speechless. I could only gaze at him unbelievably.

"The decision was made and agreed upon by all the committee that you are over qualified," he continued. After weeks of classroom and physical training at Columbia University, Sue Sadow, the first senior citizen accepted for Peace Corps training in 1961, was told that she was not accepted as a Volunteer.

After fighting back the tears she said, "Just please tell them, whoever they are, that I am absolutely not accepting their decision."

Rejection is difficult to take and it was especially difficult for a woman like Sue Sadow who had built an international reputation as a lecturer and who had years of service as the chief nutritionist for the United Nations Relief and Rehabilitation Administration in refugee camps in North Africa, as well as other impressive credentials.

She said thoughts kept going through her mind. "What should I do? I was ruined. How could I return home and announce that I was not accepted? There had been so much publicity about me, the eldest Peace Corps candidate. I saw my unblemished reputation dashed to shambles."

After much thought and anguish, Sadow announced to her friends, "I will go to Washington to see Mr. Shriver." And she did! She sent

Sargent Shriver a telegram saying she would be in his office the following morning to discuss her case and promptly left for the nation's capital.

The result of her visit has become Peace Corps legend—how her case was reviewed and how she became our first senior citizen Volunteer. (Whether she realized it at the time or not, Sue Sadow paved the way for older Volunteers. Currently, 11% of our Volunteer force is over 50 years old.)

Now, at age 90, Peace Corps' oldest returned Volunteer tells her story, *Into Africa: With the Peace Corps*.

As expected, an important part of her story deals with elation, rejection and finally being accepted into Peace Corps.

The bulk of the book tells of her tour as a teacher in her now beloved Sierra Leone. One of her proudest accomplishments was in getting 30,000 textbooks sent to Sierra Leone. It took nearly a year and they were finally delivered by the U.S. Navy in an "Operations Handclasp" ship.

Although the stories she tells about her Peace Corps days are interesting, what really makes this book worthwhile is the sheer determination of the woman who wrote it. Sadow's courage of conviction and dedication to Peace Corps and its ideals shine through.

Anyone who has ever experienced rejection and all who think they're too old to do something new will find this book an inspiration.

## "The Peace Corps Today" by Merni Fitzgerald

Written by former staffer Merni Fitzgerald, *The Peace Corps Today* is a children's book designed for those over eight years old and especially for those at the junior high level.

In the simplest of terms Fitzgerald begins by explaining how Peace Corps came into being, what our mission is and where we are today, figuratively and literally.

She retells many experiences of Peace Corps Volunteers around the world and gives a personal view of a Zaire PCV's tour via a series of letters to his family.

The book is filled with photos of PCVs at work at their sites which give the young reader a real glimpse of life in Peace Corps' countries.

Fitzgerald tells the students how they can become involved now by participating in Peace Corps Partnership programs through their schools and community groups. And, she gives suggestions on how to prepare for Peace Corps service, even down to cultivating skills which are and will be needed in developing countries.

*The Peace Corps Today* is a perfect gift for that youngster on your list and should be in every school library. The quality of the paper and binding of the book ensure it will last through many years of library use.

Dixie Dodd

Viorst, Milton, ed. *Making a Difference: the Peace Corps* at 25. 1986. \$16.95. Weidenfeld & Nicolson, 10 E. 53rd St., 14th Fl., New York, NY 10022.

\* \* \*

Fitzgerald, Merni. *The Peace Corps Today*. (age 8 and up) 1986. \$11.95. Dodd, Mead & Company, 79 Madison Ave., New York, NY 10016.

\* \* \*

*Peace Course: Recipes From Around the World*. 1985. \$7.00 + \$1.75 postage & handling. Peace Corps/VISTA Alumni of Colorado, Box 18995, Denver, CO 80218.

\* \* \*

Redmon, Coates. *Come As You Are: The Peace Corps Story*. 1986. \$22.95. Harcourt, Brace, Jovanovich, Inc., 1250 Sixth Ave., San Diego, CA 92101.

\* \* \*

Sadow, Sue. *Into Africa: With the Peace Corps*. 1986. \$7.95 + \$1.00 postage & handling. Beaumont Books, Box 551, Westminster, CO 80030.

\* \* \*

Sanders, Geneva. *The Gringo Brought His Mother: A Peace Corps Adventure With A Difference*. 1986. \$12.95 hardcover, \$6.95 paper. Corona Publishing Company, 1037 South Alamo, San Antonio, TX 78210.

## From the Field

### Cement Sinks/Fiji

This article is adapted from a paper prepared by PCVs Wayne and Carole Richard and submitted to ICE by Ted Pierce, APCD/Fiji. As in much of the developing world, various health problems were traced to sanitation and personal hygiene habits. As the Richards put it, shared water was located some distance "from cooking and housing areas, making it a lot of hard work to wash hands, clothes, dishes or children. Also, ... we found ourselves more likely to reuse previously drawn water, brush off dirty hands rather than walk to the pipe, and wear our clothes a little longer than we had been accustomed to." The idea for constructing cement sinks arose from this need for readily available, clean water.

#### Building the Form

This form makes a large, sturdy sink suitable for large pots, clothes and babies.

#### Materials Needed

- 1—sheet of 3/4-inch marine plywood, 36 x 30 inches (for the base)
- 4—pieces of 1 1/2 x 3 x 36-inch wood (for the handles and side frame)
- 2—pieces of 1 1/2 x 3 x 30-inch wood (for the side frame—short side)
- 1—18 x 24-inch plastic wash tub
- 8—1/4 x 3-inch bolts with nuts and 32 washers
- 50—1 1/2-inch nails with heads
- 25—1-inch nails with heads (for the tub)
- 1—small tube of wood filler
- 1—roofing nail

#### Tools Needed

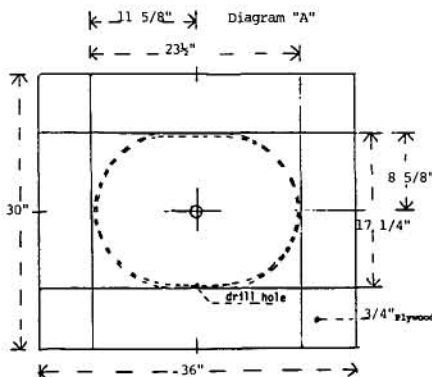
- Hammer
- Hand saw
- Drill, 1/4 and 3/4-inch bits
- Hacksaw blade
- Adjustable wrench

Peace Corps Times

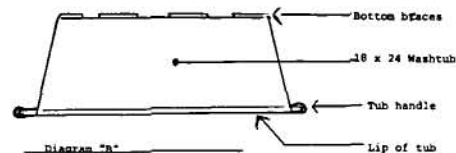
Metal file  
Wood chisel  
Wood rasp—not P.C.  
Sandpaper—not P.C.

#### Begin to Build

1. Cut the plywood to size, mark the center of all four sides, then draw lines across the wood to find the exact center of the piece.
2. On the short sides measure 8 5/8 inches in each direction from the center line. This delineates a central area 17 1/4 inches long. Draw a line across the plywood sheet from short side to short side connecting the new marks. On the long sides measure 11 1/2 inches each side of center line and connect these lines across the plywood. (See Diagram A.)

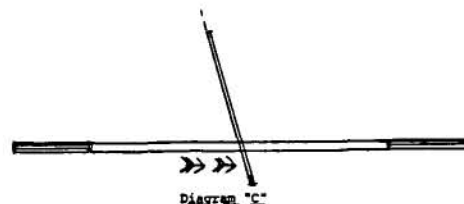


3. Find the center of each tub handle and place a mark designating that center on the tub side below the lip of the tub. (These marks will assist in aligning the center of the tub with the center of the plywood.) Using a hacksaw blade, cut the lip off the tub evenly using the bottom curve of the lip as a guide. File off any plastic ridges from the cut area and any braces which might be found on the bottom of the tub. (Diagram B)



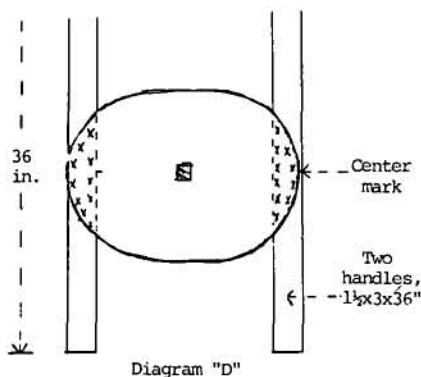
4. Position the tub upside down in the center of the plywood sheet. Match the tub handle center markings with the center line on the plywood. Tub circumference should just fit with the outside lines (short and long sides) drawn on the plywood. Trace around the tub. Remove the tub and draw a second oval 3/8 of an inch inside the traced oval. This is to allow for the angle of the tub when it is inserted into the plywood. (Diagram A)

5. Drill a hole inside the inner circle large enough to insert the hacksaw blade. Using the angle indicated in Diagram C, cut from the drilled hole into the inner circle with the blade. Try to keep the angle constant by imagining the bottom of the blade directly under the outer circle. If you tip the bottom of the blade toward you as you cut, you will maintain the angle correctly. Cutting the oval may take a couple of hours, but a good cut saves a lot of wood putty later. Use the wood rasp to smooth any uneven areas on the hole.

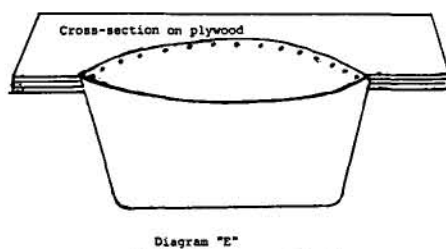




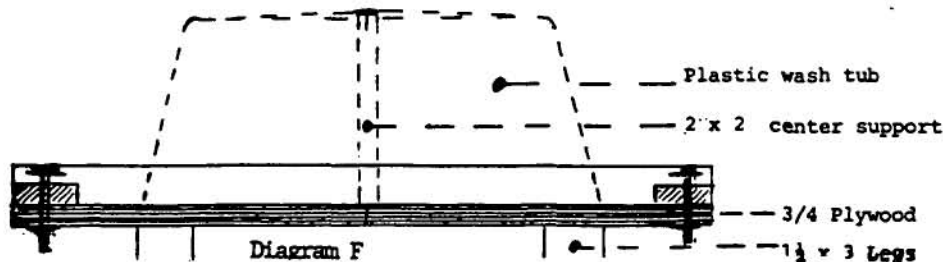
6. Center the cutout on the two wooden handle pieces and nail them securely together. Insert the tub into the hole and then try to fit the cutout back into the hole. If there are any tight spots, file them with the wood rasp, then remove the cutout again. (Diagram D)



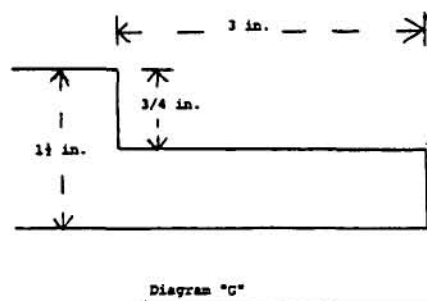
7. Insert the tub into the hole in the plywood as shown in Diagram E, and, using something sharp, drill holes through the edge of the tub every two inches. Then nail the tub to the plywood edge. The drilling prevents the plastic from cracking when nailed. Use a metal file to remove any plastic which might be sticking up over the edge of the plywood.



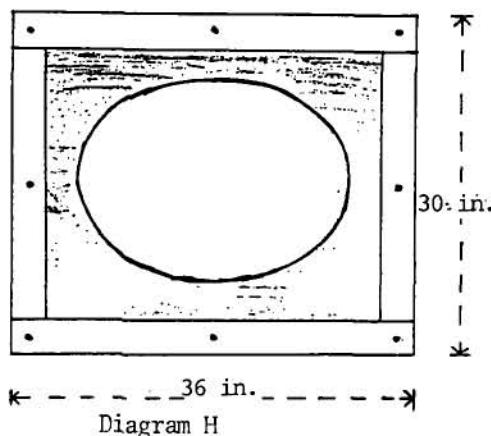
8. Measure the depth of the tub from the bottom to the plywood edge. Cut a 2 x 2-inch block of wood 1/2 inch longer than this measurement and nail it on end exactly in the center of the cutout piece as in Diagram F. Now insert the cutout back into the hole. The block will provide some resistance, but it should push down on the bottom of the tub to provide for correct drainage.



9. Turn the entire form over, tub side up, and drill a hole through the exact center of the tub. Now drive the roofing nail through the hole and into the 2 x 2-inch block as seen in Diagram G.

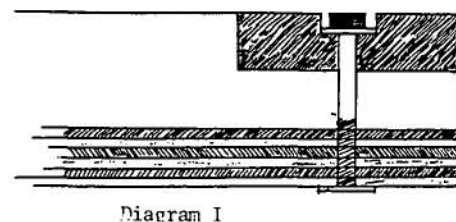


10. Cut the four sideframe pieces to length (two at 30 inches, two at 36 inches). Cut notches in both ends of each piece and smooth the cuts with a chisel as needed. This notching will allow all four pieces of the frame to be flush with each other. (Diagram G)



11. Assemble the four sideframe pieces on the outer edges of the plywood as shown in Diagram H. Mark the centers of all four over-

lapping side frame joints, as well as four centered locations, and, using a 3/4-inch bit, drill all eight holes 1/4 inch deep. This is to recess the bolts so they don't interfere with smoothing the cement with a board. Now, using a 1/4-inch bit, drill the rest of the way through all the holes and assemble the bolts as shown in Diagram I.



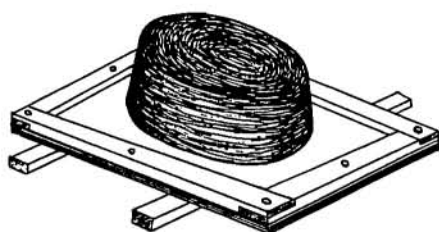
**ICE Almanac**  
**ICE Director**  
 Maureen Delaney  
**Editor**  
 David Thomas  
**Networking**  
 Trish Heady

The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally, and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

12. Fill in the crease where the tub meets the plywood with wood filler. Keeping your finger wet, smooth off any excess to form a continuous curve between the tub and the wood. Let the filler dry well.

13. Apply two coats of oil to all wood surfaces and let stand to protect the form from cement damage. When you are finished, the form should look like the one below.



## Asides

The form plan presented here is pretty much the "Cadillac" of the line, since it contains several features the Richards wished they had included in their's. It is guaranteed sturdy enough to make sinks for a whole village as well as some extras that could be sold for added income. The design is presented in great detail to make the form as easy as possible to construct. However, you should also consider using any options of your own that may depend on your own level of skill and the particular materials and money you have available. Some options may include:

- using a different size of plastic tub;
- butting the side frame pieces instead of notching;
- making regular rather than recessed bolt holes;
- nailing sideframe boards if only one or two sinks will be made;
- filling the tub lip with clay instead of cutting it off;
- omitting handles;
- omitting the cutout used as bracing;
- using filled butted boards or regular plywood rather than marine.

## Making the Sink

### Materials Needed

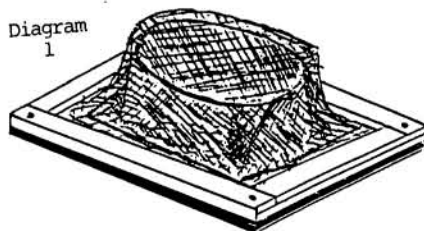
- 1 meter of chicken wire
- 4—1-meter pieces of old barbed wire
- heavy weight oil to coat the form
- 1 drain pipe (threaded)
- 2/5-bag of cement
- bag, barrow or bucket for mixing
- tins for measuring cement
- wire cutters
- sticks and boards
- trowel
- 1+ drum of washed sand (20 liters)

### Begin

Find a source of very fine sand and wash it through a piece of window screen into a 20-liter drum. This separates out the large grains and removes the clay particles for better bonding of the cement. When the sand is washed, put it into a sugar (or similar) bag to drain. You will need a little more than one drum.

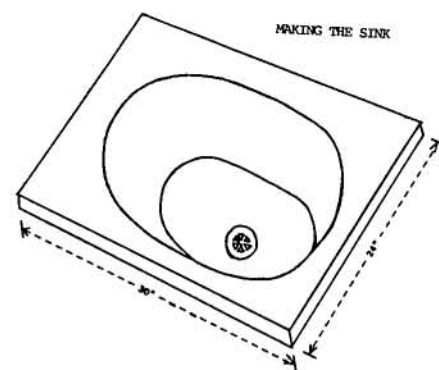
Measure and cut 1 meter of chicken wire and form it roughly over the tub, leaving a 1-inch space between the wire and the tub. The sides should extend well into the lip of the form on all sides, and the wire should be creased and pressed together at the corners to roughly fit the tub. Now remove the formed wire from the form. Diagram 1.

Diagram 1



Using a paintbrush, oil the entire top side of the form, wood and plastic, with a clean, heavy weight oil.

Mix the first batch of cement (10 parts sand, 5 parts cement) rather wet so you will have a very smooth sink top. Tamp the cement well or tap the



sides of the form with a hammer (or other heavy object) for about 2 minutes to remove air pockets. This is extremely important to produce a good surface without honeycombs.

Straighten and cut four, 1-meter pieces of old barbed wire and make right-angle bends at about  $\frac{1}{3}$  the length. Imbed the pieces in the cement about  $\frac{1}{2}$  to 1 inch from the outer edges of the lip to reinforce the concrete. Overlap is desired. Diagram 2.

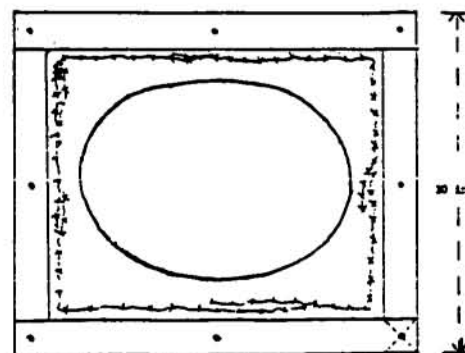


Diagram 2

Set the chicken wire in place over the tub and cut an X in the center where the drain will go. Remove the rubber seal on the drain and set the ring at  $1\frac{1}{2}$  inches from the end of the pipe so you can use it as a depth gauge for the cement. Now put the drain through the X in the wire and center it over the roofing nail.

Mix the second batch of cement dryer (20 parts sand, 10 parts cement), and roughly fill the rest of the

(continued on page 16)

## General Tips On Cement Work

- Always mix the dry ingredients well before you add water.
- If the sand is wet, your mix will need very little water.
- Washed sand bonds better than unwashed sand.
- If the cement contains hard chunks, screen them out and add cement.
- Mixing and drying conditions vary with the weather.
- The cement mix should always look more gray than brown. If it is brown, add more cement.
- Unopened bags of cement will start to get hard within three weeks in rainy weather even if it is stored properly. Use it or lose it!
- Always store cement off the ground and well sheltered because it draws moisture.
- Always tap or pound cement well to remove air pockets. Air pockets cut down on the strength of the cement and are also ugly.
- The more cement is worked and pounded, the more water will rise to the surface.
- The slower that cement cures, the harder it will be. Cover poured cement with a damp bag for the first day or two, and shelter it from the sun.
- Always clean the form and tools well.
- Cement will eat through your skin! Use tins or sticks to work it whenever possible, and wash frequently.

(Sink from page 15)

lip. Then, using hands and tins, plaster and press the cement to the sides of the tub wall while pulling out the chicken wire to keep it from touching the tub. Try to get  $\frac{3}{4}$  of an inch of cement through the wire and  $\frac{3}{4}$  of an inch on the outside. Push the cement hard to squeeze out air pockets, but do not "overwork" any one spot or water will come to the surface and you will have a "landslide." Do not even try to get the cement smooth yet; just continue to concentrate on thickness and pressing as you move upward on the form. If the cement starts to slide, take a break for about a half an hour and then continue. This will give the cement a chance to firm up a little. Working too-wet cement will only make the slide worse.

When you are ready, mix another batch of cement (20 parts sand, 10 parts cement). This batch should cover the top of the tub. Pack the cement firmly around the drain to the level of the ring, checking once more to be sure that the drain pipe is still centered.

The fourth batch of dry cement (20 parts sand, 10 parts cement)

should be used primarily to add depth all over or where it seems to be needed. Be sure to use it all though, or your sink will not be thick enough.

Take a break for one or two hours. Then test the workability of the cement by trying to smooth and reform the sides with a trowel. Press the cement moderately hard and work from the base to the top. Worked cement should look smooth and glossy and should "bounce back" a little. If there is any slippage, wait a little longer and try again.

If the cement works well, start the finishing process by running a piece of wood (2-inch  $\times$  4-inch works well) over the form boards of the lip area to level it. In order to set the sink properly, the lip needs to be perfectly level for at least 2 inches all around before the curve of the tub starts upward. Then, pressing with the trowel from the base to the top, lift and shape the cement into a larger version of the shape of the tub underneath. The top should be flat, the corners gently rounded and the surface smooth.

Finally, texture the entire sink except the lip with a soft brush to blend in any small flaws.

The sink should be set up for three days in a protected area, away from sun or rain, before "breaking" it out of the form. If the weather is hot or dry, it should be covered with a wet bag or cloth to insure that it dries slowly.

To "break" the sink out of the form, remove all four side-frame boards very carefully by tapping them away from the cement, since the edges and corners will still be very delicate. Two people should place themselves along the long sides of the form. While supporting the tub, lift one end of the form by the handles and tip the form slowly upward and over until the supported sink slips off the mold. Avoiding the corners, grasp the lip on both sides and slowly lower the sink onto the earth. Placing a piece of bamboo or board off center under the sink will prevent pressure on the drain area.

The final step is to plaster the lip and the inside of the new sink to fill any areas of honeycombing that may be present in the cement. This should be done immediately to ensure bonding between the old and new cement. Shake some dry cement onto a small area of the surface, and, using a small stiff brush dipped in water, form a very thick paste and rub it in until the holes are all filled. Rub off any excess cement by buffing with a piece of cloth. This should take about an hour, but when thoroughly dry the sink will have a very nice smooth surface.

The sink should cure for at least two weeks, shaded from the sun and covered by a dampened burlap bag. Slow curing ensures greater strength.

For the drain you will need the following:

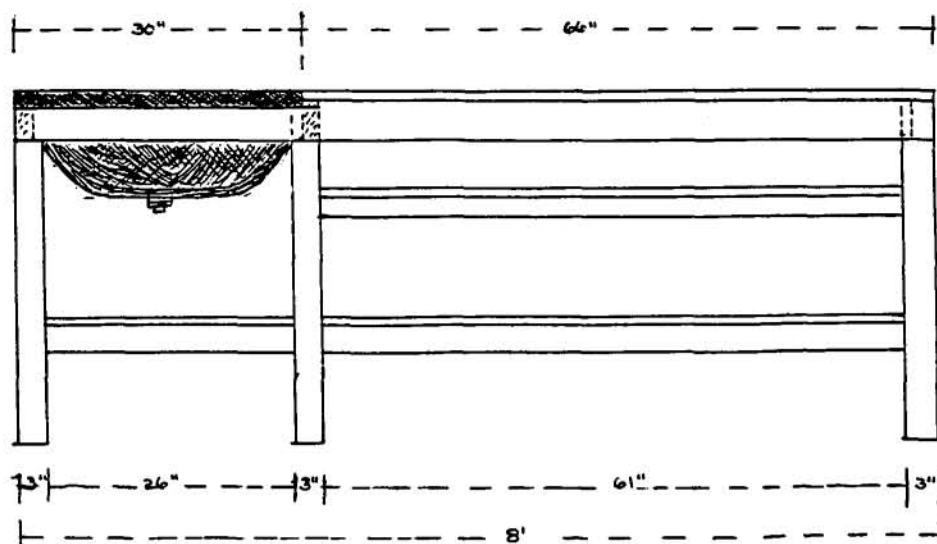
- 1 meter of plastic drain pipe of the same size as the drain used in the sink;
- 2—45-degree elbows;
- 1 coupling;
- pvc cement.

Screw the coupling onto the threaded drain. Add the other parts as needed to conform to the shape that you require. Seal the joints with the pvc cement. Run the water into an existing drain ditch or "soap pit" filled with stone to disperse the water.



## Optional Worktable

The sink can be set in a supporting structure of any kind, but the following plan is for one used by the Richards which they found quite satisfactory. It provides two shelves for food storage off the floor, as well as a good sized table top for more sanitary food preparation.



## Feature

# Training For Development

Shortly after this article was written, Michael Mercil left the position of Director of the Training Support Division in the Office of Training and Program Support (OTAPS). Replacing him as Director of Training Support is Maria Elena Pynn, formerly the Washington Representative for the Experiment in International Living and its School for International Training.

"Most Volunteers are aware that they receive a lot of attention from Peace Corps," states Mike Mercil, former Director of the Training Support Division in the Office of Training and Program Support (OTAPS). "It wasn't always that way. Years ago Volunteers and staff were just dropped off, 'parachuted into a site', and expected to succeed. Now we know you can't have development without training."

The key to development is trained manpower, a viewpoint Mercil shares with many others. Effective language, cross-cultural and technical training are vital if Volunteers are to play a successful role in the improvement of Third World living conditions. Volunteers want to have an impact; host countries demand qualified people. For Volunteers to make tangible and incremental contributions to host country development, therefore, we must constantly

educate ourselves about the host country's needs in order to enhance our skills and to correct and overcome program weaknesses.

"The Peace Corps has learned a great deal in 25 years, especially in the last 15," Mercil says. "Training must be an ongoing process throughout the Volunteer's tour. We recognize that fact and build on it. The average Volunteer in the 1980s, for example, spends 17 weeks in training—from the pre-departure staging experience to the close-of-service conference. We don't try to do two years' worth of training in six weeks, as we did in the 1960s."

Peace Corps training efforts model the development process itself. "The Peace Corps training philosophy promotes self-sufficiency, problem analysis, problem solving and critical thinking. Our training methods reflect the belief that trainees and Volunteers are ready to learn and capable of self-direction. We further believe that the trainees and Volunteers possess varied individual experiences and skills which should be integrated into the learning process." These training philosophies reflect the current trend toward more application of andragogy, or adult learning, in training.

Volunteer training is offered through flexible sessions, character-

ized by dynamic interaction among participants and between participants and training staff. Teacher/learner roles change constantly, with experienced or specially skilled trainees or Volunteers often helping their peers understand subjects they, as individuals, have expertise in—everything from reforestation methods to prawn cultivation.

Training sessions are designed to provide participants with the acquisition of skills for almost immediate application. Facilitators during each training session seek feedback on the direction or value of the training program. This feedback is important since it allows for mid-course correction. Volunteers must acquire the information, knowledge and skills that are needed to perform their jobs, and to learn to model the teaching/learning techniques of use in the field. Volunteers trained in such a manner can more easily effect skill transfer in a practical and relaxed fashion.

Peace Corps training efforts are world-wide. At the same time, they are relatively autonomous, with training officers in each of 63 host countries responsible for organizing pre- and in-service training programs designed to meet specific site needs. In addition, the Africa, In-

(continued on page 18)

(Feature from page 17)

ter-America and NANEAP (North Africa, Near East, Asia and Pacific) Regions within the Peace Corps each make their own training adaptations. These training programs involve intensive language instruction in more than 70 languages, cross-cultural training, skills upgrading and new skills development in such fields as education (mathematics, science, English, vocational/skilltrade specialties), agriculture, small animal husbandry, forestry, fisheries, appropriate technology, energy, community development, small enterprise development and more.

## The Training Support Division

The Training Support Division of OTAPS works with regional and individual country training officials to develop, maintain and support Agency-wide training standards for the Peace Corps' many pre-service, in-service and close-of-service training programs. "We work with the trainers of the Volunteers," explains Mercil. "We offer assistance and direction for upgrading training standards, for developing training materials, for supplying trainers and for assisting the field in training."

The responsibilities of the Training Division Director and of the Training Specialists include recruiting consultant trainers, coordinating training contractors, developing and editing training materials, responding to overseas training officer requests and coordinating and facilitating multi-national Peace Corps training sector conferences and meetings. In addition, the Training Support Division represents Peace Corps training in meetings with other development organizations.

Individual training officers throughout the world regularly use the resources of the Division's consultant bank of project directors, cross-cultural, technical and language experts. The consultant bank holds approximately 300 names. Last year, overseas training officers used it to secure the services of more than 100 project directors, cross-

cultural and language specialists and technical trainers for pre-service and in-service training programs.

## Current Activities

The Training Support Division is currently monitoring contracts for the following activities:

- Stateside training at American institutions for approximately 600 generalists a year who need technical expertise in such fields as forestry, beekeeping, mathematics and science teacher training, deaf education and blind mobility, small gardens, animal husbandry and irrigation. The short, usually 6-week, competency-building courses are given to about 20 percent of trainees before they begin pre-service training overseas.
- The training of Peace Corps overseas language testers and evaluators, as well as the maintenance of test score records. Many colleges and graduate schools will give credit for high language competency scores. Some organizations, such as the U.S. State Department and US-AID, consider language proficiency scores in assigning pay grades and pay scale ranks to employees.
- A 10- to 16-page bimonthly newsletter for Peace Corps trainers. This publication called the *Training Forum*, published for the first time this fall, reports on training resources, materials and expertise in the training field. The newsletter will also provide, on a regular basis, information on up-dates of research, trends, new developments and other trade information. Feature articles will also examine current training trends, as well as techniques and methodologies employed in various types of Peace Corps training programs.
- A 10- to 20-page booklet defining the Peace Corps' expectations for professionalism in Vol-

unteer service that may be used later as a basis for documents for staging, host country nationals, Overseas Staff Training and placement. Material derived from the preliminary guide will, in addition, be included in post-invitational mailings sent to prospective Volunteers.

This booklet will emphasize the Volunteers' responsibilities for a positive productive lifestyle that includes on-the-job professionalism and the promotion of interpersonal and cross-cultural understanding.

## Senior Volunteers

The Training Support Division has also begun to look into the special concerns of Peace Corps Volunteers 50 years and older. The Division is currently supervising work on four initiatives:

- the Senior Volunteer survey;
- a publication for overseas, headquarters and domestic field staff to identify how the Peace Corps might better recruit and retain senior Americans;
- a video treatment to increase staff sensitivity to specific issues relating to working with older Americans; and
- a new training methodology for language training programs for older Volunteers.

These related efforts aim at increasing Peace Corps ability to attract, recruit, place, support and retain Volunteers 50 years and older. People in this age group presently make up 25 percent of the U.S. population, but only 9 percent of the Volunteer population.

Both the guide and the video module are designed to generate staff discussion. The guide, for instance, will present recommendations for improving pre-service, in-service, and close-of-service training for older Volunteers.

## Videos

Eventually, it is hoped, Peace Corps trainers in the United States

Peace Corps Times

and abroad will make more use of video technology. Video is a valuable tool, capable of upgrading discussion sessions, widening training frames of reference and documenting case studies.

The Training Support Division is currently collecting relevant development-oriented videos from public and commercial sources for overseas trainers. The Division has also assisted in several Peace Corps-produced videos.

One recent video production, entitled "The Role of the Volunteer in Development," examined the concerns and work of two Volunteers—one from Jamaica and the other from Costa Rica. This video cassette, together with a lesson plan, should offer trainers new material to provoke discussion about development techniques. Three other videos will offer 20-minute glimpses of Peace Corps life in the Solomon Islands, Papua New Guinea and Thailand. "These videos," says Mercil, "are pilots for use during staging sessions with trainees. It might someday be possible to develop individual treatments for each Peace Corps host country."

## New Manuals

Other Division initiatives include the introduction of two new manuals offering training materials for All Volunteer Conferences and Close-of-Service Conferences. All Volunteer Conferences are extraordinary 3- to 4-day assemblies of all the Volunteers in a particular country. The meetings are usually called during times of political turmoil, significant staff turnover or personal danger to Volunteers. The manual offers overseas staff and trainers guidelines for planning and conducting such meetings.

The *Close of Service Conference* manual offers trainers and staff suggestions for organizing professionally and personally productive meetings with end-of-tour Volunteers. The publication outlines sessions in which the soon-to-depart Volunteers are asked to evaluate both

The Peace Corps invests \$18 million annually in training. In 1985, for example, the Peace Corps organized a total of 65 State-side training programs for more than 540 trainees and 130 pre-service training programs for 3025 trainees. In addition, it coordinated: 373 in-service technical training programs for 3645 Volunteers; 29 language training conferences for 980 Volunteers; 25 all Volunteer conferences for 2117 Volunteers; and 91 close-of-service conferences for 2024 Volunteers.

the strengths and weaknesses of their projects, the quality of Peace Corps support and the effectiveness of their own performance. The manual, the result of two years of research, places increased emphasis on the Volunteer reentry process.

OTAPS tested the *Close of Service* manual earlier this year in Ghana, where it was favorably received by returning Volunteers and Peace Corps trainers from that country, Mali, Liberia and Benin.

At the request of overseas training staff and Volunteers, the Training Support Division intends to revise the 5-year-old *Cross-Cultural Training Manual*. The new version of the handbook will, according to Toby Frank, Training Specialist, move away from specific emphasis on country and area studies. Instead, it will present material aimed at helping Volunteers understand their own American cultural values, the process of effectively moving between cultures and the values of their host country culture. Mercil believes that "the Peace Corps was one of the birthing places of cross-cultural communication in the 1960s and 1970s, but now needs to catch up with the state of the art. Corporations and organizations working with refugee populations have moved the field significantly ahead. We can and should move again into the forefront of cross-cultural communication training."

Upgrading the Peace Corps cross-cultural training programs should

not be too difficult. Many of the leading cross-cultural communication trainers outside the organization are former Volunteers or people who otherwise possess links with past Peace Corps programs.

The training world is a small one. Mercil likes to refer to the "ripple effect" of Peace Corps training. "Peace Corps training is a transforming experience," he believes. More than 120,000 Volunteers have gone through our training programs. Hundreds of trainers have worked in Peace Corps programs and today many are designing training programs for other development training agencies, citizen exchange organizations and business and industry. The Peace Corps has provided many middle level people for those organizations. Our training efforts have helped, and continue to help, Americans not only to understand other societies but also to help understand ourselves in our partnership with the world."

John Blair

## GIVE!

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

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

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



## NOTES FROM THE COORDINATOR

I have a sneaking suspicion that many of you do not know the full range of opportunities which exist through the Small Project Assistance Program. Most of you are familiar with the S.P.A. Funds used to fund community projects. There is another larger component of the program, however, of which few people seem to take advantage.

Each year AID Washington provides Peace Corps Washington with money for the Technical Assistance (TA) component of the S.P.A. Program. This money is targeted to "support or stimulate field activities directly related to S.P.A. community projects."

Typically we have provided technical assistance in the form of in-service training programs and program consultancies. These funds can be used to train HCN counterparts and community members, along with PCVs, in technical skills which they might use in small community projects. Responses to these technical trainings have been positive. Volunteers and HCNs alike have remarked on the increased confidence and ability to handle community situations because of the skills developed during these trainings. In addition, PCVs and HCN counterparts are able to work and learn together, thereby increasing their sense of being a team.

No one questions the benefits from these trainings. I do feel, however, that we are missing out on greater opportunities if we limit ourselves by using these Technical Assistance (T.A.) funds for ISTs only. Volunteers, community members and staff should look at what T.A. might be provided to ongoing projects. Another area for T.A. might be groups which want to start a project but need some assistance in organizing or improving their ideas. Requests for expert advice or trouble shooting for community projects are valid and should be made through the in-country staff. I urge you all to look around you and see what opportunities exist for increasing a community's self-reliance by providing

some technical assistance. This issue of the S.P.A. Network features what was accomplished in FY86 using S.P.A./T.A. Funds, and provides some illustrative case examples of how T.A. might be used in the future.

The S.P.A. Network was first created as a way of providing information on the S.P.A. Program and as a means to exchange experiences and concerns. To date, we have not really heard from the field. I want to see the S.P.A. Network become more of a forum for discussion of the S.P.A. Program and for an active exchange of ideas from the field.

In 1987, the S.P.A. Network will continue to provide information, observations, suggestions and features. We would like to make the Network responsive to your needs and your interests. To this end, we are asking that you write to us using the questions below as a guide. We are looking for any information you can give us, so tell us as much as you can.

1. What changes or additions to the present format of the S.P.A. Network (Notes from the Coordinator; Country Spotlight; Sector-Specific Notes) would you suggest?
2. What are some topics you'd like to see discussed in future S.P.A. Networks?
3. If you have been involved with an S.P.A. Project, please provide information regarding this experience which you would like others to know.
4. What would you like to hear from others who have been involved with S.P.A. projects?

Please send your comments to the S.P.A. Coordinator, OTAPS, Peace Corps, Washington, DC 20526 USA.

## Case Study: Haiti Production Consultant

This request for Technical Assistance came from a group whose project is a silkscreen printshop. The printshop, funded in August 1985 with a S.P.A. grant, began as an income-generating activity and currently provides full-time employment to seven Host Country Nationals (HCNs).

The workers at the shop requested a production consultant to work with the HCNs and two PCVs working on the project, in order to improve technical and managerial capabilities in the workshop. The PCVs had attended an IST on feasibility studies before the printshop was funded, and, along with one HCN, had received basic silkscreen printing training through a CARE/AID-sponsored crafts development project.

A market survey had been conducted, and showed that the potential existed for the group to increase its monthly sales by at least 20 percent, but that its inadequate organization and production capacity was preventing it from reaching this volume.

The consultant was asked to:

- identify snags in the production process that were creating quality and workflow problems, and offer ways to eliminate them;
- train PCVs and HCNs in alternative methods to diversify their basic technical knowledge, and enable them to find the most appropriate, cost-minimizing ones;
- suggest better types of, and methods for acquiring raw materials, given the workshop's cash flow and transportation constraints; and
- assist in implementing necessary adjustments to maximize limited space.

This case is well worth looking at for several reasons. First, it fulfills the goal of supporting a field activity related to the S.P.A. fund, as the project was initiated from an S.P.A. grant. Secondly, it shows how technical assistance can be used to benefit a project at the community level. The workshop is employing several HCNs, and the technical assistance will directly affect these people, increasing their technical knowledge and ability to continue or start other community projects.

The request was obviously the result of thorough research, and so was made quite specific and clear. The market survey had provided a goal, and the group assessed what was currently lacking in order to achieve that goal. Based on this assessment, the

## Small Project Assistance Program (S.P.A.)

The S.P.A. Program is a unique program which joins the human resource capabilities of the Peace Corps and the financial resources of the Agency for International Development. The program, established in 1983, currently supports small self-help efforts through direct grants to community organizations in 35 countries.

There are two components to the S.P.A. program: the S.P.A. fund which directly supports community projects; and the Technical Assistance (T.A.) Agreement which provides training and technical advice to PCVs, staff and Host Country Nationals who are working on field projects.

S.P.A. grants are made by PC/Country Offices to community groups working with PCVs in the areas of food production, small enterprise development, renewable energies and health.

Funds are available through PC/Washington to provide in-service training for PCVs and HCNs, and to provide program consultants for countries. The T.A. activities stimulate and/or directly support S.P.A. projects.

If you have an idea for a project in your community in one of the above areas, more information is available from PC country offices or by writing the S.P.A. Coordinator, OTAPS, PC/Washington.

group had come up with a series of criteria, the fulfillment of which would bring it closer to this goal. The expectations that the group had of the consultant were based on these criteria, and could realistically be achieved by a limited amount of technical assistance.

## FY 86—What Was Accomplished!

Now that you've been reminded of what Technical Assistance is, you're probably wondering what it does. What has it actually accomplished?

That question is best answered by looking back over recent history—Technical Assistance (T.A.) in 1986.

In 1986, Technical Assistance was requested and received in every program area and in every Peace Corps region. There are lots of statistics to be quoted and graphs to be looked at, but the real measure of the success of T.A. can be seen best through hearing some of the details of its actual implementation.

The program area in which there was the highest number of requests was Food Production. Some examples of the requests are:

- One PCV in Honduras and ten Host Country Nationals were sent to an apple production workshop in Guatemala to learn techniques of propagation, fertilization, irrigation, pruning, storing and marketing.
- In Ecuador, a programming consultant was provided to work with the Fish culture APCD and two Host Country Agency officials on the design of freshwater inland capture fisheries.
- In Togo, a 14-day IST was held in alternative lowcost bridge technologies appropriate to West Africa. Ten PCVs and six HCNs, from Togo and Benin, attended the IST.

There were also numerous requests for T.A. in the area of Income Generation/Small Enterprise Development; among them:

- A PCV in Honduras and five HCNs were sent to Guatemala to visit flower projects for one week, learning to cultivate flowers and documenting different technical information.
- An 8-day seminar for representatives of six women's coops in Cameroon was held. Problems and deficiencies of the coops, as well as areas of diversification, were discussed; lectures and demonstrations on possible areas of diversification were presented, and strategies for implementing chosen projects were

developed. In all, 30 women attended.

## In the Health area:

- In Malawi, funds were used to conduct a workshop to review problems relating to defective sanitation practices.

## In Energy:

- The Dominican Republic hired a consultant to work with two staff members and seven PCVs on a Solar Energy IST aimed at bringing appropriate energy sources to small community businessmen.

Aside from strictly technical trainings and consultants requests, there were a good many for technical assistance in the areas of program planning and project design and management:

- both Costa Rica and Belize hosted workshops for 50 PCVs and staff members to increase understanding of the appropriate uses of S.P.A. funds, and to give formal training on careful analysis and planning of projects.

As you can see from the example given, much was accomplished through Technical Assistance last year. Although there are many more that are not mentioned here (in all, 68 activities received assistance), these are indicative of a general trend. Trainers and technical consultants are being called in for In-Service Trainings and workshops which serve to educate large groups of PCVs, HCNs and Peace Corps staff, as opposed to giving assistance at the direct community level.

The project goal of the Technical Assistance PASA is "To support and/or stimulate field activities related to the Small Project Assistance Fund." Part of this goal is accomplished by large-scale technical trainings, and by a clear knowledge of programming and project implementation. The scope of T.A., however, is wider than that. There are also ways T.A. can be used on the smaller end of

(continued on page 22)

# Networking

## Agricultural Research and Development Networks

How can individuals in isolated areas benefit from the findings of important agricultural research centers on five continents? Where can you acquire highly technical information in Spanish on an uncommon cassava disease or a training manual in French on livestock production? Is there a single listing of most materials published by the major centers for agricultural research and development? Scientists involved in numerous agricultural research and development centers located around the world publish a catalog of technical materials to increase the dissemination of their work to educators, extension workers, farmers and others who would benefit from this information. These research centers compile this catalog in preparation for the annual Frankfurt (Federal Republic of Germany) Book Fair. The Book Fair provides an opportunity for the research centers to expand their network of distribution for their materials through other publishers and distributors.

The 1985 edition of this catalog includes over twenty-three organizations—more than half of which are located in developing countries. The 527-page catalog is arranged by organization and contains brief descriptions of each organization and ordering information for the materials. Some of the organizations offer special arrangements for requestors from developing countries—particularly if the requestor represents a library or information center. The research carried out by these organizations covers many aspects of agricultural production, such as agroforestry, dry land farming, fisheries, livestock rearing, genetic research and crop production. The catalog includes many types of publications such as research papers, directories, bibliographies, newsletters, slide sets, films and other educational materials. The organizations list well over 1,000 titles in this catalog and the 1986 supplement.

Among the organizations represented in this catalog are the 13 institutes which are a part of the Consultative Group on International Agricultural Research (CGIAR).



CGIAR was established in 1971 to utilize the resources of modern biological and socioeconomic research in improving agricultural productivity. Most of the CGIAR international agricultural research institutes are located in developing countries and all are supported by contributions from various governments, international and regional organizations and private foundations. IRRI is a CGIAR institute and it publishes and distributes the Frankfurt exhibition catalog for approximately U.S.\$10.00.

Volunteers who are directly involved in agricultural research will find this catalog especially useful and may wish to contact some of the organizations described in it. An awareness of these organizations will benefit all Volunteers because, as the old adage goes, "If you eat, you are involved in agriculture."

For more information on this catalog write to:

International Rice Research Institute  
P.O. Box 933  
Manila, Philippines

### A.I.D. Microfiche Library

The United States Agency for International Development (A.I.D.) has donated its collection of technical documents on microfiche to the Peace Corps. ICE houses this valuable collection of project and techni-

cal reports, AID-sponsored research, annual reports from AID-supported organizations and other useful documents dating from 1971. The collection currently contains over 22,000 documents on approximately 30,000 microfiche cards, with each card capable of holding 95 pages. Every month A.I.D. contributes an additional 150 to 200 new or replacement microfiche to this collection. A.I.D. produces various indices to help locate documents in this collection. Users may search on author, corporate author, titles, subject, country or document number. ICE recently acquired a Micron RP-700 reader-printer which enables users to comfortably view the microfiche and produce quality paper copies.

Please direct all questions and requests regarding this A.I.D. collection to ICE.

(S.P.A. from page 21)

the assistance spectrum. A particular project might need help on one specific technical problem in order to continue. A group may realize that a long-established project could benefit from updated technical skills. In 1987, Volunteers should think about Technical Assistance as it could apply to projects they are currently involved in.

The project from Haiti that is outlined in this issue is a good example of Technical Assistance at the community level.

Linda Spink and Jim Patterson



---

## ECHO's Wheelchair Garden

The following is adapted from an article which appeared in Vol. 9, No. 3 of ECHO (Educational Concerns for Hunger Organization) News.

Scott LaRue, a Florida Boy Scout, visited ECHO in search of a project. ECHO had a great one for him.

ECHO had placed four poles in the ground and constructed a simple 4 x 8-foot platform on top of them. Using their rooftop garden technology, which they had written about in ECHO News a couple of years ago, a garden was growing in a 3-inch layer of compost on top of the platform. The original idea was that a farmer with only a small amount of land could increase the gardening space by growing sun-loving plants on top of this platform and shade-loving plants underneath. (A visitor had told them he had seen similar structures in use in a village in southern Mexico. Pigs are allowed to roam

freely there, so only gardens on platforms are successful.)

Dr. Price suggested that Scott build a similar garden at a nursing home, but only 40 inches high. Residents in wheelchairs or who had other handicaps could again enjoy gardening. The wheelchair would fit underneath just like sitting at a table.

These wheelchair gardens can be an enormous blessing to folks who love—or need—to garden but who cannot get down on hands and knees to work the soil. The use is not limited to folks bound to a wheelchair. It would be equally helpful to someone who, for example, had artificial knees or arthritis.

These special gardens are not for the casual gardener because they require daily care. The shallow beds of compost (only 3 inches deep) cannot hold much water. Daily watering is necessary. Though they probably use

less water than a garden planted in soil, they must be watered more frequently.

If you think such gardens might be useful in your communities read on!

ECHO's *Rooftop or Shallow-bed Gardens* is a 40-page book that ECHO has just published to help folks put this technology to use. It is illustrated with many drawings and carefully written to make sure it is not overly technical. ECHO is quite eager to hear of how you are able to use it to help needy people, and will try to answer questions during its operation the first season if you care to phone or write them.

If you are interested in obtaining this booklet, send \$3.00 plus airmail postage to:

ECHO, Inc.  
R.R. 2, Box 852  
North Fort Myers, FL 33903  
Phone: 813-543-3246

---

## Sector Updates

### AGRICULTURE

**Sheep and Goat Science**, by M.E. Ensminger and R.O. Parker. 1986 (The Interstate Printers and Publishers, Inc., P.O. Box 50, Danville, IL 61834-0050) 643 pp. \$49.95.

Part I discusses the specifics of raising sheep. Topics include: types of sheep; feeding; showing; managing; and slaughtering sheep. Part II discusses the specifics of raising goats. Topics include: types of goats; feeding goats; dairy, angora and meat goats; and housing for goats. Part III discusses both sheep and goats in areas such as genetics, reproduction, health and parasite control. Well indexed. Provides a glossary of terms, feed composition tables, charts, graphs and illustrations. Excellent basic text.

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

**Successful Seed Programs: A Planning and Management Guide**, by J.E. Douglas. 1980 (Westview Press, 5500

Central Ave., Boulder, Colorado 80301) 302 pp. \$32.50.

Comprehensive guide to planning, implementing and managing seed programs. Covers crop research; seed supply and multiplication of new varieties; quality control; marketing activities; transferring technology and supplying seeds to farmers; and resources needed. Provides numerous charts and illustrations and a glossary of terms.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

### EDUCATION

**Advanced Level Inorganic Chemistry**, by A. Holderness. 1979 (Heinemann Educational Books Ltd., 22 Bedford Square, London WC1B 3HH, England) 513 pp. \$13.95.

Textbook dedicated to the analysis of the nature, properties and applications of each of the elements in the

Periodic Table. Relies on theoretical premises described in the companion volume, *Advanced Level Physical Chemistry*. Provides study questions and answers to numerical exercises.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

**Advanced Level Physical Chemistry**, by A. Holderness. 1976 (Heinemann Educational Books, 22 Bedford Square, London WC1B 3HH, England) 313 pp. \$13.00.

An in-depth study of the physical aspects of fundamental concepts in chemistry. Provides clear and detailed explanations useful not only to advanced-level students, but also to individuals possessing a basic understanding of the subject. Lessons in: classical atomic and molecular theories; atomic structures; periodic classification of the elements; bonding, crystal structures and colloids; the kinetic theory of gases; phase

equilibria; energetics and chemical equilibria. Includes sections on rates of chemical reactions, electrolysis and conductance. Provides study exercises and an answer key for numerical questions.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

## AT/ENERGY

**The AT Reader: Theory and Practice in Appropriate Technology**, by Marilyn Carr. 1985 (Intermediate Technology Development Group, 9 King Street, London WC2E 8HN, England) 468 pp. \$19.50.

Collection of over 200 extracts from development writings on appropriate technology. Describes the history of AT, its evolution as an important development tool and its current status. Covers AT in many sectors of development, including: agriculture and livestock; health and water/sanitation; housing construction and transport; manufacturing; mining and recycling; and education and communication.

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

**Development and Dissemination of Appropriate Technologies in Rural Areas**, German Foundation for Developing Countries. 1972 (ICE Reprint, 1985) 210 pp. Free.

Excerpts from a workshop held in Ghana in 1972. Focuses on the development of AT in rural areas. Emphasizes participants' personal experiences with AT in the English speaking African countries. Themes include the following: the significance of AT in rural areas; industrialized countries' viewpoints; the role of applied research in developing appropriate technology; the dissemination of AT; and the improvement of international cooperation in the field of AT.

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

**Solar Photovoltaics for Irrigation Water Pumping**, by Urs Rentsch. 1982 (SKAT, Swiss Center for AT at ILE, University of Saint-Gall, Varnbuelstrasse 14, CH-9000 St. Gallen, Switzerland) 17 pp. \$1.80.

Summary of the status of solar photovoltaics for irrigation water pumping. Discusses uses, feasibility and future potential. Describes some characteristics of solar photovoltaics and some of the constraints that impede its usage. Also includes basic information optimization and matching of the parts that make up a photovoltaic pump.

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

**Passive Solar Water Heaters**, by Daniel K. Feif. 1983 (Brick House Publishing Co., 34 Essex Street, Andover, MA 01810) 190 pp. \$12.95.

Manual on how to design and build a batch solar water heater system. Complete description of various types of batch solar water heaters. Information on how to evaluate solar potential and choose an appropriate site. Includes step-by-step construction of the heaters. Contains diagrams and photos. Basic hand and power tools required.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

## FORESTRY/NATURAL RESOURCES

**Tropical Moist Forests: The Resource, the People, the Threat**, by Catherine Canfield. 1982 (Earthscan, 10 Percy Street, London W1P 0DR, England) 67 pp. \$7.00.

Contains facts and statistics about the status of tropical moist forests. Focuses on the deforestation of these areas for a multitude of reasons, including fuelwood and agricultural pursuits and the effect that these

have on the soil, the plants and animals and the people of the area. Concludes with proposals for future action.

**Available free through ICE to PC offices/resource centers incountry only; two copies per country.**

**Fuelwood: The Energy Crisis That Won't Go Away**, by Erik Eckholm, et al. 1984 (Earthscan, 10 Percy Street, London W1P 0DR, England) 107 pp. \$5.50.

Overview of the fuelwood crisis in developing countries. Offers a new assessment of the fuelwood problems and possible responses. Examines how fuelwood scarcity is interconnected with agricultural and other pressing land-use dilemmas of underdevelopment. Contains recommendations for improving community forestry projects and cooking stove techniques. Concludes with possible strategies for the future.

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

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

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

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