

PEACE CORPS TIMES



Focus—Zaire

Sept./Oct. 1988

From the Director

Successful completion of service is a major factor in Peace Corps' programming and credibility. In the eyes of the host country peoples with whom Volunteers work, a complete tour of service reflects a genuine commitment to the Volunteer task and serious involvement in the host country's development.

Early separation from service has been a serious and ongoing concern for Peace Corps. In 1961, Peace Corps' first year, 24 percent of the Volunteers did not complete their service. The percentages grew until 1969 when we hit a peak with 57 percent of Volunteers leaving before their tours were completed. Last year, slightly more than 21 percent (600) PCVs did not complete their obligations.

A few months ago I mentioned the appointment of a Task Force to try to find new solutions to this old problem. I would like to share with you some of their findings and recommendations.

Peace Corps must make it clear at the outset to all applicants that becoming a Volunteer requires a firm two year commitment and that it will require dedication, adjustment and a radical change of lifestyle to succeed.

Recognizing that stress of various kinds (medical, psychological, cross-cultural and personal) often leads to resignations based on emotions, Peace Corps staff should be better prepared and trained to help Volunteers and Trainees deal with the ups and downs of Volunteer life. Trainees and Volunteers should be made aware that stress and the accompanying difficulties and problems are not unusual in Peace Corps. More and better staff and peer counseling should be available at each post. Early separation procedures should be re-designed to include a "reflection period" during which counseling would be available.

Since unmet expectations and job dissatisfaction are leading causes of early termination, promotional and recruitment materials should better reflect today's Peace Corps. And, since the conditions under which a PCV will serve vary from country to country and from job to job, these differences should be clearly explained by our recruiters. One way to help implement this recommendation will be by more and better personal contact between the recruiter and the applicant. Another is to provide more and better program planning and site selection.

Based on results of the competency-based language curriculum, the Task Force recommend this approach be continued and re-enforced.

Special efforts should be made to deal with the problems involving senior Volunteers. Recruitment and staging events should better address the needs of the older Volunteer and more support should be provided in the field. (We have just established

a Senior Volunteer Facilitator to help deal with some of these issues.)

The final recommendation of the Task Force was that a standing committee be established to monitor Volunteer retention and early separation and make frequent reports to the Director. The standing committee should be charged with and given the authority and responsibility to implement strategies to increase the retention rates.

The problem of early separation has been around for 27 years and we know that there will be no quick fixes. Most of the recommendations require not policy changes but just more contact with the potential Volunteer in the early stages—by painting the applicant a realistic picture of what he can expect Peace Corps service to be like and to be sure that the applicant understands the importance of the two-year commitment. The second stage is by supporting the Volunteer in the field with better programming, counseling and support.

As I have stated before—our growth program, Leadership for Peace, is not only growth in numbers but relies heavily on satisfied Volunteers completing their full tours. We must all do our best to insure that both the Volunteer and Peace Corps get the best from each other during their association.

Trainee Killed In Honduras

It is with great sadness Peace Corps reports the death of Trainee Matthew N. Sherman, 22, of Minster, Ohio who was killed the night of Sept. 8 on the ground of El Rincon Training Center just outside of Tegucigalpa, Honduras.

Sherman and another trainee walked onto the site at about 10 p.m. the night before they were to have been sworn in as Volunteers. He was in a gazebo-style outdoor classroom building when two guards, who investigators said appeared to have been startled, fired shots from a nearby building.

Sherman was hit and fatally wounded. His companion was not injured.

The guards, employees of the training site contractor, were arrested and charged with "consummated homicide" (manslaughter) by Honduran authorities.

An independent investigation by U.S. government officials concluded that there was nothing to indicate that the shooting was premeditated. That investigation also found no reason to believe the shooting was politically motivated or directed toward either United States government personnel or Americans in general.

The key to making the recommendations of the Task Force work is to institutionalize them—make them an integral part of Peace Corps' framework. Because of Peace Corps' uniqueness, the five-year rule in relation to staff, it has, in the past, been difficult to monitor and institutionalize plans as in the Task Force's report. However, I feel that now, with the ground work done, we can make every effort to insure that both the Volunteer and Peace Corps, to say nothing of the host country, get the best from one another. Peace Corps staff has re-dedicated itself to implementing these recommendations. I hope I can count on you to help.



Loret Miller Ruppe
Peace Corps Director



Peace Corps Times

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To the *Times*

Dear Peace Corps *Times*,

At our July All-Volunteer meeting, an issue was raised which we feel concerns all Volunteers worldwide.

After the break-in and theft in a Volunteer's room in her village, it was brought to our attention that the personal article insurance plan offered to Volunteers at CREST or other stateside stagings by Alexander and Alexander Insurance Company, is good for only one (1) year of the Volunteer's service. Without any notice of expiration, the policy is cancelled.

We in Peace Corps/Nepal question the viability of Alexander and Alexander's plan for Volunteers. Why can we not be offered a twenty-seven (27) month or length of service plan? At the very least, could we not have a plan which sends renewal notices to Volunteers prior to the 12 month expiration date?

Nepal Volunteer Council

Dear Nepal Council,

The Office of Special Services has contacted Alexander and Alexander to try to resolve some of your insurance questions and here is what we have to report.

Alexander and Alexander (A&A) is unable to change the duration of the policy. (Standard insurance policies are generally for one year or less.) According to A&A, the duration is based on the underwriter, in this case Aetna. A&A has no control over the duration. (During this investigation Peace Corps was not able to find other policies which were of a longer duration.)

A&A stated it would not be feasible for them to send renewal notices to PCVs for the following reasons: the unreliability and time factors in overseas mail; the inability to maintain current addresses for PCVs and the early termination of Volunteers.

Gerald Ruehl of Special Services also explored the possibility of designation an automatic renewal, paid from the Readjustment Allowance Account, at the time PCVs originally subscribe. While this would logistically be a viable option it would not allow PCVs a chance to update the articles covered by their policies.

A brief reminder here that the personal articles insurance policy offered by Alexander and Alexander is NOT a Peace Corps insurance policy. Peace Corps does not endorse it and the availability of it does not result from any service agreement between Peace Corps and Alexander and Alexander. Any insurer may make their services available to Volunteers and receive payment, upon appropriate authorization per Peace Corps Manual, Section 223, from the Volunteer's Readjustment Allowance. Accordingly, the PCVs may choose an insurance policy with the provider of their choice.

What this all boils down to is the individual Volunteer must be responsible for taking care of his personal insurance needs. You need to know what exactly is covered, what type of coverage you have, how to increase your coverage, when the policy expires, make arrangements to have it renewed and make allowances in the delay in overseas mail.

I'm afraid we've not given you the response you'd like but these are the hard facts. Unfortunately, now with all the other things you have to do you must deal with this extra paperwork. Remember in your Staging the part about "taking care of yourself?" Well, this is one of those things you must tend to.

My suggestion is that ALL PCVs and staff dig out your policies NOW and make note of the expiration date and put it some place where you'll see it often. Then about a month or more before (remember the mail) make the necessary arrangements for renewal. If someone stateside is taking care of things like this for you (if someone has been that lucky), write to them so they can take care of it for you. Your country newsletter editors would probably be agreeable to printing reminders also. Ask them. We will also start printing reminders on this and anything else we can think of along these lines.

The Editor

EDITOR'S NOTE: In our Career issue—a story entitled "Where the Jobs Will Be" forecasts that 10 of the top 20 most secure careers will be in the health care delivery system.

Dear Peace Corps *Times*,

The Department of Health Policy and Administration in the School of Public Health (University of North Carolina, Chapel Hill) is recruiting students for the class which will enter in the fall of 1989.

We are offering three programs which will be of interest—a two-year masters program (M.S.P.H.); a one-year master's program (M.P.H.) for students with a prior professional degree in law, medicine, dentistry or equivalent training and a doctoral program (Ph.D or Dr. P.H.)

Historically, some of our most outstanding students have been former Peace Corps Volunteers. We would like to encourage applications from current or former volunteers and to do whatever is necessary to ease and simplify the application process (particularly to ease the problems inherent in correspondence with people who are overseas). If anyone in your program would like further information, application materials, or other assistance, I would recommend

that they contact me personally; I will make every effort to handle the requests as expeditiously as possible.

Kenneth Wing
Director of Admissions
Health Policy and Administration
CB#7400, 263 Rosenau Hall
School of Public Health
The University of North Carolina
Chapel Hill, NC 27599.

Phone: 919-966-2911



Headquarters Move Completed

The relocation to our new Peace Corps headquarters was completed on November 5th. The new address is:

**Peace Corps,
1990 K Street NW,
Washington, D.C. 20526**

Because of the new arrangements many individual offices no longer have separate room numbers. Others which will, have yet to be assigned.

To help you out with the most often used addresses here are a few aids until something better comes along.

- Peace Corps Director, 8th Floor
- Peace Corps *Times*/Public Affairs, 8th Floor.
- Private Sector/Returned Volunteer Services/Peace Corps Partnerships, 8th Floor.
- Office of Training and Program Support/ICE, 8th Floor.
- International Operations/Inter-America, NANEAP and Africa Regions, 7th Floor.
- Medical Services and Special Services, 6th Floor.

We would like to extend a special invitation to newly returned Volunteers to stop in at the Volunteers lounge on the 8th Floor.

Focus—Zaire



About the Country . . .

Population:	30.7 million
Land Area:	905,063 square miles about the size of the U.S. east of the Mississippi
Capital:	Kinshasa
Languages:	French (major), Lingala, Swahili and Kingwana
Religions:	Catholic 50%, Protestant 20%, Muslim 10%, Kimbanguist 10% and traditional 10%
Terrain:	Varies from tropical rain forests to mountains to savannas
Borders:	Angola, Zambia, Malawi, Tanzania, Burundi, Rwanda, Uganda, Sudan, Central African Republic and the Congo with a tiny Atlantic seacoast
Climate:	Equatorial

Zaire is believed to have been populated as early as 10,000 years ago. Then, in the 7th and 8th centuries the Bantus, from present-day Nigeria, came to the area and brought with them the use of metals and manufacturing. In 1482, the Portuguese navigator Diego Cao landed at the mouth of the Congo river and found an organized society, the Bakongo Kingdom, which also included parts of present day Angola and the Congo. The Portuguese named the area, Congo, after this kingdom. The name was changed to Zaire, which comes from the Kikongo word meaning river, in 1971.

The area remained practically unknown to Europeans until Henry Morton Stanley came onto the scene. He explored the area for Belgian King Leopold II, who claimed it as a personal position in 1885 and introduced French as the language of commerce. In 1907, he gave it to the state and it became known as the Belgian Congo. It gained independence, along with many other African nations, in 1960.

Before independence, education was largely in the hands of religious groups. The primary school system was well developed at independence, but the secondary system was limited, and higher education was almost non-existent. The principal objective of this system was to train low-level administrators and clerks. In 1980, about 80% of the males and 55% of the females, ages 6 to 11, were enrolled in a mixture of state and church-run primary schools. In the 12 to 17 age group, there are about twice as many males as female students. Zaire has made great strides in education since gaining independence only 28 years ago. An estimated 30,000 university students attend the national university and several technical and teacher-training institutes.

Peace Corps was invited to Zaire in 1970. Currently we field about 150 PCVs working in the areas of fish culture extension, agriculture and rural development, public health and water and sanitation.

In addition to its own contingent of Volunteers, Zaire is host to a training center in Bukavu, where Volunteers for several other African countries are trained. The center is under contract to the Institut Supérieur Pédagogique (ISP). The ISP trains Volunteers in French and other specialties for Zaire, the Central African Republic, Gabon and Burundi. Peace Corps has an ongoing dialogue with the ministries, (agriculture, health, rural development) the churches, international agencies (FAO, UNDP, EEC) as well as with the U.S. Embassy and USAID, in order to create policies needed in Zaire. Much to everyone's pleasure, the government has created a Ministry of Planning,



Ancient customs still play an important part in village life. Traditionally painted young man draws a crowd at village ceremony.

About the Cover

Zaire fisheries Volunteer Tom Crubaugh shows plankton, which was collected in a special net, to a group of farmers. Another farmer examines plankton under a microscope. Crubaugh, a geology graduate from the University of Wisconsin, is posted at Kilembu, Bas-Zaire. Tom says, "When I first arrived, what really amazed me was how people totally accepted me. At the time I could barely communicate, be it in French or Kintandu, but that didn't matter. They sat with me and taught me the language. Their patience was incredible. They showed me a generosity that I didn't know existed."

Photo—Brian Hirsch



Professor Tamaru Surandi teaches Lingala to water and sanitation workers Bill Clingman and Gene Keltzer.

Photo—Joanne Spalding

Peace Corps Times

Health Workers



One of the challenges in providing universal vaccinations in Zaire can be seen in this photo—the logistics of keeping the vaccines cold and getting them to the people. Here health PCV Matt Etter and local health agents prepare to take a boat through a crocodile-infested river to supervise a clinic in a rural health zone in Haut-Zaire. Etter, who is from Connecticut, is a Yale grad.

Photo—APCD Joanne Spalding

with one of its main jobs being to coordinate development projects.

The **water and sanitation** project has evolved from one in which Volunteers concentrated solely on spring capping to one in which they are assigned to rural health zones and work with developmental committees to improve both water and sanitation. This includes spring capping, latrine construction and public education campaigns on the importance of clean water and good health. Some PCVs are involved in cistern construction, hand-dug wells, hand pumps and rain-water catchment system. Volunteers train counterparts, local health workers and villagers in community water technology always stressing the importance of public health education. Water quality has been improved in over 100 villages since the project was started and numerous training sessions at rural sites have been given for Zairians and foreign missionaries who now promote water-source improvement in their own communities as a secondary. In February of 1984, the Secretariat of Agriculture and Rural Development formed a National Water Committee to coordinate the efforts of the government and other organizations working in rural water supply improve and rural sanitation. Peace Corps is

In photo at right, PCV Bill Coggin and Zaire counterpart Marvinga Mabiala visit with RN Mary Cohle, Director of Tennessee's South Central Communicable Disease Program. The two spent several weeks touring Tennessee health care program facilities.



PCVs Karen Hoopes and Halina Ochota (one of our photographers) teach a public health course in the nursing school in Bolobo.

Photo—Halina Ochota



Public health PCV Micki Carrington checks out supply room with Kamala Alimasi, Secretary for the rural health zone of Oicha in North Kivu. Carrington, whose full name is Michaela, holds an undergraduate degree in home economics and a masters in clinical nutrition. Her schools were Memphis State University and the University of Alabama, Birmingham. Her husband, Kelly, is a water and sanitation PCV.

Photo—APCD Joanne Spalding



Fish and Agriculture Integration

pleased that one of the people instrumental in creating the committee was a Volunteer.

The **public health** project, begun in 1977, focuses on preventive and promotive health measures in the rural areas with emphasis on the health needs of women and children. PCVs are involved in many projects sponsored by missions, AID, UNICEF, WHO, OXFAM and the Canadian International Development Association. Activities included vaccination programs, pre-school clinics that nutritional consultation, training of village health workers and administrators and development of training materials. All Volunteers receive Combatting Childhood Communicable Diseases (CCCD) training with special emphasis on vaccinations, oral rehydration therapy, malaria suppression and health education techniques. In spite of the fact that some Volunteers are professional nurses or medical technologists, they do not directly provide or proscribe medical treatment. They do not have certificates of tropical medicine and the terms of our agreement with the Zaire government prohibit PCVs from practicing curative medicine in Zaire. In most instances, Volunteers are assigned to posts where there are already curative medical services but not extensive public health programs. A public health Volunteer is not assigned to a post to replace a qualified Zairian, nor to prevent a Zairian with an adequate qualification from filling the same post. The goal is to serve in programs that are complementary to existing services.

Volunteers have been working since 1974 to diversify the agricultural economy, increase the farmers' income, provide the means for improved diets and develop better training and marketing through the **fish culture extension** program. This project began solely as a Peace Corps effort but due to its demonstrated success an agreement was signed about 19 years ago with AID and the Government of Zaire to establish a national fish culture extension program (Project Pisciculture Familiale). It is the largest program of its type in the world. Major accomplishments include: construction of national research and extension training centers and establishment of five regional fish culture offices and the development of fish culture training materials. PCVs have trained over 15,000 individuals through this program.

Volunteers in **agriculture and crop extension**, begun in 1984, address the problem of declining agricultural production in Zaire through the introduction of new and improved crop varieties and techniques. Most of these PCVs are placed in the Bandundu region, where they work with Zairian extension agents and the USAID sponsored food crops research station at Kiyaka to conduct field trials of new varieties of corn, manioc, rice and vegetables, test new crop management techniques, establish improved seed

production centers, conduct demonstration and educational programs for farmers and to help train local extension agents. Every effort is being made to integrate the fish farming and agriculture programs. Most of the farmers that Volunteers work with are women because they are generally the ones responsible for food production. Since 1982, Volunteers have been working in the field of in animal husbandry extension. They have worked in providing curative and preventive veterinary care, extension education in herd and pasture improvement to cattle farmers in the Kivu region. As a result of their initial success, the Association of Rancher-Group (ACOGENOKI) Co-operatives requested more PCVs to and expand this work. Currently Volunteers continue to work in FAO and CIDA funded ACOGNEKOKI projects.

Unique Home Leave

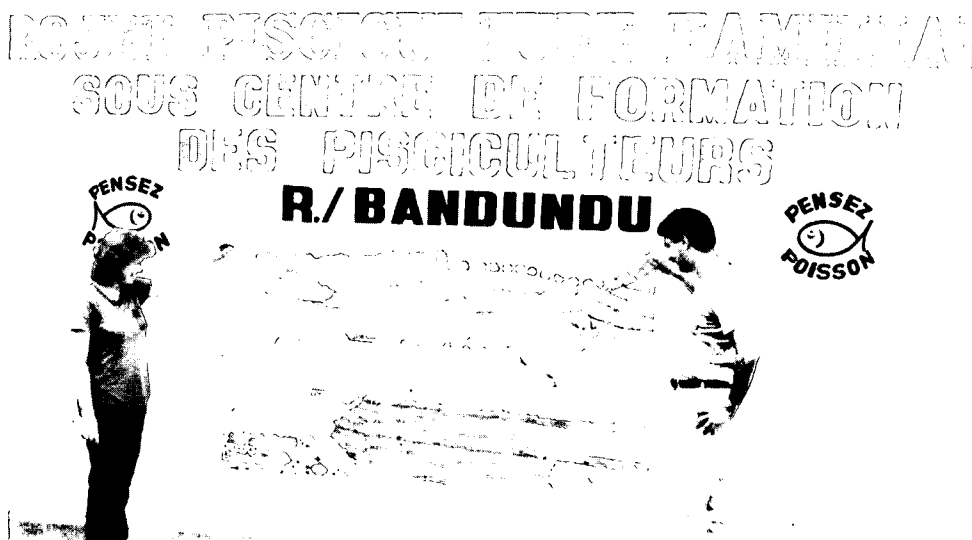
PCV Bill Coggin, who is posted in the Nselo Region, decided to extend for a third year. Coggin is a health worker whose concentration is on developing maternal and child care programs. His home leave between tours proved to be unique.

"My counterpart, Mavinga Mabiala, was given a special grant to accompany me on home leave to Tennessee. The goal of this visit was to provide him with an exposure to primary health care as practiced in the United States. Thanks to several members of my family who work with the Tennessee Department of Public Health this task was made easy."



PCV Martha Sutula is the third Volunteer in a six-year fisheries post. As part of her work she is encouraging farmers to integrate their agricultural activities with raising fish. Here, she is explaining the benefits of building a pen for his pig rather than use the current practice of tying it up. This year, as part of the Africa Food System Initiative's integration into Zaire, crop extension Volunteers are being placed in former fisheries posts where fish farmers have reached levels of self-sufficiency. Sutula, from Elkhart, Indiana, graduated in chemistry from Purdue University.

Photo—Geoff Brown



Third year fisheries Volunteer Karen Kent shows her artwork to APCD/Fisheries Mark Orlic. Karen does fish farmer training at Zinda Station in Bandundu. Her illustration shows the integration of fish and agriculture which she will use in one of her presentations. Ken, a graduate in environmental and behavioral science from the State University of New York, Plattsburgh, was an extension agent for two years prior to Peace Corps. Her husband, Steve Lutterbeck, is also a fisheries Volunteer.

Water and Sanitation PCVs

Volunteer Life

For a brief look at Volunteer life we go to Flo Munro, a fisheries Volunteer in Lowala, Bandundu. Flo graduated from Northern Arizona University with a degree in natural resource recreation management. Prior to Peace Corps she worked for nine seasons as a wilderness ranger/backcountry patrol for the U.S. Forest Service, National Park Service and National Wildlife Service in sites as diverse as New Mexico and Alaska.

After being at my post for four months I feel like I have only gotten a taste for all the adventures that are in store.

I am the third Volunteer at my post and currently have 18 project formers and several candidates which are in the process of building ponds. Each day I go to a different village (ave. 25 km) and visit up to 4 farmers. The ponds are down in steep-forested valleys an average 40 minute walk. When I first arrived at my post I had a lot of "farmers groups" 10 men with up to 3 ponds. I have been discouraging them from this system and encouraging everybody to have a pond of his own. They are now beginning to realize that the benefits from having one's own pond greatly outweigh the group ponds. I help select pond sites, build new ponds, encourage farmers to use compost and help with the fish harvest. I feel my main emphasis will be on pond management and integrated agriculture—getting farmers to plant their fields, plants for composting and feeding, near the ponds.

I am constantly amazed at the hospitality and support I get from the people in my village and my farmers. The first time (the first time?) I got malaria a village "mama" walked four kilometers in the rain to take my blood slides to the dispensary.

Another time, in the middle of the dry season, I got caught in a rain storm. I was soaked to the bone by the time I got to my house—only to find part of my roof blown off. Everything in my house was wet and muddy. I peeled off my wet clothes, started a fire and made some coffee. I was too cold, wet and tired to go and eat with my "family." Just as it was getting dark, here comes my "mama" with a bowl of luku and saka-saka on her head. She thought I would be too wet and tired to come eat so she brought the food to me. We ended up with five sitting in my cold, wet, muddy place... but the feeling I had was incredibly warm.

Special thanks to Zaire Volunteers and staff in taking all the wonderful photos for this article.



Glenn Lines, a water and sanitation Volunteer in the village of Kangu in Bas-Zaïre Region, here with his counterpart, is building a clay wall as the first step in capping a spring.

Photo—Halina Ochota



Water and sanitation PCV Tony Traverso and his counterpart Citoyen Buringo Byakunda organized the construction of two capped springs in the village of Kishondja in Nyabiondo. Here they examine a recently completed spring where the bamboo gutter, which protects the cement, is still in place. The spring will be covered with earth and vegetation as is the practice. Traverso studied at the University of Paris and holds degrees in philosophy and French from the University of Massachusetts, Boston

Photo—Tony Traverso

Best Shot Photo Contest

The winner has been chosen for the Best Shot Picture of the Year. Katie Smith of Cameroon, who sent us the Baby in the Basin photo used on the Nov-Dec 1987 cover, takes the honor. Katie will receive a collage made of stamps from contest entries which include most of Peace Corps' countries. The collage was made by Griffin Jack, a trainer in the Staging Office. Griffin, incidentally, was a PCV in Cameroon.

New Winners

From the Philippines comes this picture of his host "auntie" taken during training by **Joel Davis**. He says, "This was taken after she'd gotten over being camera shy and posing and yes, a stolen shot." About himself, "I'm from Washington—Seattle and D.C.—working on development projects in the municipality of Clarin, Bohol and luv'n it!" For his prize Davis asked for a contract with National Geographic. Well, finally somebody has recognized what a powerful organ the Times is. Don't we wish! The Times' advice is—When you get back, visit them. Somebody has to do their work and it could be you! Meanwhile, how about some film?

While on the subject of returning—you photographers should make a special effort to stay in touch with Peace Corps after you return and are settled. Occasionally, on the big anniversaries, like our 25th two years ago, the agency sponsors a contest and we always need entries. Just recently, the Friends of Morocco held one at their annual meeting and they really had some terrific work—a couple of PCVs turned pro.

PCV **Rob Schexnayder** submitted this photo of **Dr. Demoi Crawford** of Washington, D.C. and her "little sisters." Crawford is an agriculture extension worker in western Nepal. She has also started 4-H clubs and is active on the WID and Personal Safety Committees. In the photo, the group was at the temple on a monkey watch—chasing away the monkeys that come to eat the corn which grows nearby. They were taking a break to assemble a paper cutout of the U.S. Space Shuttle which they later flew. Our photographer, Rob Schexnayder was a Volunteer in Liberia also (84-86). He is a math teacher-trainer. Prior to service, he taught in Charlotte, North Carolina for ten years.

He knew he'd be learning new skills in Peace Corps but this is one he never expected. **Willis Mitchell**, from Gulfport, Mississippi is now an expert at hand laundry. (At least he had both wash and rinse buckets.) However, in his photo he looks as if he's enjoying it. Mitchell is a graduate of the University of Southern Mississippi and is an agriculture extension/rural development worker.

From Kenya

In order to get more of you in the photos, the Times has often suggested you take time exposures. Somebody finally did and we love the results. **Mark Allan Myers** took this charming photo while in training and living



From Nepal—"Playing with my bahinis (little sisters) features Dr. Demoi Crawford taken at her "family's" temple in Pakuwa. Taken by PCV Rob Schexnayder.



"Washing in Style," is what PCV Willis Mitchell calls this photo of himself sudsing out a few things while in training at the University of Cape Coast in Ghana.



"Bogas (rice) Beauty," is how aspiring National Geographic photographer Joel Davis in the Philippines titled this picture of his host "auntie."

Shutterbugs in Kenya

with a family near Naiva, Kenya. His title—"Don't look at me, Look at the camera." About the photographers—originally from Fayetteville, Arkansas, Mark says he considers the Washington, D.C. area his home. He holds undergraduate and masters degrees in chemical engineering from the University of Arkansas. "I was at work on my PhD when I suddenly and unexpectedly contracted a case of 'grad school apathy.' Naturally, I joined the Peace Corps." Mark's a math and English teacher at a small secondary school just a few kilometers from Lake Victoria. An avid Washington Redskins fan, Mark says he taught one of his classes, "Hail to the Redskins," in time for the 1988 Super Bowl game. For his prize, he wanted an autographed Redskins' ball. Well, we couldn't manage that but we think you'll like the substitute and so will your students

PCV **Karen Beardsley** and some of her teaching colleagues in a Kenyan village 8,000 feet in the Aberdare Mountains, took the school Wildlife Club on an outing. She says it was the first time most of her students had seen elephants, warthogs and cape buffalo. And, in spite of the sign, they met no lions on the trail. The photographer was a student, Esther Mathenge, taking her very first photo. Beardsley, from San Jose, graduated from the University of California, Davis and worked in Silicon Valley prior to her Peace Corps days.

Education Volunteers **Laura Deluca** and **Don Mosgrove** teach in Harambee but took time out to climb Mount Elgon on the border of Kenya and Uganda. In their photo, they are taking a break with the Kikuyu children who acted as their trail guides. From Baltimore, Deluca graduated from the University of Virginia and holds a masters in education from the University of Vermont. After graduating from Rollins College

with a degree in chemistry, Mosgrove worked in marketing before finishing a masters in chemical engineering at the University of Idaho. He calls Boston home.

Kathleen Murray sent in this photo taken during her training in Malawi. She is a nurse from Utah and is teaching midwifery. In the picture—**J.D. Irons** and **Marlo Sarmiento** are credit union Volunteers and **Jim Van Cooten** is an architect. During a visit to the village traditional healer the men took a

turn at cuddling a baby while the children stand transfixed by the camera.

Kathy Rousso, a forestry Volunteer in Guatemala, sent a wonderful photo of a local woman practicing the centuries old craft of weaving for which Guatemalans are renowned. (Most unusual photo angle.) PCV Rousso has a degree from the University of Washington in kinesiology. Before Peace Corps she was with the U.S. Forestry Service in Alaska.



"Don't look at me. Look at the camera," says Mark Allen Myers as he takes a time exposure in Kenya.



"Beware of Lions" reads the sign at Chania Falls in Kenya. PCV Karen Beardsley, members of the Wildlife Club and staff of Charity Secondary School on an outing at Aberdare National Park.



PCVs Laura Deluca and Don Mosgrove pose with Kikuyu children who were their guides on the trail to Mount Elgon.

You Too, Can Be a Winner!

All Volunteers and staff are invited to participate in the "Best Shot" Photo Contest which is an ongoing feature in the *Times*.

The photos should reflect your Peace Corps experience . . . your assignment, site, the people you work and/or play with, your home, your friends . . . nearly anything will be acceptable. Black and white prints are best for reproduction but the *Times* will accept color slides and prints.

Be sure to write your name and address on each photo or slide so we can return them to you. If you're nearing close of service you may want to have them sent home instead of back to country. Also, the *Times* must keep the photos until they are used so it may be three or four months (what with the mail and all) before your pictures are returned.

Tell us about yourself . . . what you do, where you're from in the USA, how long you have been in country, what your job is . . . anything you'd like to see in print. If someone else took the photo, let us know who it was. If you took the photo please tell us who or what the subject is. If it's another PCV tell us something about him/her too.

One request and one suggestion. PLEASE tell us who is in the photo and what is going on. Sometimes still we have to guess. And, we're noting that Volunteers are noticeably absent in the photos. When you get back to the States you'll wish you had been in more of them yourselves. Hand the camera to someone else or take a few time exposures and get in the picture.

The prizes go to the person who actually sends the photo to the *Times*. However, you may want the actual photographer to receive the certificate. Please give some thought to the prize and the certificate before you mail the photo.

Dixie Dodd

RPCV Named To Ambassadorship

RPCV William H. Twaddell, who served in Brazil from 1963 to 1965, has been named Ambassador to Mauritania.

After Peace Corps he served two years in the Army and then was a Washington reporter for the *New York Daily News*.

Twaddell joined the Foreign Service in 1970 and was first posted to Saudi Arabia. Other overseas assignments include Venezuela and Mozambique. A native of Wisconsin, he graduated from Brown. He is fluent in Arabic, Portuguese, French and Spanish.



From Malawi—Kathleen Murray took this photo of Trainees J.D. Irons of Hawaii (holding baby), Jim Van Cooten from Washington state and Californian Marlo Sarmiento (foreground). They were on a visit to a traditional healer.



Guatemalan woman at her loom was taken by Kathy Rouso of Mercer Island, Washington.

Editor's Note: In our March/April issue we will have a special section, designed for both Volunteers and staff, dealing with stress.

Prepared by the Office of Special Services as well as experts in the field, the section will have articles to help you recognize stress, help you deal with it and

to make it work **FOR** you. We hope to make this a regular feature.

In the meantime, we would like to have some input from you. If you have found particularly good ways to deal with stress and would like to share them, please let us know.

Kenya PCV Entertains Special Guests

President Carter Visits Kenya

Kenya PCV Phyllis Baxter will have an extra special story to tell when she comes home. She played host to former President and Mrs. Jimmy Carter and their family on their recent visit to Kenya.

After meeting with Country Director James Beck, the Carters joined PCV Baxter on a trip to the village of Nderu to meet with local leaders and to visit her tree nursery project.

One of Peace Corps' most famous Volunteers was the late Lillian Carter, President Carter's mother. At age 68 she joined Peace Corps and served in India from 1966 to 1968.



While President Carter and PCV Baxter pose with the village leaders in the nursery, local women work on a group of seedlings.

Photos—Peace Corps/Kenya



With Chip Carter, Mrs. Carter and PCV Phyllis Baxter watching, the Chief and President Carter plant a tree.

People, People, People—"A total of three billion people, the equivalent of the entire population of the world in 1960, will enter their reproductive years within the next generation. We have never seen anything close to this before." So says Werner Fornos, president of the Population Institute and author of the book, *Gaining People, Losing Ground*.

World Development Forum

Peace Corps Times

Smithsonian and Peace Corps Sponsor Arabic Symposium

Linking former Volunteers, current country directors and host country officials, the Peace Corps and Smithsonian co-sponsored a symposium in late September to examine grass-roots connections the Peace Corps has forged in the Arab world. The two-day event inaugurated the Smithsonian's new International Center.

Representatives of Arab countries where Peace Corps is currently operating—Mauritania, Morocco, Tunisia and Yemen—outlined their governments' development goals on the first day of the program. They were followed by their respective Peace Corps Country Directors. At an evening reception at the Moroccan embassy, the Ambassador challenged Peace Corps to help his country move into the 21st century.

The focus of the second day was on cross-cultural benefits. Country specific panels represented academic, political, social and business perspectives.

One of President Kennedy's hopes for the Peace Corps was that it would give Americans an experience which they could later use for the benefit of the United States. In his message to Congress to propose permanent legislation, he wrote:

The benefits of the Peace Corps will not be limited to the countries in which it

serves. Our own young men and women will be enriched by the experience of living and working in foreign lands. They will have acquired new skills and experiences which will aid them in the future careers and add to our own country's supply of trained personnel and teachers. They will return better able to assume the responsibilities of American citizenship and with greater understanding of our global responsibilities.

Officials participating from host countries praised Peace Corps for seeking fruitful relations between American and Arab people. Forming individual, cross-cultural relationships, they emphasized, humanizes the development process. They expressed interest in working with Friends of Country of Service groups organized by returned Volunteers. Two new groups, Yemen and Mauritania, were formed as a result of the symposium.

A summary of the symposium's proceedings will be sent to all RPCVs on Peace Corps' data based who have served in Arab countries. In addition to the countries participating in the symposium PCVs have served in Bahrain, Chad, Libya, Oman, Somalia and the Sudan.

Barbara Boyd

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Life After Peace Corps

Alternate Teacher Certification Programs

PCVs who are interested in teaching in the U.S. but are not certified to do so may wish to take advantage of alternate teacher certification programs. Available in many states and often initiated in response to teacher shortages in specific content areas, alternate teacher certification programs usually have two parts: 1) immediate employment as a classroom teacher; and 2) concurrent course work in certification areas.

We at Returned Volunteer Services are familiar with an alternate teacher certification program in the State of Florida. The following information is taken from a publication about the Florida program. Early in 1988 the Florida legislature established five Centers for Alternate Teacher Education. The Centers were established to manage the teacher certification process for Florida school districts which employ teachers with strong majors in teaching fields who have not completed a "regular" teacher training program. The alternate program provides an opportunity for individuals who hold a four year degree to earn a Florida teacher certification while being employed as a 7-12 grade teacher. The program requires that candidates demonstrate proficiency in each of Florida's generic competencies and offers opportunities for developing these through university courses, continuing education units, Teacher Education Center workshops and institutes, and through other structures or individualized activities while being employed as a full-time teacher. The program is 16 months long and allows an individual to complete the Florida Beginning Teacher Program while fulfilling the other requirements for the program.

While each of the five programs were designed to meet the needs of the sponsoring university and the school districts in the area, the programs are similar in that: training takes place while teaching full-time; each candidate has 30 credit hours in his/her major field; the training program is individualized; instruction takes place in small groups, at school sites, and at the sponsoring university; requirements are met through course credit, continuing education units, and TEC activities as described earlier; and candidates can begin at varying times during the school year.

Florida school district personnel have general teacher shortages in math, science, male elementary, all foreign languages, English (especially writing), and all special education programs, and have expressed strong interest in RPCVs who have taught overseas in these areas. Applicants must be hired to teach in a school district to be eligible for the Alternate Teacher Certification Program and employment requires a 2.75

GPA. The 30 credit hour requirement applies to "teachable" majors, i.e. subjects which are taught such as math, biology, and English, and not to "non-teachable" majors such as communications, public relations, and personnel management. In other words, Florida school districts are not interested in those with GPAs lower than 2.75, those with less than 30 credit hours in a teachable major, and those with non-teachable majors. Remember that most school districts hire continually, not just in the spring and summer.

PCVs interested in the Florida program can write to Dr. C. C. Corbett, Teacher Recruitment Office, Department of Education, State of Florida, Knott Building, Tallahassee, Florida 32399, for more information about current vacancies and alternate certification.

Although I have used Florida as an example many states offer some type of alternate teacher certification process. RVS has a list of the teacher certification offices in each state. Write to RVS at Peace Corps, Room 8400, Washington, DC 20526, with the state(s) in which you are interested. We will forward the appropriate address(es) to you. Remember that some states have problems recruiting for certain subject areas and others do not. Best wishes.

Nedra Hartzell
Returned Volunteer Services.

Employer Study Shows Support for Liberal Education

Support for the recruitment of liberal arts graduates is "substantial" among the leadership of America's major corporations and almost half seek to recruit them on the college campus according to a new study sponsored by the Corporate Council on Liberal Arts. At the same time, the background of corporate leaders affects their company's recruiting. Where managers hold business or engineering degrees, they emphasize hiring from technical fields. Where they graduated in liberal arts, they are more interested in liberal arts graduates. Furthermore, the more senior the manager, the more likely he or she may be to favor newcomers with liberal arts degrees.

The typical company, according to the survey, hires nearly two business and engineering graduates for each liberal arts graduate. There are, in fact, more new business and engineering graduates than liberal arts

Andover Teaching Fellowships

Phillips Academy in Andover, Massachusetts, has been conducting a Teaching Fellowship Program since 1956. Each year about 14 Fellows are selected from various teaching disciplines. The Fellowship program offers a comprehensive experience not only in classroom teaching, but in all aspects of education in a residential school. Since the boarding school teacher is usually expected to serve as dormitory counselor and to coach in a school's athletic program, the Teaching Fellows' training normally includes experience in those areas. Fitness for the full range of boarding school duties is therefore an important criterion in the selection of the Teaching Fellows.

The Fellows' teaching, usually two courses, is guided by an adviser chosen from among the senior members of the Faculty. In addition to supervised experience, a Fellow receives a cash stipend of \$9,000 and medical insurance, and is provided living quarters in a school dormitory and boarding privileges in the school dining room. Teaching Fellows are not normally re-appointed to the Andover faculty at the end of the academic year, but the Dean of Faculty helps to place them in other secondary and independent schools. Andover is near Boston. The student body numbers 1200, 40% of whom receive financial aid, and is 54% male and 46% female.

To receive application materials, contact Mr. Kelly Wise, Dean of Faculty, Phillips Academy, Andover, MA 01810. Application deadline for the 1989-90 academic year is March 1, 1989.

graduates. For those liberal arts graduates who are hired, corporations report their greatest opportunities in marketing and sales. But the key factor is the attitude of a firm's top management. If the chief executive advocates the hiring of liberal arts graduates, that will permeate the entire corporation.

The study, LIBERAL EDUCATION AND CORPORATE AMERICA, was conducted by Michael Useem of Boston University and surveyed 535 major American corporations and also obtained input from 505 senior and middle managers. Both corporate and individual respondents came from large organizations. The final study will be published early in 1989.

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Feature

Peace Corps Focuses on Youth Development

A Critical Problem

Nearly 50 percent of the people living in the Third World are under age 18. In some developing nations, more than half the population is made up of this not-so-silent majority. Governments increasingly are finding it difficult to provide this growing youth segment with even the most basic needs: education, adequate health services, housing, and sustainable employment.

In Latin America, an estimated 40 million youth are on the fringe of society. Many become children "of" the street, as UNICEF calls them. They live in the streets and survive in whatever way they can: begging, stealing, shining shoes, selling newspapers. Others become children "in" the street, living at home but spending the bulk of their lives on the street, unsupervised and uneducated.

In other parts of the developing world the results are equally distressing. In many African, Asian, and South Pacific countries, youth are abandoning the scant economic prospects of rural areas and traditional village life and migrating to cities, only to find themselves jobless and lacking skills to compete for jobs. In the more Westernized urban setting of the cities, traditional village norms break down, often leading to widespread alienation and depression among unemployed youth. Teen pregnancy, alcohol and drug abuse, crime, and family violence increase as a result.

Support from OTAPS

In 1985, with the declaration of International Youth Year, the United Nations and other international organizations recognized the growing importance of youth, especially in the developing world. In 1987, the Organization of African Unity declared 1988 the year of the development of African children.

These declarations have helped focus attention on youth, but they have not met the Third World's plea for improved services. Peace Corps is trying to answer that plea with an expanded effort. Over the last few years, Peace Corps has assigned Volunteers in various countries to youth development and youth promotion activities. Now, as a result of increased Peace Corps field efforts



Young African refugees wait for food.

Photo — Jon Eklund

to work with youth, the Office of Training and Program Support (OTAPS) is taking steps to strengthen these scattered programs.

The increasing number of requests for assistance OTAPS has received indicates a growing awareness of youth issues. Jim Ekstrom, Director of the Program Support Division in OTAPS, reports that the number has risen from three in FY (fiscal year) 1988 to seventeen in FY 1989, with more requests still coming in. Ekstrom says he expects to see this increase continue over the next few years.

To respond to this demand, OTAPS has assigned two staff members to Youth Development: Myrna Norris, an Education Sector Specialist, and Paul Vitale, Urban Sector Specialist (See "OTAPS Moves in New Directions"). Both Norris and Vitale stress that their job is not to define the future direction of Peace Corps's youth development pro-

grams, but to support field-initiated projects. Says Vitale,

When you're dealing with youth, you have a variety of problems that vary from place to place, such as institutionalization, homelessness, and unemployment, to name a few; therefore, we have no preconceived ideas about what Peace Corps field staff should be doing. The direction of Youth Development will depend on initiatives from the field.

Says Norris,

While we are field-driven, we see Youth Development as an area in which OTAPS could provide guidance and serve as a catalyst...OTAPS can be a source of information exchange within and between regions, provide resources such as consultants, and let the regions know what is happening in Youth Development on an international level.

(Continued on next page)

An example of a project in which OTAPS could take a leadership role, Norris suggests, is the preparation of a "basic life skills" curriculum. The goal of such a curriculum would be to provide Youth Development Volunteers with a set of activities that would train youth in such basic life skills as decision making and career planning. "This training is so often missing in formal education, vocational education, and residential youth-care settings," says Norris.

Its cross-sectoral mix of activities makes Youth Development distinctive and di-

youth-related problems are homeless and abandoned youth. As a result of these needs, the Region has made Youth Development its number two priority in expanding the number of Volunteers and plans to focus on unskilled, unemployed urban youth, especially those who are considered "street children" or who have been abandoned by their families.

Several countries already have programs for such youth, which will be used as models for new programs. Currently, there are Youth Development projects in Honduras (see *From the Field*), Ecuador, Belize,



verse. Projects to date have included vocational education, formal and nonformal education, small enterprise development, counseling, environmental education, sports and recreation, and youth clubs such as Scouts and 4-H. Says OTAPS Program Support Director Ekstrom, "Youth Development lends itself to a long-term, multi-sector approach."

OTAPS has been providing consultants to develop and evaluate projects. It also has prepared a Youth Development bibliography for programming and training purposes and a directory of national and international youth-serving organizations for possible information exchange or joint Youth Development projects. Also, OTAPS and its Information Collection and Exchange Division (ICE) are considering adding some Youth Development items to the ICE technical files and publishing a technical manual on youth-related activities.

PC Regional Response

Inter-America—In Peace Corps's Inter-American Region, comprised of Latin America and the Caribbean, the main

Guatemala, and the Eastern Caribbean; and the Region is planning youth-related projects in Jamaica, Paraguay, and the Dominican Republic.

According to Art Flanagan, Program and Training Officer for Inter-American Operations, "The Region's Youth Development initiative is a cross-sectoral focus akin to the Women in Development focus, not a traditional Peace Corps sector."

Many of the projects overlap with Small Enterprise Development. They offer income-generating and job-training activities for youth, on the assumption that the underlying problems leading to homelessness are often economic in nature. Some of these projects involve placing Volunteers in advisory and direct service roles in one of the private or government-run institutions established to provide services to homeless or abandoned youth.

The Inter-American Region plans to support and encourage programs in Youth Development by providing assistance in programming, evaluation, and training; promoting collaboration with other public and



*Children live in the streets
in Central America.
...playing.
...working.*



ICE Almanac

ICE Director
David Wolfe

Editor
Judy Benjamin

Networking
Trish Heady

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

Information Collection Exchange (ICE) is Peace Corps's central technical information unit. Requests for technical information and correspondence concerning the ALMANAC should be sent to Peace Corps, ICE, Room 808, 1990 K St., NW, Washington, DC 20526.

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Youth Development in Honduras

From the Field

The Boys on the Bus at La Gran Familia



Toys come in many shapes and sizes at La Gran Familia youth center.

As one of nearly 20 Youth Development projects in Peace Corps worldwide, the project in Honduras is typical of Peace Corps's cross-sectoral approach. Honduras as well, with its economic problems and growing youth population, illustrates the issues facing youth in Latin America and in the rest of the developing world.

Honduras's socioeconomic indicators portray a country with deep, long-term development problems—problems that have a direct impact on youth. Its annual per capita income of around \$700.00 makes it the second poorest country in the region, after Haiti. Honduras's annual population growth rate of 3.5 percent is among the highest in the world and the second highest in Central America; in rural areas, this growth rate translates to an average of six children per woman of childbearing age. As in many developing nations, youth (ages 18 and under) make up nearly half of Honduras's 4.4 million people.

The agrarian-based Honduran economy is unable to create enough new jobs to absorb the population growth in rural areas. As more families move to Tegucigalpa and San Pedro Sula, the two largest cities in Honduras, the urban problems of inadequate housing, social services, and employment become so magnified that families often disintegrate under the stress of coping. As a result, a growing number of children are to be found living on the streets of these

cities, children often called *resistoleros* because of the toxic glue they inhale to ward off hunger.

To get the *resistoleros* off the streets, the Honduran government and a number of private groups have established residential and day-care youth centers. At their request, Peace Corps is assisting these centers, as part of a Youth Development program initiated in 1985 with the primary goal of fostering institutional development.

Over the past three years, Peace Corps Honduras has had an average of 12 Volunteers assigned primarily to Youth Development; in addition, a number of Volunteers with other assignments have assisted with Youth Development projects. Currently, 13 Volunteers are providing services, either directly or indirectly, to nearly 1,500 children and youth, training them in basic leadership, organizational, and vocational skills.

Volunteers have worked on a variety of project approaches:

- Developing small enterprises that make greeting cards, silk-screened t-shirts, furniture, baked goods, knitwear and other handicrafts, patterning some of these businesses after the Junior Achievement model where youth sell stock in their business;

- Conducting nonformal education projects to teach literacy, environmental education, nutrition, and health and sex education;

- Organizing agricultural projects such

as building fish ponds, raising rabbits, and planting vegetables;

- Establishing banks, libraries, and educational resource centers;

- Providing guidance counseling to teach financial management and behavior modification;

- Developing sports and recreation programs, building playgrounds as well as organizing swimming and aerobics classes, soccer and basketball teams, and music and theater groups. Volunteers were involved in promoting the first national youth orchestra in Honduras.

Because many of the Volunteers have not had extensive experience in working with youth, PC administrators in Honduras now are concentrating on improving the training of Volunteers and setting clearer goals for them in Youth Development. To this end, the Volunteers themselves have produced a training manual for future PCVs. According to Angela Johnston, the former Associate Peace Corps Director for the Honduras Social Services Sector who started the Youth Development program there, "Some Volunteers find the work difficult because they cannot readily measure their success. It is very difficult to set objectives to quantify success in human character growth and character change."

(Continued on next page)



A Honduran teacher leads an educational game as PCV Mark Gronberg looks on.



Boys at Nuevo Horizontes youth center listen to PCV Heather Jayne's advice about becoming better musicians.

As their work has progressed, the Volunteers also have begun focusing more on sharing materials and techniques with their Honduran counterparts. "There is a definite focus now on training for staff [at the youth centers], training to leave someone behind," says Johnston. In-service training workshops are being conducted to help staff understand that they are to serve as counselors rather than as custodians.

After nearly three years in Honduras, Johnston recently was transferred to work with Peace Corps Jamaica to start a new community services program there, which will involve Youth Development. Says Johnston,

I now see it as something like Women in Development, as a general objective for all program managers to look at. For example, we could have youth projects in Agriculture as well as in our other Sectors.

Her successor in Honduras, Teri Frisk, says she too expects to struggle with the "ambiguous nature of working with human development" and the variety of projects and programs required to address the needs of youth:

What we need is competence in intervention. We need concrete solutions to the problems facing youth. I hope we can mature as an organization to deal with these needs.

Gary Barker

From the Field photos — Gary Barker



It's fun to grow your own vegetables when PCV Deborah Heath shows you how.

Small Project Assistance Program (SPA)

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

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

SPA grants are made by PC/Country Offices to community groups working with PCVs in food production, small enterprise development, renewable energies, and health.

Funds are available through PC/Washington to provide inservice training for PCVs and HCNs and to provide countries with program consultants. TA activities stimulate and/or directly support SPA projects.

A SPA EXAMPLE: The Fundación Paraguaya de Cooperación y Desarrollo in Paraguay is helping "street children," who shine shoes, wash cars, and sell newspapers to make a living, be better employed and better integrated into family life. SPA funds are helping the youngsters and their families set up more rewarding and profitable businesses. SPA TA is providing a consultant to evaluate the impact of this "street children" program.

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

NETWORKING

Youth Development Organizations

Many national and international groups provide resources to support activities for youth. The Office of Training and Program Support (OTAPS) has compiled a list of 50 such organizations. Two are especially important: CHILDSHOPE and the Center for Population Options.

CHILDSHOPE

Young people who play, work, and sometimes live in the streets are a growing concern in today's increasingly urbanized society. In 1986, five children's agencies founded CHILDSHOPE as an international movement committed to defending the



CHILDSHOPE
THE INTERNATIONAL
MOVEMENT ON BEHALF
OF STREET CHILDREN

One Volunteer's Experience: Gary Barker, the author of the two articles on Youth Development, spent two years as a Volunteer in Honduras. Working in one youth center, he involved his boys in starting a business, silk screening t-shirts. Besides producing the shirts, the boys had to design them, find customers, price merchandise, order supplies, make out a budget, and balance their books. The boys learned to operate within the center's "token mini-economy." They either saved their "earnings" (fake money) at the bank, which Gary helped establish, or spent them at the general store, stocked with donated items. As Gary says, "We were trying to get these boys to think beyond the 'here and now' and take responsibility for their own actions. We wanted them to learn that they had to work and save for what they were getting."

rights and fulfilling the needs of such children, approximately 100 million of whom exist worldwide. Peter Tacon is the current director of this organization, which is based in Guatemala.

CHILDSHOPE does the following:

- Conducts action-oriented research;
- Provides technical assistance and program support;
- Operates a communications network;
- Engages in development education activities;
- Raises funds.

CHILDSHOPE's research is based on actual field experience. The organization, for example, prepared a hands-on manual for "street educators," after having studied the role of these nonprofessionals. Volunteers with no experience in education or youth activities may find this manual useful to develop their own skills for work with "street children."

CHILDSHOPE currently is completing a 12-city study of "street girls," which should be published sometime next year. In 1989, the organization plans to focus on the AIDS disease and on other health problems affecting "street children." Volunteers who wish to receive a complimentary copy of CHILDSHOPE's published findings or learn more about the organization's research should write to the address that appears below.

Our Child, Our Hope is CHILDSHOPE's quarterly newsletter reporting on events, publications, and other information concerning "street children." It also contains news about CHILDSHOPE and a regular feature entitled "News from the Streets of the World." Volunteers working with "street children" may write to the Guatemala office if they wish a complimentary subscription or have news to contribute.

CHILDSHOPE has a database with information on thousands of projects and donor agencies, which the organization plans to

use to publish an *International Directory of Projects and Donor Agencies Working with Street Children*. The database and directory will be an excellent tool for anyone working in the field.

CHILDSHOPE also offers a series of workshops on issues involving "street children." Led by professionals, these workshops are designed to provide participants with practical experience and an opportunity to learn about other projects. CHILDSHOPE has conducted workshops in Latin America and Africa and plans other regional workshops in the near future for Asia and Latin America.

A series of school materials that CHILDSHOPE produces designed for pupils ages 10 to 15 will be especially useful for Volunteers who return to the U.S. after their Close of Service (COS) and, motivated by their Peace Corps experience, become teachers. The series includes audio-visual materials, posters, lesson plans, study ideas and activities, and a newsletter. The "street children" themselves provide the "raw material"; their life stories, songs, drawings, games are reproduced in the cassettes, posters, photographs, illustrations, and written material the series offers. CHILDSHOPE believes that this child-to-child approach is the most effective way for one group of young people to understand another.

Volunteers interested in materials or more information about CHILDSHOPE should write to this address:

CHILDSHOPE
Apartado Postal 992-A
Ciudad Guatemala
Guatemala
Central America

Information also may be obtained by writing to the New York office:

CHILDSHOPE
331 East 38th Street
New York, New York 10016



PCV Gary Barker serves as "cashier" at the bank where young "businessmen" at Proyecto Diamante learn how to save.

Center for Population Options

The Center for Population Options (CPO) is a nonprofit organization dedicated to enhancing opportunities for young people in key decision-making areas of their lives—education, family planning, health and social services, and employment. Most of CPO activities and materials are concerned with youth in the United States, but the organization also supports an international project known as the International Clearinghouse on Adolescent Fertility (ICAF), which offers services Volunteers may find helpful.

ICAF's newsletter, *Passages*, reports on programs, activities, resources, research

(Continued on next page)



CÓMO PLANEAR MI VIDA

findings, and other news concerning adolescent fertility and related issues. A section on "What's Happening around the World" summarizes news from various countries. ICAF distributes *Passages* free of charge in either English, Spanish, or French to anyone from a developing country requesting it. ICAF welcomes receiving news as well as subscriptions.

ICAF also has a Seed Grants Program to provide start-up resources for projects to help young people understand that by delaying parenthood and planning for their futures, they can improve their opportunities. Projects should do the following:

- Address locally identified needs;
- Involve, attract, and serve adolescents;
- Involve community groups and build institutional skill;
- Provide an adaptable model;
- Follow measurable objectives and have an evaluation plan;
- Have potential for additional funding.

Grants may take the form of a cash award of approximately \$5,000; technical assistance; scholarships; or materials, supplies, and equipment. ICAF has awarded grants in the past to train youth in Peru as peer educators, to train youth in Nigeria as peer counselors, and to establish an adolescent fertility center in the Philippines. Volunteers interested in knowing more about the grant program should write to ICAF at the address listed below.

Apart from ICAF, the Center itself offers materials that Volunteers may find useful. They may find especially valuable a training curriculum entitled *Life Planning Education: A Youth Development Program*, which is a unique and practical tool for helping teenagers plan for their futures and learn how to reconcile their sexual needs with their vocational goals. The educator leads the teenaged participants through three units, covering such topics as self-esteem, personal and family values, sex role stereotypes, goal setting, decision making,

employment, and parenthood. Based on the experiential-learning theory, the materials outline individual and group activities that can be organized and include worksheets for participants to note their own thoughts and observations.

Volunteers training staff to work with youth may find this curriculum especially useful because it provides direction and techniques for teaching life planning and setting up life planning programs. It also is well laid out and flexible. *Life Planning Education* sells at a reduced rate of \$20.00 to anyone working in a developing country. A Spanish-language edition also is available.

A work booklet, *Make a Life for Yourself*, can be used as a companion to the curriculum or separately; it presents the key messages from *Life Planning Education*. It is available in a bilingual (Spanish-English) edition directed at the Hispanic community in the U.S. but easily adaptable for Spanish-speaking people elsewhere.

CPO publishes other brochures, fact sheets, books, and periodicals. For a complete listing and other information from the Center or from the ICAF, contact the organization at this address:

Center for Population Options
Suite 1200
1012 14th Street, NW
Washington, DC 20005

OTAPS Moves in New Directions

In the 1960s, urban development was a major focus of Peace Corps. "It is ironic that more than twenty years later," says Mary Killeen Smith, Director of the Office of Training and Program Support (OTAPS), we again are focusing on urban problems."

There is a difference, however. In its early years, Peace Corps was stressing community organization, assigning Volunteers to help city dwellers organize credit unions, cooperatives, and other self-help groups. Now, Peace Corps is directing its attention to problems of unemployment, malnutrition, and disease, helping Third World countries provide housing, infrastructure, urban planning, and urban services for people abandoning rural poverty for an urban dream Third World cities cannot realize. Countries are asking not only for nurses, agronomists, engineers—the types of technicians they wanted in the seventies to work in rural areas—but also for bookkeepers, computer programmers, architects, planners, and others with the technical skills to train a growing managerial class for the network of businesses and institutions that city life demands.



Paul Vitale

"OTAPS likes to be ahead of the curve," says Killeen Smith, and has risen to the challenge by creating a new Urban Specialist position, appointing RPCV Paul Vitale to coordinate its urban activities. On loan from the U.S. Agency for International Development (AID), where he has worked for over 20 years in the Office of Housing and Urban Development, Vitale earned a master's degree in city planning from the University of California at Berkeley and was an AID fellow at the Fletcher School of Law and Diplomacy at Tufts University.

Vitale sees his agenda as helping Peace Corps become aware of urban issues:

I'll be able to help Peace Corps develop its vision and strategy for moving into the twenty-first century, where urban development will be increasingly important. I'll be working on ways to develop collaborative ventures between AID and Peace Corps.

Vitale is enthusiastic about his new job: "It feels great to be going back to my roots in Peace Corps; besides, I'm having fun!"

To date, much of Peace Corps's Urban program has centered on youth. The Inter-American Region, for example, for fiscal years 1989 and 1990 is giving priority to Small Enterprise Development (job-creation projects) and to Youth Development. As Vitale says, "Though not underscored as urban, clearly these activities are among the most critical social and economic issues facing the rapidly growing urban centers of the Region."

Sharing OTAPS responsibility for youth activities (see **Feature**) is Myrna Norris, another recent appointee. A Specialist in the Education Sector, which OTAPS now has divided into formal and nonformal education, Norris is providing assistance to Peace Corps programs in adult education, youth development, and any other type of nonformal education, as well as in vocational education. Norris also is serving as a coordinator of a joint Peace Corps/AID initiative for training officials in developing countries in the use of computers for educational analysis and planning purposes.

Norris, who has a master's degree in education from Harvard University, previously worked as a consultant to AID and to the United Nations, designing and evaluating human resources development programs. Joining the Peace Corps, Norris feels, gives her "a chance to work on a more grass-roots level, to channel my 20 years of experience on a constructive, broad scale, to tap back to my idealism."



**Myrna
Norris**

As OTAPS Director Mary Killeen Smith summarized the issue,

To have large segments of youth unskilled, disillusioned, and disenfranchised endangers the political, social, and intellectual stability of developing nations. Most Peace Corps Volunteers are youth, and youth working with youth could be a powerful partnership.

Gary Barker

(Feature . . . from page 14)

private organizations concerned with youth; promoting Youth Development as a secondary project; and establishing a regional clearinghouse for exchange of information on Youth Development activities. Says Flanagan, "We are emphasizing efforts to develop more youth programs and hope to support these efforts through staff training and development activities in FY 1989."

Africa—The largest problem facing youth, both in rural and urban areas of Africa, is finding employment. With the tremendous population growth during the last 10 years, the traditional village structure has not been able to absorb the increasing numbers of youth and fulfill its role as the traditional employer. With many African governments struggling just to maintain a subsistence level of income, the number of civil service jobs, once one of the largest sources of employment, also has declined.

Peace Corps has responded to these issues with a number of country-based initiatives to place increasing numbers of Volunteers in projects that involve vocational training. According to Jon Eklund, Program Officer for the Region,

There is a trend in the Africa Region toward programming in vocational education. Many of the beneficiaries of these programs are unemployed youth, and we hope to provide them with practical, employable skills.

Currently, youth-directed vocational education programs exist in Swaziland, Botswana, Niger, and Kenya. In Ghana, in addition, Peace Corps is supporting a program that concentrates on unemployed urban and rural youth, training them for employment; while in Tanzania, the focus is on training rural youth in leadership and vocational skills.

In addition, Volunteers assigned primarily to teach such subjects as English, math, and science, are helping youth in other practical areas. Eklund notes that "many Volunteers in Africa have secondary projects, especially during the vacation months, working with youth on projects to generate income, or start a library, or improve the water supply or the sanitation system."

NANEAP—The NANEAP Region (North Africa, Near East Asia and the Pacific) has a long history of assigning Volunteers to work in Youth Development, primarily in countries in the South Pacific. Most of these Volunteers are doing community development work in rural areas or teaching English, but their secondary assignment is working with youth. Traditional projects have included gardening, leading sports and recreational activities, and organizing such youth groups as 4-H and Scouts. The primary goal of these activities has been to have the Volunteer serve as a catalyst for youth activities outside of the usual classroom setting. Such programs have been operating in Fiji, Micronesia, the Marshall Islands, Thailand, and Kiribati.

Recently, however, the NANEAP Region has begun studying the possibility of assigning Volunteers primarily to Youth Development and placing them in an urban environment, where youth problems tend to be more severe. A high population growth rate combined with an increasingly "Westernized" society has led many young people to leave their villages for the cities. This large-scale departure has widened the generation gap, breaking down the traditional family structure. The side effects have been high unemployment, increasing crime and substance abuse, sexual exploitation, and a loss of cultural identity.

Says Bill Lovelace, Chief of Operations for NANEAP,

Increased youth programs are something we should be looking at, simply from a demographics point of view. Some host governments, however, have not come to the Peace Corps asking us to work with youth. We are saying from our end that we want to look at the issues; we see the problems and feel that the help of Volunteers is needed.

At a recent conference of Peace Corps staff working in countries in the Pacific, participants cited the problem of unemployed youth as the number one issue yet noted that no programs have been adopted to deal with it. Industries on the islands that once hired inexperienced young people have moved away, and youth are finding themselves with nothing to do and no place to go.

ICE DISTRIBUTION POLICY

The Information Collection and Exchange Division (ICE) regularly reviews its inventory of technical materials: we periodically add new materials to our list of available resources and remove outdated materials. **The Whole ICE Catalog** lists available materials; newly arrived publications are listed in the ICE ALMANAC, under Sector Updates. In ordering materials, check the distribution policy that applies; some of our titles are available on a limited basis only.

Publications listed as "available through ICE" are free to PCVs and staff. For the benefit of our non-Peace Corps readers, we have provided complete ordering information for all titles.

Additional copies of limited-distribution titles and materials listed as "not currently available from ICE" must be purchased directly from the publisher, using in-country funds. PCVs should contact in-country staff for this purpose.

Because we operate on a limited budget, Volunteers should share our materials as much as possible. Before requesting materials directly from ICE by letter or cable, check with your In-country Resource Center (IRC) to see if it has the information you need. When ordering materials from ICE, please

1. request only materials that will help you with the projects you are working on; and
2. tell us about your project and why you are requesting the specific materials. (This helps us to send the most appropriate materials, some of which may not yet be listed in **The Whole ICE Catalog**.)

When Volunteers have completed their service or have finished with the materials they received through ICE, they must return them to the IRCs. Our primary purpose is to provide information to PCVs and PC staff to help them do their jobs; we cannot stock libraries, resource centers, or technical information centers other than IRCs, nor can we supply schools with books.

In ordering from ICE, please note our new address: Peace Corps Information Collection and Exchange, Rm. 808, 1990 K St., NW, Washington, DC 20526.

In-country Resource Center Network

The Federated States of Micronesia



Roni Krafft likes her job at the IRC in Kolonia.

Each Peace Corps Country Office has its own system for providing needed information to Volunteers. Establishing the right system for Volunteers working in the Federated States of Micronesia has been especially challenging because of the vast distances and the limited communication and transportation between the islands comprising this Pacific nation; yet in the capital city of Kolonia on the island of Pohnpei, Peace Corps has a strong, central In-country Resource Center (IRC) that manages to reach out to Volunteers working on the islands of Truk, Kosrae, and Yap, as well as Pohnpei.

Volunteers communicate their needs to the IRC through their State Representatives in a weekly radio network. If the IRC does not have the materials requested, Roni Krafft, the part-time contractor who staffs the Center, will browse through government libraries or other collections and then contact PC/Washington Information Collection and Exchange Division (ICE) if she cannot satisfy the request locally.

The Center is open to anyone but lends materials only to Peace Corps Volunteers and staff. All PCVs receive an IRC orientation and the monthly PCV newsletter, which contains a page of book reviews and other IRC news. The IRC sends materials out to PCVs by means of a limited postal service or with other Volunteers and staff visiting the Center and traveling through the islands. Krafft keeps a 5 x 7 card record

on each PCV, noting the books and the dates when they were borrowed, the PCV's Close of Service (COS), and the date and site of assignment. Depending on the type of material needed, a Volunteer may borrow a publication for a short term (about a month) or for the Volunteer's full two-year term.

Krafft uses the ICE Classification Scheme in arranging the IRC collection. The Center keeps two copies of all publications received from ICE. Whenever a PCV borrows one of these publications, Krafft orders another copy.

A Procedures Manual for IRCs

The Technology Support Center (TSC), which is the In-country Resource Center (IRC) in the Philippines, has a manual that outlines the exact procedures the Center follows. Prepared by professional librarian Beverly Murphy, as part of her task to improve the Center's operations, the manual is used regularly by TSC's current manager, Tita Ruiz-Fauerey, who modifies it as needed. IRCs lacking a procedures manual may write to Peace Corps's Information Collection and Exchange (ICE) Division/Washington for a photocopy of this excellent guide in preparing a manual of their own.

WANTED: An Accounting System for Nonliterate Persons

The Small Enterprise Development and Education Sectors in the Office of Training and Program Support (OTAPS) need materials to teach nonliterate persons how to keep records. These materials should be designed with enough illustrations and diagrams that people untutored in reading and arithmetic, living in a variety of countries, conducting a variety of businesses, can understand them.

If you have developed or used such materials and would like to share them with other PCVs, please send them to David Wolfe, ICE Director, for possible printing and distribution.

ICE Has New Director



David Wolfe

RPCV David Wolfe has been appointed Director of the Information Collection and Exchange (ICE) Division of the Office of Training and Program Support (OTAPS).

A native of Cleveland—the city he says has been called “the best location in the nation”—Wolfe majored in English at Miami University in Oxford, Ohio and received a master's degree in Library Information Services from the University of Toledo.

From 1981 to 1984, he served in the Peace Corps on the Caribbean island of Antigua, managing the library of the University Centre and training Antiguan in information handling techniques.

After taking time off for travel, Wolfe settled in Washington, D.C., accepting the post of Coordinator of Information Services for the National Information Center on Deafness at Gallaudet, the national university for deaf people. He worked there during an interesting period, when for the first time in the university's history, students successfully mobilized to assert the rights of deaf people to have one of their own head the university.

Wolfe's stay at ICE should be equally challenging. As he points out, “To get anything done, you need information.” In rejoining Peace Corps, Wolfe will be reaching out to a worldwide audience.

Sector Updates

NOTE: ICE has received the publications described below since issuing the May 1988 edition of *The Whole ICE Catalog*. Any title preceded by an asterisk (*) is available only to In-country Resource Centers (IRCs). Otherwise, when work-related, the publication is available through ICE to any Peace Corps Volunteer or staff member.

AGRICULTURE

AG199 - Arid and Semiarid Lands: Sustainable Use and Management in Developing Countries, by R. Dennis Child, et al. 1984 (AID/NPS Natural Resources Expanded Information Base Project, Division of International Affairs, National Park Service, Washington, DC 20240) 205pp. \$11.20.

Reviews known facts about the ecological use and management of rangeland resources appropriate for developing countries, to substantiate the need for integrated approaches in the development of arid and semiarid land resources. Describes the major rangeland systems, with the peoples, animals, and institutions that inhabit these systems, and the rangeland interventions that have been tried, listing the lessons learned. Includes bibliographies and photographs, diagrams, and other illustrations.

AG126 - Tomato Diseases, by Jon C. Watterson. 1985 (Petoseed Co., P.O. Box 4206, Satcoy, CA 93004) 47pp. \$5.00.

Provides descriptions and pictures of the most common tomato diseases. For each disease, lists the common name, cause of the disease, where it is found, its symptoms, conditions under which it flourishes, measures used to control it, and varieties of tomatoes that may resist the disease. Contains a glossary and list of references.

AG133 - The Water Buffalo: New Prospects for an Underutilized Animal, Report of an Ad Hoc Panel of the Advisory Committee on Technology Innovation, Board on Science and Technology for International Development, Commission on International Relations, National Research Council. 1981 (National Academy Press, 2101 Constitution Avenue, Washington, DC 20418) 118pp. \$3.75.

Describes the water buffalo's attributes as viewed by a panel of scientists. Compares herds of buffalo with herds of cattle to indicate priorities for research and testing. Describes the water buffalo's value in terms of meat, milk, work, adaptability, nutrition, health, reproduction, management, and impact on the environment. Includes recom-

mendations and suggestions for further research, photographs and statistical tables, selected readings on each topic, and a directory of individuals and institutions conducting relevant research.

APPROPRIATE TECHNOLOGY

***AT027 - A Guide to Appropriate Technology Institutions**, by Angela Sinclair. 1985 (Intermediate Technology Development Group Ltd., 9 King Street, London WC2E 8HN, England) 124pp. \$13.50

A compendium of 40 appropriate technology institutions in 24 countries. Profiles background, objectives, structure, affiliations, and work methods of each institution. Designed to be used with other publications in the Group's series on the subject.

***AT034 - Understanding Glass Recycling**, by W. Richard Ott. 1986 (VITA Publications Services, 80 South Early Street, Alexandria, VA 22304) 14pp.

One of a series of papers published by Volunteers in Technical Assistance to provide an introduction to specific technologies of interest to people in developing countries. Briefly describes the composition and production of various types of glass and outlines several programs and operations of glass recycling. Includes bibliography.

EDUCATION

***ED129 - Keep Talking: Teaching English as a Foreign Language**, by Friederike Klippel. (Cambridge University Press, 32 East 57th Street, New York, NY 10022) 202pp. \$9.95.

Offers many different kinds of exercises to complement traditional foreign language lessons and make them more interesting and lively. Describes 123 activities such as games, role playing, and story telling. Includes illustrated work sheets, a comprehensive table of activities, and an index for easy reference.

***ED131 - Learning How to Teach**, by David Goetsch. 1983 (American Vocational Association, Inc., 1410 King Street, Alexandria, VA 22314) 110pp. \$12.60.

A practical self-instruction guide for vocational trainers who lack experience in teaching. Divides discussion into four sections: teaching methods, course construction, lesson planning, and testing and evaluation.

***ED127 - Learning to Listen: A Guide to Methods of Adult Nonformal Education**, by Jane K. Vella. 1979 (Center for International Education, University of Massachusetts, Amherst, MA 01003) 58pp. \$4.00.

Indicates ways of enhancing nonformal, adult education in the developing world by listening to the group or community being taught, sharing rather than transmitting information and solving problems together, using codes, role playing, games, and folk material. Bases discussion largely on field experience in Africa.

ED118 - Recipes for Fun, by Lisa Rappaport. 1986 (Let's Play to Grow, 1350 New York Avenue, Suite 500, Washington DC 20005) 117pp. \$8.50.

Contains hundreds of recipes for play activities, games, and homemade toys for infants and children up to age eight who are somewhat disabled. Comprises six chapters, each focusing on a particular activity theme, listing detailed directions and materials for carrying out the activity and how it can be adapted to be of benefit regardless of the disability. Illustrated with line drawings. Includes list of resources.

ENERGY

EN094 - Understanding Solar Cookers, by Dr. Thomas Bowman. 1985 (Volunteers in Technical Assistance, 1815 North Lynn Street, Suite 200, Arlington, VA 22209) 26pp. \$7.50

Addresses problem of excessive cutting of forest lands to provide energy in equatorial regions where solar energy is abundant. Discusses history, design variations, and feasibility of solar cookers and provides line diagrams of several models. Does not contain specific instructions for constructing solar cookers but does provide list of resources and companies that supply or manufacture these devices.

FISHERIES

FH102 - Fisheries Technologies for Developing Countries, Report of an Ad Hoc Panel of the Board on Science and Technology for International Development, Office of International Affairs, National Research Council. 1988 (National Academy Press, 2101 Constitution Avenue, NW, Washington, DC 20418) 168pp. \$15.00

(Continued on next page)

Describes innovative fishing technologies especially useful for small-scale fishermen. Discusses boat design and construction as well as fishing methods and gear. Also includes chapter on innovations in creating artificial reefs and other methods to increase fish supply and a chapter on mariculture, i.e. the deliberate production of marine plants and animals. Photographs, diagrams, and references amplify each chapter.

FORESTRY/NATURAL RESOURCES

FC057 - How to Plan a Conservation Education Program, by Davis S. Wood and Diane Walters Wood. 1987 (National Institute for Environment and Development, 1717 Massachusetts Avenue, NW, Suite 302, Washington DC 20036) 47pp. Free.

A manual describing procedures educators can use to create conservation programs that have an impact, yet are in keeping with local concerns and traditions. Discusses how to complete successfully the five key steps it suggests.

FC141 - Tree and Field Corps of the Wetter Regions of the Tropics, by C. Williams, W. Chew, and J. Rajaratnam. 1982 (Longman House Burnt Mill, Harlow, Essex CM202JE, England) 262pp. \$11.00.

Provides information on the tree and field crops of the humid tropics where rainfall is generally in excess of evaporation and where the natural vegetation is rain forest. Primarily intended for students of tropical agricultural science, but should be helpful to farmers, administrators, and anyone else with an elementary knowledge of agriculture, biology, and allied sciences.

HEALTH

HE175 - The Growth Chart: A Tool for Use in Infant and Child Health Care. 1986 (World Health Organization, 1211 Geneva 27, Switzerland) 33pp. \$8.00.

Describes principles of monitoring children's growth and using this chart to evaluate children's health and nutritional status. Stresses need for development of different charts appropriate to local circumstances. Outlines guidelines for training health workers in interpreting the growth chart and curve. Useful for community health workers with little training and for mothers and families who need to be educated about the effects of nutrition on growth and development.

SMALL ENTERPRISE DEVELOPMENT

SB104 - Doing a Feasibility Study: Appropriate Business Skills for Third World Women, by Marcy Kelley, Molly Melching et al. 1987 (Overseas Education Fund, International, 1815 M Street, NW, 11th Floor, Washington, DC 20006) 153pp. \$15.00.

Intended to aid women planning to improve or start a business. Provides simple, step-by-step, illustrated instructions to give the reader, regardless of prior education or experience, the basic concepts and skills needed to run a business. Available in English and French.

WATER/SANITATION

WS078 - Soil Water Engineering: Field and Laboratory Manual No. 1, by Thomas J. Trout, Ignacio G. Garcia-Castillas, et al. 1982 (Water Management Synthesis Project, University Services Center, Colorado State University, Fort Collins, CO 80523) 193pp. \$10.00.

Intended for drainage and irrigation engineers. Applicable as a reference in both the field and the laboratory. Focuses on identification of soil properties that affect soil water, determination of soil quality, and measurement of soil water, its movement and reservoir flows. Includes a discussion of necessary equipment, procedure, and analysis. Complete with pictures, diagrams, charts, and references.

WS077 - Water Management on Small Farms: A Training Manual for Farmers in Hill Areas - Instructor's Guide, by Leroy J. Salazar. 1983 (Water Management Synthesis Project, University Services Center, Colorado State University, Fort Collins, CO 80523) 88pp. \$10.00.

An instructor's guide, not a detailed guide for hands-on training. Suggests exercises instructor can use to help farmer or technician learn applicable irrigation principles and practices. Contains information on basic irrigation concepts, tools and methods for water control, and farm management.

Books, Books, Books

ICE is offering without charge the publications listed below on a First Come, First Served basis. Please note the new address: Peace Corps Information Collection and Exchange
Room 808, 1990 K Street, NW
Washington, DC 20526

Legend:

- * MANUAL
- + PACKET
- # REPRINT
- ^ TRAINING

AG098	How to Keep Bees and Sell Honey
AG115	Families of Vegetables
AG142	Technical Cooperation Activities: Beekeeping, A Directory and Guide
AG151	Permaculture One
AG152	Permaculture Two
AG153	The Village Texturizer
M0002B*	Programming & Training for Small Farm Grain Storage
P0006 +	Small Animal Production

AGRICULTURE

AG005	Commercial Vegetable Processing
AG008	World List of Seed Sources
AG017	Homesteaders Handbook to Raising Small Livestock
AG037	Small Scale Pig Raising
AG044	Western Fertilizer Handbook
AG087	La Défense des Crops Cultures en Afrique du Nord
AG090	Simple Processing of Dehydrated Potatoes & Potato Starch
AG091	Vegetable Gardening the Organic Way
AG097	The Mother Earth News, A Guide to Almost Foolproof Gardening

APPROPRIATE TECHNOLOGIES

AT015	Village Technology in Eastern Africa
AT020	Rainbook Resources for Appropriate Technology

COMMUNITY DEVELOPMENT

CD006	Peace Corps Collaboration 1980-1981 Report
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EDUCATION

- ED002 A Demonstration Handbook for Physics
 ED008 Physics Olympics Handbook
 ED029 Ashton-Warner Literacy Method
 ED034 Literacy & Basic Education Selected Annotated Bibliography
 ED039 UNESCO Handbook for Science Teachers
 ED040 About Understanding
 ED042 The New Game Book
 ED046 Welding: Maryland State Instructional Guide
 ED050 Build Your Own Metal Working Shop from Scrap, "The Charcoal Foundry"
 ED051 "The Metal Lathe," Build Your Own Metal Working Shop from Scrap
 ED052 "The Metal Shaper," Build Your Own Metal Working Shop from Scrap
 R0026# Resources for TESOL Teaching
 R0049# The Role of the Peace Corps in Education in Developing Countries: A Sector Study

ENERGY

- EN007 A Design Manual for Water Wheels
 EN010 Energy for Development
 EN014 Low Cost Development of Small Water Power Sites
 EN021 Wind and Windspinners, A Nuts and Bolts Approach to Wind Electric Systems
 EN023 River of Energy: The Hydro-power Potential

FORESTRY/NATURAL RESOURCES

- FC004 Engineering Field Manual
 FC011 Forestry for Rural Communities
 FC013 Impact on Soils of Fast Growing Species in Lowland Humid Tropics
 FC014 La Contribución Forestal a las Comunidades Rurales
 FC019 Conservation & Development of Tropical Forest Resources
 R0045# Volunteer Notes on Reforestation, and Handbook for Volunteers

FISHERIES

- FH004 Culture of Bivalve Molluscs
 FH017 Salimu Hufuga Samaki Mwon-gozo wa Ufugaji Samaki kwa Wanavijiji
 FH021 Principles of Fisheries Science
 FH029 Small Boat Design
 FH047 Home Curing Fish
 M0001A* Freshwater Fisheries: Program Planning

HEALTH

- HE030 Health, Population and Nutrition Systems in LDCC
 HE048 Curriculum for Traditional Midwives
 HE054 Health Care Guidelines
 HE056 Medicine and Public Health: Development Assistance Abroad
 HE072 Health through TEFL: A Guide for Africa
 HE079 Health: A Time for Justice
 HE087 A Guide Book for Family Planning Education
 HE145 Teaching and Learning With Visual Aids
 M0008* Community Health Education in Developing Countries
 R0001# Health Education: A Study Unit on Fecal-Borne Diseases
 R0016# Combatting Hansen's Disease

SMALL ENTERPRISE DEVELOPMENT

- SB013 Tan Your Hide: Home Tanning Furs
 SB018 Promotion of Small Farmers' Cooperatives in Asia
 SB020 Handspinners Guide to Selling
 SB026 Employment and Development of Small Enterprises
 SB031 Business for Beginners

SPECIAL EDUCATION

- SE002 Trabajando con los Padres de Niños con Impedimentos
 SE003 Como Llenar sus Estantes con Jugueteitos sin Gastar Mucho Dinero
 SE004 Ideas Creativas para la Enseñanza de Niños Excepcionales

- SE005 Guía Portage de Educación Pre-escolar: Lista de Objetivos
 SE007 Organization of a Production Workshop for the Disabled
 P0007 + Resources for Special Education & Rehabilitation

WOMEN IN DEVELOPMENT

- WD010 Village Women Organize the Mararu Bus Service
 WD015 Women in Development: a Resource List
 WD022 Funding Resources for Women in Development Projects
 WD041 Manuel d'Information pour la Femme en Afrique
 WD045 Recursos de Financiamiento para Proyectos de la Mujer en Desarrollo

WATER/SANITATION

- WS019 Shallow Wells
 WS048 A Diagnostic Analysis of Irrigation Systems Vol. 2
 T-13^ Small Scale Irrigation Systems: A Training Manual



EDITOR'S NOTE

In the March/April issue of the ICE ALMANAC, we presented a timetable for future articles. For administrative reasons, we have had to change our schedule, but our readers need not worry: these articles are in the works. Sector Specialist David Reynolds's feature on Environmental Education is planned for the November/December issue, while Sector Specialist Barbara Ferris, who has been receiving letters from people welcoming Women in Development back as a Peace Corps initiative, will be writing on the subject for an article to appear next year. Keep reading ICE ALMANAC, and keep us posted on what you, the Volunteers, are doing.



Young Liberian RPCV Michael Bonfili smiling about his photo entitled, "Miskito Girl," taken in Liberia. Michael Bonfili was in Mosquito in rural development and set up a boat building workshop for the Mosquito Indians. He is from Vermont, worked and graduated from the University of Vermont. Before heading back to the U.S., Michael planned a trip to Liberia to see his grandparents. According to Michael, Bras Lagunas was one of the places visited for the trip. "Mosquito Indians" appears from the book by RPCV Paul Therman. In the movie, the title was called "Mosquito Indians." The photo is from the book "Mosquito Indians" by Paul Therman.