

FACE CORPS TIMES



From The Director

The following is excerpted from Peace Corps Director Paul D. Coverdell's testimony at his confirmation hearings before the Senate Foreign Relations Committee. He was confirmed by the Senate on April 27 and sworn in in a White House ceremony on May 1.

It is a great honor to have been selected by President Bush to direct this important agency. I know the President and Mrs. Bush are both enthusiastic supporters of the Peace Corps, and have personally visited with Volunteers in foreign countries whenever possible. President Bush has made it very clear from his first day in office that he is committed to the concept of volunteer service to help solve human problems—and I share his commitment. In fact, it sounded as if the President had the Peace Corps in mind during his inaugural when he said:

"And I am speaking of a new engagement in the lives of others—a new activism, hands-on and involved, that gets the job done. We must bring in the generations, harnessing the unused talent of the elderly and the unfocused energy of the young."

In many ways, I am a product of the era of volunteerism inaugurated by the late President John F. Kennedy. Indeed, it was his initiative that founded the Peace Corps and his idealism which triggered my interest in public service.

It is ironic that nearly thirty years later, during National Volunteer week, I find myself nominated to direct this organization which is at the heart and soul of American volunteerism by another President whom I greatly admire, and who is once again calling on his nation's citizens to rediscover the ideas of "duty, sacrifice, commitment, and a patriotism that finds its expression in taking part and pitching in".

For the past twenty years, I have been an active participant in public and community service, and I have encouraged others to take an active role in government and civic affairs. I have long appreciated the special importance of volunteerism at the community level.

Since the early 60s, my home has been Atlanta, Georgia, and my life and public career have been influenced deeply by the events which have been so much a part of my city and region over the past twenty-five years. During this period, I have worked with a rich diversity of people in helping to make Atlanta a city which is far from perfect, but a city which prides itself on being "too busy to hate".

The lessons I have learned in this special city have been invaluable lessons for an individual who wishes to lead the Peace Corps, and I am particularly pleased that my nomination was endorsed by many individuals who have made Atlanta the great city it is—individuals such as former Mayor Maynard Jackson, the current mayor, Andrew Young, and Mrs. Coretta Scott King.

As important as cultural sensitivities and an appreciation of volunteerism are to being able to manage the Peace Corps, it is also important to remember this is an agency with personnel throughout the United States and in 66 countries around the world. It has over 7,000 employees and Volunteers, and a budget of over \$153 million. Running such an agency efficiently requires fundamental management skills. While I have been very active in public service, I have also founded and developed a very successful private business that serves over 100,000 customers throughout the nation's fifty states. I believe the skills I have learned building this company will be an important asset in being a successful Director of the United States Peace Corps.

Peace Corps is our nation's only governmental grassroots development assistance volunteer program. Over the years, the number of Volunteers, trainees and countries served has fluctuated depending on budgetary and international political conditions; but the mission of the Peace Corps has never changed. Its goals have remained unchanged since its founding, attesting to their fundamental importance and clarity.

These goals are as valid today as they were when the first Volunteers departed for service in Ghana on August 30, 1961 and they will be just as valid this July or August when our first twenty Volunteers depart for the People's Republic of China.

I did not join the Peace Corps in my youth; I volunteered instead to serve my country in the United States Army. But, I have followed the success story of the Peace Corps since its inception and I now look forward to being part of the great tradition of this agency and to working and counseling with many current and former Volunteers.

Earlier this week, I had the opportunity to meet with three Peace Corps Volunteers of the Year—one from each of the three regions of the world Peace Corps serves. These three individuals: Mary Monique Slater, Michael C. Bainum and Charles Campbell Rhodes and the thousands of other Volunteers are what the Peace Corps is all about.

If these three individuals have touched and improved hundreds of lives, just imagine how many millions of lives have been made better by the work of the 130,000 Peace Corps Volunteers who have served during the past twenty-eight years.

My goal, with your assistance, is to build on the work of Loret Miller Ruppe and her predecessors and to provide the best possible training and support for those who are the heart and soul of our agency—the Volunteers.

By doing all I can to make sure the headquarters is run efficiently, and by doing all I can to maximize resources for Volunteer training and support, I want to achieve the goal set by Congress of having 10,000 Volunteers helping others as soon as possible.

The potential of the Peace Corps is enormous because the scope of human suffering and human need around the world is enormous.

As President Bush said in his inaugural address:

"America is never wholly herself unless she is engaged in high moral principle. We as a people have such a purpose today. It is to make kinder the face of the nation and gentler the face of the world."



Paul D. Coverdell
Director
United States Peace Corps



Peace Corps Times

Peace Corps Director
Paul D. Coverdell
Public Affairs Director
Donnan Runkel
Peace Corps Times Editor
Dixie Dodd
Editorial Assistant
Brooke Smith

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To The Times

Dear Peace Corps Times,

Thank you for your investigation into insurance opportunities and alternatives available to PCVs. However, one policy was overlooked. Both the *Peace Corps Handbook* (pp. 14-16) and *Peace Corps Invitation Booklet* (p. 18), which we all received prior to leaving the U.S., contain names and addresses of two insurance companies.

One, Alexander and Alexander, we already are familiar with. The other, Clements and Company, offers a multiyear, \$5,000 replacement cost policy for about \$250 for two years and three months. If you pay in full at the start, there is no need to renew the policy during service. And while I thought the \$250 premium was a bit steep, it sure saved a lot of agony when my backpack and \$400 worth of articles were stolen on a Guatemalan street. Their address is: Clements and Company, 1700 K Street NW, Suite 900, Washington, D.C. 20006.

Barry J. Moline
PCV Guatemala

Dear Barry,

Thanks for writing. Jerry Ruehl, our Special Services officer who has been researching all these insurance matters, has also

contacted Clements. They are now willing to provide brochures and other information at stagings. While this may not be of help to current PCVs, it certainly will give the new Volunteers more of a choice and perhaps make things easier for them in the long term. I suspected that once we got things out for debate, something would surface. And, it did. Thanks again.

The Editor

Dear Peace Corps Times,

In the Jan-Feb 89 issue of the *Peace Corps Times*, you have published a photo of three PCVs giving an injection to a child in Paraguay. The injection is being administered in the buttock. I believe that all health education Volunteers should be informed that the American Academy of Pediatrics strongly

recommends that the buttocks not be used for immunizations because of the hazard of damaging the sciatic nerve. The antero-lateral aspect of the thigh in very young children and the deltoid muscle in the upper arm are preferred sites for injection.

While the photography was great, the subject matter would make most American pediatricians shudder.

Patricia S. Zelkowitz, M.D.
Fellow, American Academy of Pediatrics
PCMO/Botswana

Dear Dr. Zelkowitz,

Thanks for writing. I hope all of our health workers see your letter.

The Editor

ATTENTION CURRENT PEACE CORPS VOLUNTEERS

WANTED: VOICES FROM THE FIELD

DO YOU
ever wonder how your Peace
Corps country is portrayed in the
U.S.?

WE ARE
soliciting essays & interviews
with your counterparts, focusing
on what **they** want Americans to
know about their country

PLEASE CONTACT
Laura Byergo
Development Education
National Council of RPCVs
1319 F Street, NW #900
Washington, D.C. 20004



President George Bush looks on while Peace Corps Director Paul Coverdell takes the oath of office. Mrs. Coverdell holds the bible which the Director used at similar ceremonies during his tenure as a Senator in the Georgia legislature. Chase Untermeyer of Presidential Personnel, officiated at the Oval Office ceremony held May 1.

White House Photo/Susan Biddle

57 and Many More Varieties

When Heinz U.S.A.'s philanthropic committee met last fall to consider proposals for funding, they were very impressed with Peace Corps Partnership projects. The interest was in part due to the clear documentation of the overseas community's development need and the demonstration of careful planning on the part of the Volunteer and the community. According to Communications Assistant Gail Stull, "The contributors committee at Heinz U.S.A. considers many proposals. It is very helpful to have the request broken down to the last penny. The committee appreciates how specific (Partnership) proposals are."

Heinz voted funding for two Partnership projects at the fall meeting. The committee provided \$1,670 for the Magubheleni Junior Secondary School Home Economics Laboratory cooking stoves in Swaziland coordinated by Peace Corps Volunteer Donna Raynalds. They also provided an additional \$891 for the El Pinalito School Kitchen in Guatemala coordinated by Peace Corps Volunteer Ruth Ogden.

Though most Partnership projects are funded by schools, service organizations, individuals and Returned Peace Corps Volunteers, corporate and foundation support has played a significant role in the 1980s. The Partnership proposals are submitted along with a detailed letter. Volunteers do not write directly to the foundations themselves as these organizations prefer to work through recognized and established channels in order to obtain the tax deductions to which Partnership project donors are entitled.

The motivation to provide support to Volunteers and their host communities is different in every case. The ARCO Foundation's most recent Annual Report reveals its philosophy as follows:

Philanthropy, in its fundamental sense, is the effort to improve the well-being of mankind through charity. In corporate America, this ancient notion of altruism is taking on a more pragmatic dimension as philanthropy seeks to preserve American values as we near the 21st century...

Much like any investment manager, the ARCO Foundation researches and evaluates information to identify and assess trends and opportunities as they emerge. Looking at the most critical community issues and their relationship to ARCO's long-range business interests, the Foundation sets highly targeted grant-making priorities.

Since 1983, ARCO has provided a total of \$22,500 to support seventeen Peace Corps Partnership projects. Most recently, however, ARCO's generosity has been targeted to projects in Ghana, where the Foundation currently has operations.

A family foundation in New York has a different perspective. They select organizations whose purpose is to assist a commu-



Students at Magubheleni Junior Secondary School in Swaziland carry in one of the four gas stoves purchased for the Home Economics Laboratory. The school raised funds for one of the stoves and Heinz U.S.A. provided support for the other three. Ninety-three girls are now using the equipment as they learn to prepare a variety of tasty and nutritious foods.

nity in building self-reliance so the community can go on to do bigger projects. Spokeswoman Geraldine Kunstadter notes that the Albert Kunstadter Family Foundation has supported the Peace Corps Partnership Program for several reasons; the proposals are well-planned, 100% of their funds go to the project, there is a Peace Corps Volunteer coordinator on hand, and there is an opportunity for cross-cultural exchange.

Recently Peace Corps Volunteer Donna Raynalds submitted her final report on the purchase and use of the cooking stoves bought with assistance from Heinz. With a series of photographs, a letter from the headmaster and a financial statement, Raynalds documented how the project is improving the quality of education at Magubheleni. In response to this report, Heinz representative Gail Stull remarked, "It is very impressive to see what can be done with so little money. (Partnership projects) really get the most out of the funds

we provide." She adds, "I feel like we learn from this too. We get updates on the rainy season, the dry season—see pictures of people making bricks, I learned about a new brick molding machine..."

She sounds a common theme amongst all corporate and foundation supporters: "The contributions committee really appreciates the thank you letters and reports we get from Volunteers and their host communities concerning the projects we are funding. It helps when we get additional proposals from Partnership because we have a real sense of where our money goes."

To find out more information on how you can submit a proposal for funding to the Partnership Program, use the *Partnership Program Volunteer Handbook* available from your Peace Corps office, or write to:

Peace Corps Partnership
1990 K Street, N.W.
Washington, DC 20523

Martha Saldinger

National Volunteer Week

"Our Global Environment" was the theme for this year's National Volunteer Week, April 9-14. In keeping with that theme the three John F. Kennedy Volunteers were chosen for their work on environmental projects. Michael Bainum of The Philippines represented the NANEAP Region; Charles Rhoades, serving in Ecuador, was chosen from the Inter-American Region and Mary Monique (Moni) Slater, a PCV in Mauritania, received the honors for the Africa Region.

For the first time, Peace Corps was able to host many of events for the Volunteers at headquarters. The week began with a welcome party hosted by International Operations. It was a special event in that it was combined with a farewell party for retiring Director Loret Ruppe.

On Tuesday, the three Volunteers received their special awards in a ceremony in the historic Indian Treaty Room in the Old Executive Office Building which serves as offices for most of the White House staff. The presentation of awards was made by First Lady Barbara Bush, a long-time Peace Corps supporter. Mrs. Bush has visited many PCVs at their sites and called their

families after those visits. Other distinguished guests giving plaudits to the three PCVs were the Philippine Ambassador Emmanuel Pelaez who spoke of his relationship with Peace Corps which goes back 27 years when he welcomed the first Volunteers to his country, the incumbent Director Loret Ruppe and Director Coverdell.

"Our Global Environment: Transnational Problems—Grassroots Solutions," was the topic of a panel led by the JFK Volunteers on Wednesday at headquarters. Also on the panel were representatives from the World Wildlife Foundation, the Environmental Protection Agency, AID and the U.S. Forest Service.

That same evening the Volunteers were feted at a reception on Capitol Hill by Members of Congress and other prominent government officials including a surprise appearance by the First Lady fresh from a visit to the hospital. The event was also a surprise for outgoing Director Ruppe and served as a fundraiser for one of her special projects—financial aid for family members to visit their Volunteers if they are hospitalized on medevac. Over \$7,000 was raised for the fund.

After their three days of activities at headquarters, the PCVs made trips to their home states to work on public awareness projects at the local recruitment centers.

About the Volunteers Moni Slater

In the north African country of Mauritania, dust storms and locust infestations present ecological challenges seemingly uncontrollable by one individual's efforts. Moni Slater, representing the entire Africa Region as its Volunteer of the Year, is trying to meet the challenge. She mobilized her community and worked with the residents to ward off the ecological disaster that loomed over the village.

Remembering her first years as a PCV, she said, "The dust storms that preceded the rain storms rolled in time and time again, but the rain didn't follow." Once the rain came and there was a glimmer of hope, Mauritania faced its largest locust infestation in recent memory. "Situations like these might make it seem that it is not worth bothering to confront ecological problems,



First Lady Barbara Bush presents the awards to the John F. Kennedy Volunteers Chuck Rhoades, Ecuador, Moni Slater, Mauritania and Michael Bainum, the Philippines.

Photo/Bill Strassberger

First Lady Presents Awards

but when looked at from a more individual perspective, the situation for Mauritians stimulates much more promise."

Slater spent most of her first part as a PCV educating and organizing her community in ways to overcome their current ecological problems.

"All areas of my work include thinking about the consequence of one's actions and how to encourage more people to see what can be done," she said. "They know they cannot completely control the environment, but they see that there are things they can do, like saving fuel by using mud stoves or planting a few hectares of trees or planting windbreaks to protect their gardens from the hot winds."

Currently serving in the Assaba Region, Slater recently extended her service for a third year. She is now a Volunteer leader conducting training courses for other PCVs and local leaders in palm maintenance, insect control, improved cooking stoves and hot season gardening.

A political science graduate from Stephens College, she calls both St. Louis and Steamboat Springs, Colorado home. Before joining Peace Corps she worked for the Center for a New Democracy in Washington. (Elsewhere in the publication we have a photo story by her.)

Michael Bainum

When Michael Bainum first arrived at the Bicol National Park in the Philippines, he thought to himself, "This is a park?" Through years of illegal logging, cutting firewood and rampant settlement, the public land had become desecrated to the point it resembled a mud bog.

Bainum's assignment called for him to assist local farmers in the nearby village of Tigman to grow more food to provide additional income for their families and at the same time attempt to reverse the process of deforestation endemic to the area. Prior to his arrival, the Philippine government had launched an integrated social forestry program which contracted with farmers to protect and replant the precious forests. It seemed to him that while the program was on target and had the technical resources it needed, it lacked one crucial ingredient—education. On that point, he rolled up his sleeves and started saving forests.

A graduate of Duke University in public policy, he is credited with using a combination of his organization, motivation and language skills in communicating to people how their actions affect their environment.

Bainum has established tree nurseries, planted demonstration gardens, built compost pits, surveyed forests, advised farmers on crop rotation and the use of organic fertilizer and has even produced an environmental education radio show. He initiated adult education classes on forest conserva-

tion and served as the force behind the new environmental learning center. Students who have won honors creating posters which promote reforestation display them at the center.

"The planting of trees alone will not guarantee the survival of the forests," Bainum stated, "much better, it is planting the seeds of awareness."

Charles Rhoades

Charles Rhoades, a forester from Arvada, Colorado, could be considered Ecuador's equivalent of a modern-day Johnny Appleseed as far as tree planting goes. Rhoades coordinates Andean highland projects in Ecuador's Tungurahua province that emphasizes the importance of trees as a renewable crop as well as helps establish self-sustaining tree plantations.

His work includes the creation of a central nursery with a production goal of 75,000 trees annually, two communal nurseries producing about 5,000 trees each year and 10 individual nurseries yielding 1,000 yearly. His communal plant production project is aimed at building a forestry tradition with the Indian communities. In addition to extension training responsibilities, he has promoted the incorporation of agroforestry systems in the plans of these communities.

A forester by trade, Rhoades received his degree in forestry from Colorado State University. When he was a student he served as a teaching assistant in the school's forestry field camp and was a research assistant at the Bitterroot Miniyard on the Colorado Front Range. Prior to his joining Peace Corps three years ago, Rhoades served as forestry technician with the Colorado State Forest Service. There he supervised crews in forestry projects, designed forest management-land use plans and coordinated insect control programs.

His wife, Marsha, a former PCV in Ecuador, works for Peace Corps there as a technical trainer.

While these particular Volunteers received many tributes during the special week, these tributes were for each and every one of you.

When Michael Bainum received his plaque from the First Lady he thanked her and then said, "I was hoping for something a little bigger." In the few seconds he paused before continuing his remarks, a hush fell over the room. He continued, "It needs to be a little bigger to inscribe a few thousand more names." They were very proud to be representing the other PCVs in their countries, their regions and the entire United States Peace Corps.

RPCV Nominated As Ambassador

Julia Chang Bloch, who was a Volunteer in Malaysia from 1964 through 1965, has been nominated by President Bush as Ambassador to Nepal. In addition to her tour as a PCV, she was on the staff from 1967 to 1970, serving first as a trainer and then evaluator.

Born in China in 1942, the future Ambassador graduated from the University of California, Berkeley and received a masters from Harvard. She was also a fellow at the Institute of Politics at Harvard's Kennedy School of Government.

Among her accomplishments is the mastery of Chinese (Mandarin and Shanghai), Spanish, French, Russian, Hebrew, Malay and Japanese.

At the time of her nomination, Bloch was an associate with the US-Japan Relations Program at Harvard's Center for International Affairs. From 1987 through 1988, she was the Assistant Administrator for Asia and Near East Bureau at AID. Previously she was with AID's Food For Peace program from 1981 to 1987.

Envoy Named

RPCV Peter Tomsen has been appointed special envoy to the Afghan resistance with the personal rank of Ambassador. He had been deputy chief of mission in Beijing since 1987.

Tomsen did his undergraduate work at Wittenburg and received a masters from the University of Pittsburgh in 1964. From 1964 to 1966, he was a Peace Corps Volunteer in Nepal. After completing his tour, he joined the foreign service. His languages include Chinese, Russian, Vietnamese and Hindi.



RPCVs & PCT

Returned Volunteers may receive the Peace Corps Times for one year after COS. Because few Volunteers return to their "home of record" we do not send it automatically. After you get settled drop the Times a note with your new US address and include your country and dates of service.

Hi, Ho, Come To The Fair

When one thinks of fairs and then of Mauritania, a connection is seldom made. Try explaining the concept of a community fair to a person of nomadic descent. How does one plan and organize a year in advance with people who don't even specify the date of their own wedding? How does one schedule events to begin in the fresh morning hours when the official leader of the village does not wake up before ten for any reason? Where does the concept of full community cooperation fit in with traditions of tribalism? Who will be willing to donate their time to prepare for and participate in a completely unknown event without monetary compensation with a westerner, at a time and place where projects with westerners are generally seen as opportunities for tangible gain? These are just some of the questions that PCV Nancy Reicks had to face as she planned the first community fair in her region of Hodh el Gharbi in Mauritania.

Having grown up in Iowa as an active member of the 4-H club, (the grand instigators of fairs in the Midwest), Nancy was well equipped with some ideas about how a fair ought to work. "I thought of no better way of motivating people into producing their best; getting community spirit and collaboration together, spreading extension work to all and also producing a sort of cultural sociability (than by having a community fair.)"

Nancy began discussing the idea of holding a community fair with people in their village over a year before the event was to take place. Money for incidentals, prizes and supplies was provided by USAID Small Projects Assistance (SPA). An extensive publicity campaign was done with announcements in both Arabic and French posted throughout the region and in neighboring areas.

The fair was set in motion on a dusty morning in Tin Tane, a village of approximately 5,000 inhabitants, 700 kilometers east of Nouakchott on the Road of Hope. Twelve PCVs from the Hodh el Gharbi and the neighboring Assaba region, as well as the PCV and APCD for agriculture and many strong willed host country nationals attended to final preparations. Twenty-five traditional tents had been arranged in the shape of a horseshoe with a line down the middle, where people of all ages, from Tin Tane, neighboring villages and neighboring regions gathered for the novel event. As Nancy said, "It looked like a real fairground straight from Iowa!"

The main purpose of the fair was to encourage the community of Tin Tane to come together to promote their work and exchange information and services. Educational topics of the fair dealt with several aspects of agriculture and health relevant to that area of Mauritania. For agriculture, these aspects included disease and pest



The Peace Corps information tent—open and ready for business

Photos—Moni Slater



PCV Kate Van Slyck, Matt Heifield and Nancy Reicks demonstrate the art of drying vegetables.

identification and control, pesticide application and safety, transplanting vegetables, plot preparations, date palm maintenance, wind breaks and vegetable drying. Lessons on each were presented by local gardeners. Since none of the gardeners had learned teaching techniques before some of the PCVs had come earlier in the week to help them prepare their lessons. The Tin Tane health team gave vaccinations and presented lessons concerning prenatal and child care.

No fair would be complete without displays, and Tin Tane's fair was not lacking in them. Nancy invited artists to display and sell their crafts in five of the tents. There were leather pillows hand painted decoratively in the traditional style, jewelry and a variety of creative items made especially for the event such as a miniature camel caravan carved out of wood. As one PCV noted "I'd never see such a variety of creative crafts in that part of Mauritania."

The farmers also had the opportunity to display their produce. Prize winning vegetables were brought from as far as a six hour's journey away. There were over 65 vegetable exhibits. When Nancy saw these exhibits she said, "Tears came to my eyes. They were exactly what I had hoped to see. Cabbages the size of basketballs, long carrots and a real show of care and wanting to be the best." A panel of officials from Tin Tane judged for the biggest beets, tomatoes, cabbage, carrots, and onions, among other things prizes consisted of tools and other things appropriate to the farmers' work.

Representatives from the neighboring Assaba Region's Inspector of Agriculture, known for their gardening skills, came to observe the workings of the fair in hopes of holding their own in 1990, and to display their goods. Besides quality produce, they brought with them examples of advanced levels of appropriate agricultural equipment including a manual fence making machine, a hand pump and locally made quality gardening tools. As the Assaba Region learned about fairs, the Hodh el Gharbi Regions learned new ideas.

Demonstrations and displays were reserved for the morning, but the afternoon and evening hours were also eventful. The afternoon brought sack races and other children's games, as well as high school children singing, "We have to learn to help ourselves." A band from the capitol of the region was hired to sing for the evening. Between the singing and dancing, a high school student took a few minutes to make a speech honoring and sincerely thanking Nancy for her efforts. Cheering and banging on barrels interrupted his statements. The student said that the fair was a very special event for their village, as it was the first time that the community had come together to do and learn so much. He noted the importance of the information exchanged and ad-



PCV Tim Fontaine gives out samples of water from the sand water filter system.

ded, "It is important to learn about gardens and trees because it is important for our health and for stopping the sand dunes."

By the end of the day, everyone agreed that the fair had been a great success. It brought many people together, distributed a lot of information, created a spirit of enthusiasm and encouraged gardeners and artisans to take pride in their work in preparing for the displays and lessons. But the real indicators of its successes came in the weeks following the fair. Nancy reports that many tangible results have already manifested themselves: Future expositions are being planned not only in Tin Tane but also in two regional capitols. Twenty people who taught lessons are continuing to exchange their knowledge with others, and are being approached for information. New techniques learned are being practiced. The

woman who taught vegetable drying now dries and sells vegetables regularly in the market. "The region has become more aware of Peace Corps and our work," Nancy reports, "and it is now respected very much." She adds that, "Community awareness is stronger than ever before—people know where to go to get what they need. People still haven't calmed down over all the sociability of it all. Radio Mauritania announced it afterwards and put out some very positive messages in interviews with people who attended."

There is already talk amongst the Mauritians about having other fairs both in Tin Tane and two regional capitols. Nancy brought something from Iowa that her friends in Tin Tane and elsewhere won't forget.

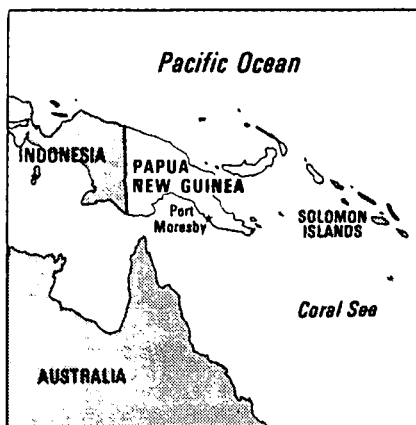
Moni Slater

Papua New Guinea

About the country

Population: 3,406,360.
Land Area: 178,260 square miles—about the size of Oregon and Idaho combined.
Capital: Port Moresby.
Language: Melanesian, Pidgin, English, Police Motu and more than 700 local languages.
Ethnic groups: Melanesian, Australian, Indonesian, Chinese, others.
Religion: Christian, animist.
Terrain: Mountainous island.
Climate: Ranges from humid tropical to alpine.
Border: Located in the South Pacific just north of Australia, the main island shares a border with Indonesia.

The indigenous population of Papua New Guinea is one of the most heterogeneous in the world. It is composed of several thousand separate communities, most with only a few hundred people. The isolation created by the mountainous terrain is so great that some communities, until recently, were unaware of the existence of neighboring groups only a few miles away. The diversity



About the Cover

Village children of Siuko see science first hand through a microscope as they gather around medical technologist, Mary Follen. She works with a TB outreach team from Braun Health Center, which examines sputum samples for evidence of the disease. Prior to service, Follen was a medical technologist at a Veterans Administration Hospital. She received her undergraduate degree in biology from the University of Colorado and an advanced degree in medical technology from the Oregon Health Sciences University.

is reflected in a folk saying, "For each village, a different culture," and this is best shown in the local languages. For the most part, Papuan languages are spoken by less than a few thousand people and most languages are extremely complex. Melanesian, Pidgin and Police Motu serve as *lingua francas*. English is spoken by educated people.

History

Archaeological evidence indicates that people arrived in New Guinea about 50,000 years ago probably from Southeast Asia. The newcomers were hunters and gathers, but there is early evidence of people "managing" the forest environment to provide food and proof of gardening there are at the same time that agriculture was developing in Mesopotamia and Egypt. At the time of the first European contact, inhabitants of New Guinea, while still relying on bone, wood and stone tools, had a productive agriculture system.



Carleen Pantano, (right), a primary health care officer, works as a media liaison specialist from the Division of Health. Here she and Miriam Yangen take a pre-broadcast run through a script she has written for "Radio Doctor." The program is broadcast over the National Broadcasting Commission radio to promote basic health care. Pantano graduated from Central Michigan University with a degree in public health.



Finschhafen students visit PCV teacher Mary Johnson, at her home on the Dregerhafen High School grounds. The local version of a household shower, her students help her make a new broom out of things grown near her house. Not quite the way it would happen in her home state of Wisconsin. A graduate of Carleton College, she also holds a teaching certificate from Alverno College. This is a second post for Mary—she has also been a PCV in Kenya.

The first Europeans to sight New Guinea were Portuguese and Spanish sailing in the South Pacific in the early part of the 16th century. In 1526, Don Jorge de Meneses came upon the principal island and is credited with naming it "papua," a Malay word for the frizzled quality of Melanesian hair. The term "New Guinea" was applied in 1545 by Ynigo Ortis de Retez, because he thought there was a strong resemblance between the islanders and the people found on the African Guinea coast. Although the country's coastline was explored for many years, little was known of the islands' inhabitants until the late 19th century.

Europe's need for coconut oil and copra started trade in the islands and thus followed with a series of European administrations. The British assumed a mandate from the League of Nations to govern the territory and continued to do so until the Japanese invasion in 1941. After the Japanese surrendered, civil administration of both Papua and New Guinea were restored and were brought together. The islands were called The Territory of Papua and New Guinea.

In 1972, the name was officially changed to Papua New Guinea. The nation became independent in 1975 and a member of the Commonwealth.

Peace Corps Papua New Guinea

Peace Corps first established a program in Papua New Guinea in the fall of 1981 with nine volunteers. This was a time when the government was giving special attention to the rural areas of the nation. The aim of the first Volunteers was to assist rural areas in increasing their subsistence agriculture production and create opportunities for economic growth. These success of this first was helped, in no small way by two PVOs—the Foundation for the Peoples of the South Pacific and the International Human Assistance Program. These two organizations have a long standing commitment to the area.

During the next five years Peace Corps responded to a variety of requests for PCVs to work in forestry, small business development, education and agriculture extension.

Last year Peace Corps restructured and consolidated its efforts into three major areas—education, rural community development/agriculture extension and health. Currently Peace Corps has about 75 Volunteers working in these areas.

Rural Community Development Agriculture Extension

Rural Community Development is assigned primarily to married couples to work at the village level on agriculture extension projects, such as European vegetables, vegetable markets and cooperatives. Today there



Melynda Wissink, rural community developer, enjoys working with village gardeners of Yari where she helps local farmers improve gardening skills and yields. Here she talks with gardeners who are operating a green house run by the "Women's Group," which also is responsible for a successful marketing produce cooperative. A graduate of Mt. Mary College, Melynda had a lot of home gardening experience in Iowa before service.



Primary health care officer, Nancy Turner, visits the Malnutrition Unit of the Kundiawa Hospital located in Simbu Province. Nancy advises nursing aid, Domabe Au, and children in the kitchen of the Malnutrition Unit. Nancy spends much of her time providing information on nutrition, sanitation and health care. A graduate of Bowdoin College in psychology, she is from Hudson, Ohio. Prior to Peace Corps she was a research assistant at MIT.

Land of the Unexpected

are nine couples in Papua New Guinea. The Department of Agriculture and Livestock invited Peace Corps Volunteers to participate in the Small Market Access and Food Systems Project (SMAFSP). Two PCV couples from Worsera District, ESP and two PCV couples from JIMI Valley, WHP were selected to help villagers improve their general health, nutrition, economic well-being and access to provincial market resources. The Agriculture Bank asked Peace Corps to provide PCVs to assist its field staff in developing agriculture specific loans. Peace

Corps has two PCVs assigned to this area. There is a total of 20 PCVs working in rural community development in Papua New Guinea.

Secondary Education

The secondary education program assists Papua New Guinea's Secondary School Community Education Program (SSCEP). PCVs are recruited to integrate practical skills into core academic curricula at rural high schools and associated outstations.



PCV Dave Wissink, visits a farming family in the village of Ainabne (near Gumine), where he helps build the roof of a greenhouse to be used for vegetable seedlings. Dave works with the South Simbu Rural Development Project promoting vegetable farming as an alternative source of income for disadvantaged village farmers. An Iowan, he holds a degree in sociology from Coe College.



This is a picture of Margaret Emang, my best friend in Papua New Guinea, all dressed up for a traditional singing (dance). The singing was to celebrate the 25th anniversary of the Catholic Church here in Daru. I also dressed for the occasion.

I work in Daru, the provincial headquarters of the Western Province, as the province nutritionist. I live in the nurses' quarters with the single nurses and another PCV, Stephanie Hager. She works as the primary health care coordinator. Nutrition education and services are very much needed in this area, and I am in the process of establishing a training program to expand the program. Just recently a national provincial nutritionist was hired to work as my counterpart, so progress is definitely being made.

Back to Margaret—she is a dental therapist and also lives in the nurses' quarters. She has been the bridge in the gap between US and PNG cultures. My job and lifestyle have been the biggest challenges I have ever faced. I now know what "the toughest job you'll ever love" really means.

At home—I'm from Fairfax, Virginia and a graduate of Virginia Tech. My parents, who have been very supportive, visited in August last year and had a fabulous experience.

A few weeks ago Mary Lynn was in Washington and we visited about her taking some more photos for this story. She agreed. However, shortly after she returned to PNG the Times received this letter.

I'm sorry to disappoint you but when I returned to my post I found that my camera had been attacked by ants. And, Stephanie's had also been broken. This is so typical of PNG—**Land of the Unexpected**. We have learned to expect the unexpected."

Mary Lynn Youngwerth



Primary health care assistant, Dimitri Prybylski, works with the Institute for Medical Research to test for the prevalence of chronic lung disease and asthma among the highlanders during an eight week survey of the Tari basin area in Southern Highlands Province. In this photo, Dimitri measures and records the height of a Huli Clan member. He also measures lung capacity by having the highlanders blow into a simple instrument, (which fascinates and scares some of the Hulis), to document the high incidence of respiratory disease. Prybylski, from New York, is a graduate of the University of Michigan.

Peace Corps recently made the decision that all Volunteers who come into country in December will be secondary teachers. This created the opportunity to bring in up to 30 new teachers each year to help meet the growing teacher shortage faced by PNG high schools. Currently there is a total of 32 PCVs working in secondary education.

Health

There are 24 PCVs working in the health division of the Peace Corps program. There are three main areas where PCVs are placed. Nutritionists and lab technicians focus on the training of local health workers in district health centers and village settings. Water/sanitation workers supervise the installation of water tanks and networking water systems. PCVs working in disease control and primary health care emphasize the importance of basic nutrition and health education at the village level.

An agreement between the government of Papua New Guinea and USAID allowed for the creation of a Small Project Assistance (SPA) fund within the Peace Corps/PNG. Peace Corps has already funded two health projects with SPA funds: a sanitation project in Afoiya Village, EHP, and a water project at Ihu High School, Gulf Province. Papua New Guinea received 16 new rural community development and health workers, including the first Peace Corps medical doctor assigned to PNG, and 19 new secondary education teachers.

Photos—Carolyn Watson

China Entry Postponed

Director Paul Coverdell recently announced that the China program has been postponed indefinitely. "However," he said, "When the time comes to reinstitute our plans it shouldn't take long to get the program going. We now have an excellent training model and can move quickly to recruit and train Volunteers."

Volunteers from the China One program were transferred to the following posts: Thailand, 9; Tunisia, 5; Costa Rica 2 and Botswana, 1. One trainee has applied to the United Nations Volunteer program and another who was on our Washington staff is awaiting a new assignment.

Four China One trainees left prior to the difficulties in China and were accepted into the Thailand and Nepal programs.

When Peace Corps does send a contingent into China it will be known as China Two reserving China One for those who successfully completed their extensive training at the American University.

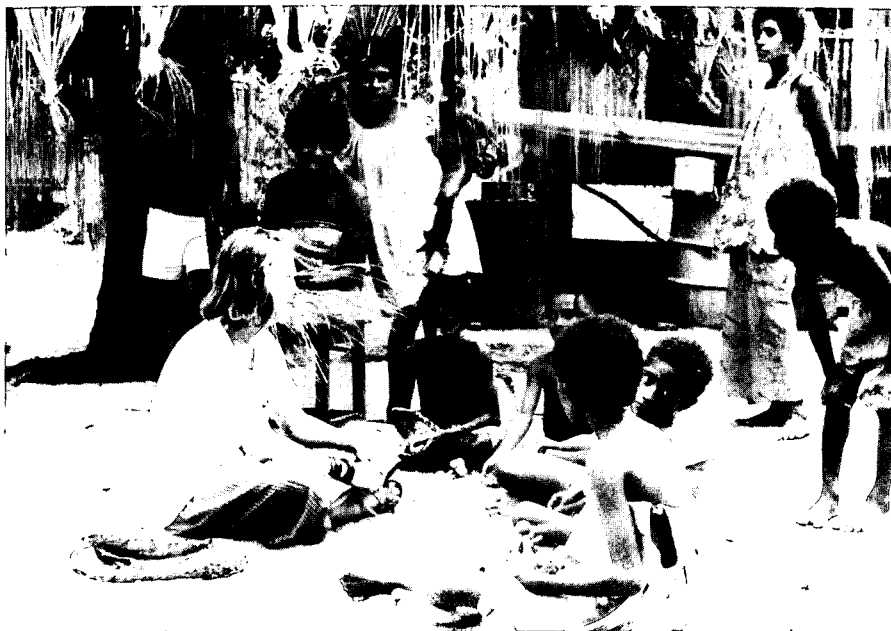
PCV Newsletter Editors

A brief reminder that the Times wants to receive your newsletters. Several of you we hear from regularly. Some newsletters we never see. The Times likes to reprint articles from your newsletters but we can't unless we see them. Please send them **DIRECTLY** to Peace Corps Times, 1990 K St. NW, Washington, D.C. 20526.

In January, we heard from David Wakeley, who strongly encouraged us to do a focus on PNG. So we've included his photo and letter in our story. He has titled his photo, "Yumi stori pastaim," which means (in one of the several hundred languages of PNG), "Let's tell stories."

David says, "This picture is of Molly Wardlow' a primary health worker from Rochester, NY. I took the photo in a small coastal village a group of us visited during the holidays. Although the photo doesn't reflect my work, it does reflect what Peace Corps is all about—knowing and sharing with your hosts." (Amen.)

David is a teacher at a rural boarding school. He chairs the English department and edits the yearbook. He is also working with his counterpart on writing basic ESL programming guidelines for the department. From Madison, Wisconsin, David received his undergraduate degree in history and a masters in education from Beloit College.



Associate Volunteer Program

Average length of service is one year, but AVs theoretically may serve from six months to a year-and-a-half, depending

Except for length of service, there is no essential difference between a Volunteer and an Associate Volunteer. Each goes through the same selection process, fills out the same papers, follows the same procedures, goes through the same language

In applying to the AV Program, a current Volunteer does, however, have some advantages. If PCVs apply before May of their Close of Service, processing their applications will require less time than it normally does—no more than the time it takes to receive references from their PC country staff and fellow Volunteers. Also, in addition to references, they only need to supply essays on why they came into Peace Corps and what they think of their Peace Corps service now that it is ending.

Wanted:

Teachers with a sense of adventure for challenging one/two year assignments in Africa, Asia and Latin America. Minimum of five years teaching experience required. Apply to Peace Corps.

Sarah Ford, the AVP Coordinator for OTAPS, is working with professional organizations, educational institutions and major business groups to publicize the program, attract candidates and facilitate cooperative arrangements. A great amount of assistance in recruiting the veterinarians for Morocco, for example, came from formal collaboration with the American Veterinary Medical Association (AVMA), which has invited Peace Corps representatives to its conferences and publicized the Associate Volunteer Program in its semimonthly journal. Many of the teachers interested in volunteering for the Philippines came into the system through Peace Corps' contacts with the National Education Association and the American Association of Retired Persons.

As a result of Peace Corps' efforts and the receptivity of key education officials, school systems in Minnesota and Virginia are giving special consideration to teachers who apply for a one-year leave of absence to serve as Associate Volunteers. A collaborative arrangement with the Harvard School of Dentistry will help supply AVs to work as dentists in four different countries, and such firms as IBM, Weyerhaeuser, Unisys, DEC and Chase Manhattan Bank are considering granting their employees leaves of absence to volunteer in a variety of projects related to their areas of professional expertise.

All of these contacts are helping not only to recruit Associate Volunteers but also Volunteers for the full period of service. Reaching out to the National Education Association and to the American Association of Retired Persons, for example, has prompted a large number of retired teachers to ask about Peace Corps' traditional two-year pro-

gram. As Sarah Ford has said in summing up the Associate Volunteer initiative, "Basically, it gives us another option: it allows a lot more flexibility in Peace Corps program-

ing." Now that the Associate Volunteer concept has proved to be so popular, it looks like another good initiative that will be with us for some time to come!

Farmer-To-Farmer Program (FTF)

The Farmer-To-Farmer (FTF) Program brings the expertise of American agriculturists to PCVs working in agriculture and related fields. Primarily, these experts serve as a resource for PCVs involved in primary or secondary projects that require short-term (30-120 days) technical assistance, but they also may serve as technical consultants to other PCVs and host-country counterparts. These consultants are available for a range of projects from credit cooperatives to soil conservation.

The program is a collaborative effort: the in-country staff and FTF Coordinator/OTAPS review the PCV's project and request for technical assistance; Volunteers in Overseas Cooperative Assistance (VOCA) recruits the appropriate Volunteer; and USAID funds the program.

If you are interested in having an FTF Volunteer assist your project, contact your PC Country Office or the Farmer-To-Farmer Coordinator, OTAPS, PC/Washington.

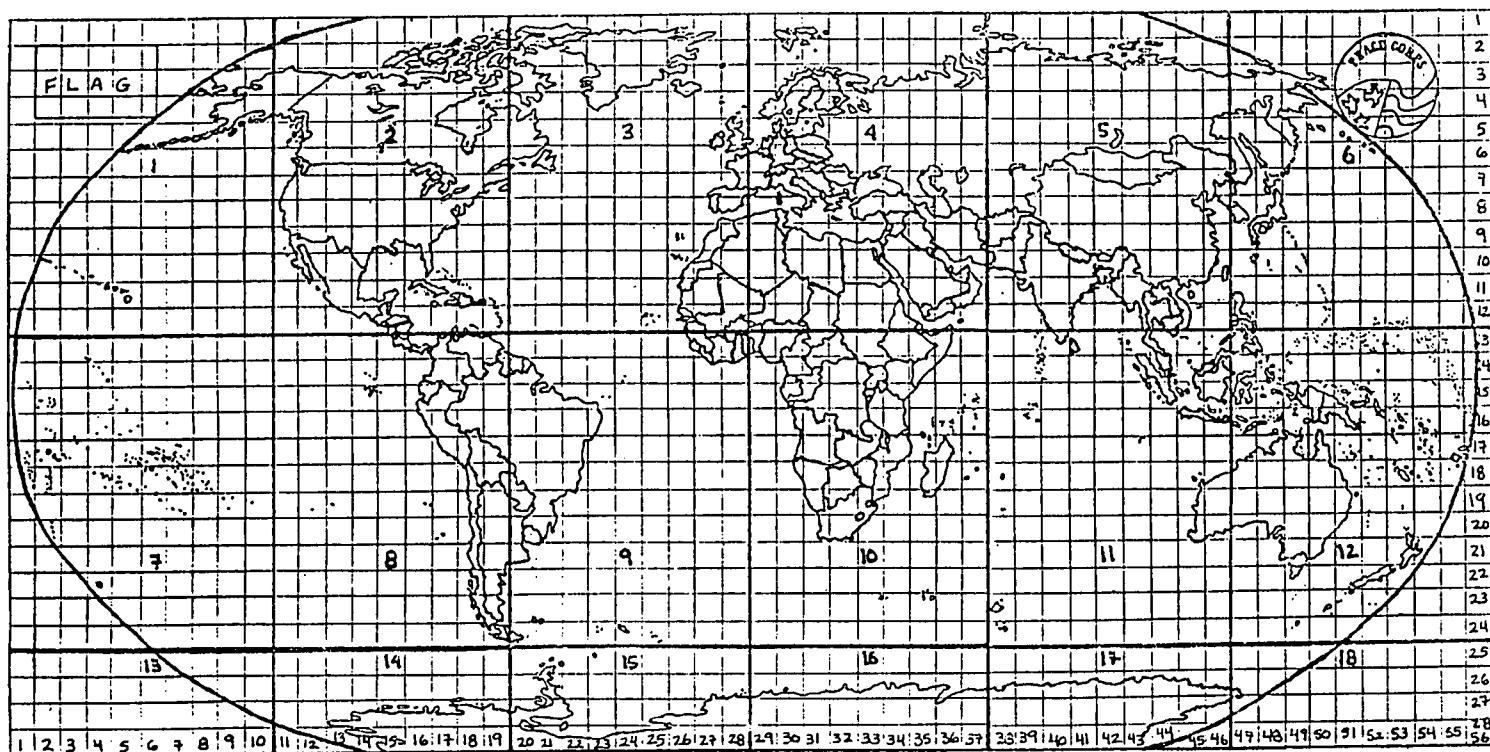
* * *

FTF Example: In March of 1988, William and Bess Clarke completed a one-month assignment in Tunisia. There, they assisted four PCV beekeepers in teaching local farmers and Government of Tunisia agents improved hive management practices. The success of this assignment and its benefit to the PCVs, their counterparts and the entire PC/Tunisia beekeeping program precipitated a request for another FTF Volunteer to assist the next batch of PCV beekeepers a year later.

Consequently, in March of 1989, Charles Leshner, an RPCV from Jamaica with more than 20 years' beekeeping experience, volunteered for five weeks in Tunisia, where he demonstrated improved extension and hive management techniques to six new PCV beekeepers and their Tunisian counterparts. Leshner spent the first three weeks visiting each of the PCVs and their counterparts at their sites, answering specific questions and providing on-the-spot assistance and recommendations. During his final week, Leshner conducted an In-Service Training workshop, combining classroom and fieldwork, for all six PCV beekeepers and other interested PCVs. The workshop was designed to reinforce the site work and to provide recommendations for the Volunteers that Leshner had garnered from his assessment of Tunisian beekeeping. According to APCD Terry Hanson, Leshner's "expertise and friendliness were greatly appreciated by all Peace Corps staff, Volunteers and Government of Tunisia personnel."



Dr. Mark Riordan, who appears in these photographs, served in Morocco as a Volunteer and started the program that is bringing Associate Volunteer veterinarians to Morocco. Here, we see PCV Riordan using his expertise as a veterinarian to help Moroccan farmers.



The World Map Key

The World Map Project

Editor's Note: The author of this article, Barbara Jo White, is an Environmental Education Volunteer in the Dominican Republic. Working with school children to encourage their interest in science, she discovered there was almost no material available locally to teach them geography. Recognizing the Dominican penchant for decorating walls, she secured the approval of school authorities to have her students paint a world map from the **National Geographic** on the wall of the school auditorium.

White has been able to expand her map-making project throughout the country. She and other Volunteers have conducted ten one-day workshops for PCVs and their counterparts to teach them how to make wall maps, has prepared guides and other supplementary materials and has set a goal for the project of 100 maps to be completed by the end of this year.

Throughout, White has had the support of the Oak Park, Illinois Council on International Affairs, which has been assisting Peace Corps Partnership projects since 1964. A class at the Longfellow Elementary School, which the Council designated as the project's "partner," is planning to do a smaller, English version of the world map

on the classroom wall. The students already have started exchanging video and audio cassette tapes, letters and photographs with their Dominican counterparts.

A project of this type, as White points out, can have wide appeal. It involves children as well as adults, and the information in her article can be applied to painting maps, murals, posters, drawings of all kinds. Volunteers also will find, as White did, that schools, other community groups and businesses in host countries will contribute funds and supplies. Exploring their own resources too—friends, relatives, organizations they belonged to in the U.S.—Volunteers will find this economical project well within their means.

Introduction

A ten-year-old girl was looking at the drawing of The World Map Key.

"What's this?" I asked.

"Un mapa," she replied.

"Of what? Hondo Valle?"

"Sí," she said, uncertain.

"Then, where's our church on this map? Is it a map of the Dominican Republic," I continued, "or a map of the world?"

"Yo no sé," she answered.

Understanding what a world is and our responsibility with its care begins with something as simple as a world map. Be-

cause few rural schools have maps and many children leave school in their teens, some children never see a world map nor have a concept of the world.

The only way many schools can get and keep a map is to have it painted on a wall, and with the grid method, making a map can be easy and inexpensive. It takes two to five days to finish, costs about \$7.00 and you don't have to be an artist. Don't worry about perfection because each map is different, with its own personality. It is much more important that you and the people involved from your community have a good time working together.

Materials Needed

- 1 grid-lined map
- 1 roll of masking tape
- 5-7 masking tape rulers
- 5-7 rulers
- 10 pencils
- 2 erasers
- 1 6-foot string with a flat half-dollar-sized rock tied to the end of it
- ¾ quart of white acrylic paint
- 3 ounces (a baby food jar) each of red, blue and yellow acrylic paint
- 5-10 brushes of various widths
- 3-5 permanent markers of various sizes
- Old cups, rags and soapy water

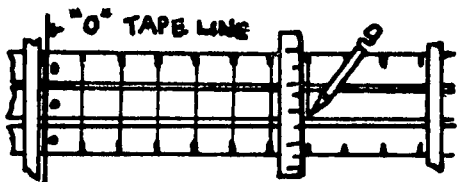
Preparing the Original Map

You need to get a copy of the 1988 *National Geographic World Map*, which was distributed free with the December 1988 issue of the magazine.

Tape 18 sheets of tracing paper or onion-skin together and trace the map. Draw a grid on the traced map with each block 2 centimeters per side so that you have 28 blocks down by 56 blocks across. Cut the traced map into 18 pieces, as in *The World Map Key*. Glue each piece to a sheet of paper, 8½ inches by 11 inches. Label the countries. Make Copies. Color the countries and laminate these pages or cover them with cellophane.

Making Masking Tape Rulers

Make rulers 12-feet long by sticking two pieces of 12-foot-long tape together or folding in half a 24-foot-long piece. One standard roll of masking tape makes seven rulers.



Drawings—Barbara Jo White

Tape all rulers to the floor or to a long table. Draw a vertical line across all tapes. Write a 0 line. From the line, mark top and bottom tapes every 2½ inches until you have made 56 marks. Join marks, using a ruler and permanent marker (not black). Write 56 next to the last line on each tape and 28 next to the 28th line, which is the middle of your map. Store rulers rolled up, not folded.

Preparing the Wall

Stick a piece of masking tape to the wall and pull it off. If the paint comes off too, look for another wall (or scrape and sand the wall).

Wash the wall. If it is not a light color (beige, yellow or white), mark a rectangle in the projected size of your map on the wall and paint it white to make your drawing easy to see.

Drawing the Grid

The basic goal of drawing the grid is to end up with what looks like a giant sheet of graph paper on the wall. Your grid will be 28 blocks tall by 56 blocks wide.

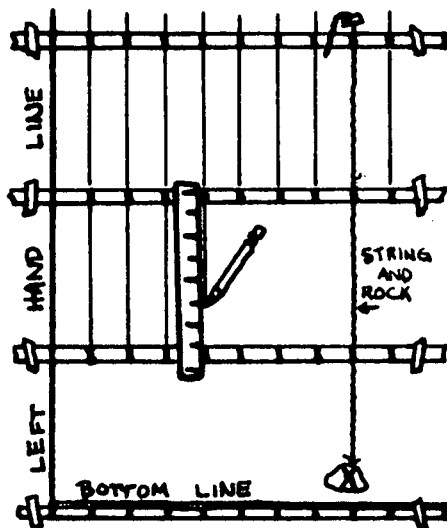
Block Size

Block size determines map size. With blocks 2½ inches square, you can fit the names of most of the smaller countries in the actual painted country on the finished map.

Centering the Map

Center the map and mark a point on the wall where the left-hand side of the map will be.

Setting Reference Lines



Left-hand line: Tape the 6-foot-long string with attached rock to hang directly over the left-hand point you made when centering the map. When the string is still, mark (every foot or so) where the string hits the wall. Join these marks to make your left-hand line.

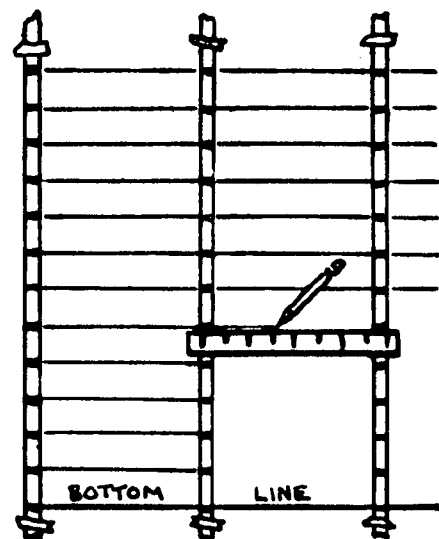
Bottom line: Mark a line (1 foot above floor level) from the left-hand line, extending 12 feet to the right.

Vertical Grid Lines

While two people hold the 12-foot-long masking tape ruler along the bottom line, tape it to the wall every 3 feet. Make sure the 0 tape mark lies directly on the left-hand line. Stick the second tape a little less than one ruler's length above the first (i.e. 11½ inches if you are using 12-inch rulers; 17½ inches if you are using 18-inch rulers).

Continue sticking the masking tape rulers to the wall until the top tape is 70 inches from the bottom line.

Check your work by hanging the string and rock over the row of 28 tape marks. When the string is still, it should lie directly over all the 28 tape marks; if not, the vertical grid lines will lean left or right of vertical or will zig zag down the wall.



Now hand out the rulers and make parallel lines between the tape marks.

Horizontal Grid Lines

Stick the first tape ruler just left of the left-hand line. Make sure the 0 tape mark lies directly on the bottom line; otherwise, your rows of horizontal lines will slant upwards or downwards or will zig zag across the wall.

Stick the second tape slightly less than one ruler's length away from the first. Continue setting tapes and then, using the rulers, make parallel lines between the tape marks. With the 0 tape mark on the bottom line, the horizontal lines running across the tape marks 28 will be the top line of your map.

Numbering the Grid on the Wall

Numbering the grid on the wall keeps you from losing your place while drawing the map. Number the grid blocks (28 down, 56 across) in two or three places. Also, make heavier grid lines to show the different pages of the map and put the corresponding page numbers (1–18) on your grid.

Drawing the Map

A Simple Test



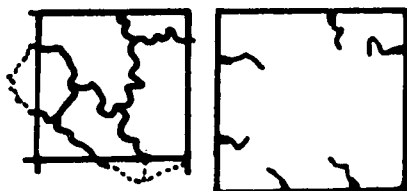
Original size of the map block



Enlarged map block

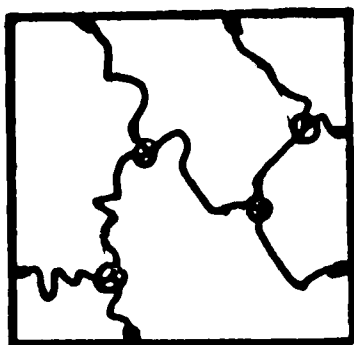
Almost everyone can draw well using the grid method, but to find out just how adept you are, take this simple test: First, look at the *Original size of the map block*. Now, look at the *Enlarged map block* and see how the form was enlarged, while still retaining its original shape and proportions. Now, you try it!

Helpful Hints



1. Study the original map block.

2. Mark where country borders cross the block.



3. Begin to draw from these marks, circling where country borders meet.

First, notice where your country borders cross your original map block. Make marks in proportionately similar places on your wall block. Then, work your way in, making similar country border squiggles as in the original map block. Remember to keep the junctions where country borders meet in proper perspective as well.

Drawing the Islands—Draw in a few of the larger South Pacific island specks in each island group (Tuvalu, Vanuatu, etc.). Paint ocean blue around them. Using these islands as reference points (and looking at the original map), paint the small surrounding specks directly on the wall.

Remember, it's unlikely that people will navigate using the wall map!

Checking your work—One of the biggest map-making disappointments is being off one, especially if you have just spent an hour drawing Europe and realize you are now drawing Norway one block too low on your map; so always check (and double-check) to make sure you are putting the right country in the right block.

Supervising your helpers—Some people (especially young children) have a hard time drawing the map, so keep a watchful eye on them. Offer individual help or suggest they wait until the painting begins. If lots of children want to paint, give them ocean-blue paint and small brushes.

Painting the Map

The basic goal is to end up with a beautiful, colorful world map on the wall and to have a good time in the process. Encourage others to help.

If there are five to ten people painting, they will look to you for some direction, so stay on top of the world! Be ready to hand out another color or settle border disputes, if the drawn lines are unclear.

Mixing Colors

Put the light color in your cup first and add the darker color bit by bit. Always shake your paint before mixing it and afterwards too; otherwise, it will be watery.

Feel free to create your own colors. You will need eight to nine different ones plus ocean blue.

The following are recipes you may want to try. Except for ocean blue, which calls for a half quart of white, the others are measured in spoonfuls, as you need only a small amount of each:

Ocean blue = $\frac{1}{2}$ quart of white + 3-5 spoonfuls of blue

Green = 4 yellow + 2 blue

Light green = 7 green + 1 blue

Purple = 4 red + 2 blue

Lavender = 5 white + 2 purple

Pink = 5 white + 3 red

Orange = 5 yellow + 3 red

For countries to be painted yellow, erase the grid lines first; otherwise, even with a few coats of paint, the lines will show through the color.

Checking Your Work

Because we are human and this is a creative project, we are sure to have changed the world somewhere. Compare each page of the original map to the corresponding section on your wall map. When you find you have changed the world, don't forget to change it back!

Putting on the Finishing Touches

Varnishing—Brush a thin coat of clear varnish on the map or spray it with lacquer. This coating makes the wall smoother and easier to write on, protecting the tip of the pen.

Labeling—Use permanent markers to label the countries on the map. You will need a fine-point marker for the smaller countries. Afterwards, brush a final thin coat of varnish over the map.

Expanding the Project

Map-making Workshops

In areas where five to eight Volunteers live within an hour of each other, they can meet together with their counterparts for a one-day, map-making workshop. With a little preparation, the group can complete virtually the entire map in this short time.

Other Ideas

Use the grid method for more than just the world map. Make a large map of your host country or town. Reproduce educational posters on school or clinic walls. If you want people to remember something—whether it's business, fisheries or forestry—try painting it on the wall!

Barbara Jo White



PCV Barbara Jo White and two young Dominican artists paint the world.

NOTE

By writing to PCV Barbara Jo White, APDO 1412, Santo Domingo, Dominican Republic, you can receive additional materials on the map-making project. These include the following:

- the 18-page world map (traced, labeled and grid-lined), with a list of countries, capitals and suggested colors, available in English or Spanish;
- expanded instructions for making the map, available in English or Spanish;
- *World Map-making Workshop Planning Guide*, available in English.

* * *

A brief, easy-to-follow description of simple drawing techniques appears in the newsletter, *In Action* (Volume 19, Number 3E), published by World Neighbors, 5116 North Portland Avenue, Oklahoma City, Okla. 73112.

For an excellent, complete description of how to make drawings and other visual aids, see the Peace Corps manual, *Audio-Visual Communication Handbook*, compiled and edited by Dennis W. Pett. The handbook (M020) is available from ICE.



In-country Resource Center Survey

In December of last year, ICE distributed a questionnaire to each Peace Corps Country Director in an attempt to determine the status of the In-country Resource Centers (IRCs). Our main objective was to discover how we can best help them perform their single most important function: to provide PCVs with the information they need to do their jobs.

We have received an excellent response. Fifty-three questionnaires have been returned out of a total of 61 sent. We are still getting letters, cables and telephone calls from Country Directors asking us to send copies to replace those lost in the mail, so we are expecting an even higher response rate.

The information we have collected will allow us to see the common problems IRCs face as well as their individual needs. Many have indicated subject areas in which they would like to expand their resources and also have indicated specific equipment they lack. We are creating a special database so we can track these special requests and provide the resources when possible.

The information collected, some of which is summarized below, will be used as a basis for a directory to the IRCs, which we think will prove to be a valuable networking tool. The IRCs will be better equipped to network among themselves, to share information and successful techniques, to see what other IRCs have done, what problems they are having and how they have solved them.

We have grouped the IRCs into categories according to the number of books they have available. This does not indicate we feel the most important thing about an In-country Resource Center is how big it is—an IRC can be very small and effectively serve the needs of its users. Generally speaking, how-

ever, IRCs with larger collections face a different set of concerns than Centers with smaller collections do, in terms of handling, storage, organization and use of materials. We asked IRC managers to tell us about the number of videotapes, microfiche, magazines and audio tapes they have, but we chose books as the criterion for grouping because they are the most used medium. Books, being *appropriate technology* and accessible without any special equipment, are the most likely to be useful to the greatest number of individuals, including Volunteers, Peace Corps staff and other people in the host countries.

From the responses we received, we can report the following:

- 12 countries have an IRC in their capital cities plus additional regional Centers to help serve PCVs.
- 30 IRCs follow ICE's *In-country Resource Center Procedures Manual* (ICE Publication No. RE015) either strictly or to some degree.
- 49 PC countries have Volunteer newsletters. Of these, 33 indicated that the IRCs promote their services through the newsletters.
- 48 IRC managers indicated they would like to participate in a workshop to receive training on various information handling techniques, including techniques for selecting, organizing and circulating materials, repairing and conserving them and setting up local information networks and automated library systems.
- A large majority of the IRCs acquire materials from sources other than ICE, including other overseas international organizations, local distributors and local donors.
- 23 PC Country Offices have money in their budgets specifically for IRC purchases.
- Virtually all of the IRCs allow people other than PCVs and staff to use their materials and facilities.

Countries Responding, Grouped by Number of Books in Their IRCs

<u>0-49</u>	<u>50-499</u>	<u>500-999</u>	<u>1000-1999</u>	<u>2000-4999</u>	<u>5000 +</u>
Chad Niger Seychelles	Barbados Comoros Ghana Grenada Kiribati Lesotho Marshall Pakistan Papua New Guinea Rwanda Sri Lanka St. Vincent Tanzania Yemen Zaire	Costa Rica Federated States of Micronesia Nepal Thailand Tonga	Cameroon Dominican Republic Mali Mauritania Swaziland	Belize Central African Republic Ecuador Fiji Gabon Guinea Guinea Bissau Jamaica Malawi Morocco Paraguay Solomon Tunisia Western Samoa	Benin Guatemala Honduras Kenya Liberia Philippines Senegal Sierra Leone

Special Education

In the September/October 1988 issue of *ICE ALMANAC*, we featured Peace Corps' Youth Development activities and noted the role of the Education Sector, specifically nonformal education, in supporting them. A separate article discussed such other nonformal educational programs as adult education and vocational training, as well as a new joint initiative with AID to have Volunteers train education officials in the use of computers to analyze and plan effective programs.

In general, the public is aware of the formal education activities of Peace Corps. People commonly think of Volunteers as teachers, and in developing countries, people frequently think of them as English-language teachers.

As the feature article on the Associate Volunteer Program indicates, however, now Volunteers are more often being asked to teach teachers as well as to teach children, which requires additional skills. To this end, Peace Corps has been expanding opportunities in education through the Associate Volunteer Program to recruit skilled teachers who can serve for less than the two-year period. Also it has been upgrading Volunteers' skills through such cooperative arrangements as the workshops and the graduate programs described in the January/February *ALMANAC*, offered by Teachers College, Columbia University.

One group of Volunteers in particular is receiving extra support—Volunteers working with the handicapped. For the most part, they are not trained Special Education teachers. The Education Sector has been trying to help them gain the expertise they need, enlisting the aid of outside organizations. Foremost among these organizations are the two described here: Very Special Arts and Perkins School for the Blind.



**VERY
SPECIAL
ARTS**

Very Special Arts
Education Office

**John F. Kennedy Center for the Performing Arts
Washington, D.C. 20566**

Founded in 1974 by Jean Kennedy Smith, Very Special Arts was designated by Congress to be the nation's coordinating agency for arts programs designed for people with special needs. Ten years later the organization branched out beyond the U.S. to form



Dr. Arthur Harvey, Professor of Music at Eastern Kentucky University, demonstrates VSA techniques as he leads a group of children in a Special Education class.

Very Special Arts International, which now has affiliates in approximately 50 countries. The first international festival is being held this summer in Washington, D.C., from June 14th through June 18th.

Through dance, drama, creative writing, music and visual arts, VSA helps people with special needs to express themselves, gain self-esteem and share in the pleasure that art brings to people in general. VSA views the arts as an educational/rehabilitative tool enabling people to learn academic as well as physical skills.

VSA International prefers to have its affiliates be large, umbrella institutions that can provide their own funding, work with all types of disabled individuals and in all the arts. Frequently, VSA International has been the catalyst for creating the affiliate, working with a particular institution or a government agency. Through its support, VSA encourages the organization to sponsor exhibits and performances, teacher-training workshops and seminars for family members to educate them about helping the disabled.

VSA's connection with Peace Corps began in 1985, when Kathy Judge, then OTAPS' Education Sector Specialist, approached the organization for assistance in bringing the arts into the Special Education curriculum in Ecuador. As a result, VSA conducted in-country workshops or-

ganized by Peace Corps to train Volunteers and their counterparts working in Special Education. Some of the participants—Volunteers, Ecuadorian teachers, as well as VSA trainers—were disabled themselves.

Last year, John Guevin, an incumbent OTAPS Education Sector Specialist, asked VSA to conduct a workshop in Morocco on adaptive arts training of the deaf, blind and mentally and physically impaired. Nineteen PCVs there were working in Special Education, but the country had no VSA International affiliate. Guevin asked Alexandra Mattson, VSA's International Program Coordinator, to go to Morocco to conduct a needs assessment. She found that both the teachers and the Volunteers had only limited background in Special Education. The Volunteers had been chosen because of an interest in art and were then given six weeks of preservice training.

Based on Mattson's recommendations, Peace Corps/Morocco organized a ten-day workshop in Tangiers, in September 1988, for 24 Volunteers and 75 counterparts i.e. Moroccan Special Education teachers. Ten handicapped students were invited to be in a minifestival the last day. Four Moroccan artists also participated, along with a few teachers and Peace Corps representatives from Tunisia. VSA provided the four trainers, each an expert in one of the arts—drama, music, visual arts and dance—and

all experienced in teaching students with disabilities. Peace Corps covered the expenses and the Moroccan Ministry of Social Affairs donated the center and facilities to house the workshop.

Positive response to the workshop was universal. In Guevin's words, "It brought Special Education to the fore as an issue and gave it visibility." PC/Morocco Director David Frederick described it as "a tremendously useful training event" and reported that Volunteers and counterparts were applying the new skills and techniques they had learned.

The publicity that attended the exhibits, visits and sessions—Jean Kennedy Smith presided over the ceremony awarding certificates to the participants—helped to create a climate for spawning a VSA affiliate in Morocco. Responsibility for exchanging information on arts education for the disabled shifted from Peace Corps to a new organization located in Rabat. This group is now urging the government to start a model training program for special education teachers. It also is organizing an art exhibit in Tangiers and is hoping to include the disabled among the performing artists at a national festival.

The Moroccan experience has prompted PC/Tunisia to request a VSA workshop. Tunisia has a model Special Education school, which already sends its teachers to France for additional training. The workshop, therefore, will be geared to one or two of the arts in which improved skills are needed. Also, the level of instruction will be more advanced. With this additional experience, VSA International hopes to become Peace Corps' agent to train current and future Volunteers working in Special Education and the arts.

For any Volunteer who wishes to know more about the subject, VSA can provide video tapes and written materials, some in French and Spanish as well as in English. A brochure describing its publications and including an order form is available upon request.

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172-2790



In contrast to VSA, which is a relatively new organization, the Perkins School was founded more than 150 years ago, as the first institution in the U.S. to educate the blind. It is known as the school where Helen Keller received her primary education and is still probably the most highly regarded school for teaching sight- and hearing-impaired youngsters.

The institution now offers a wide range of services for a wide range of clients, from infants and toddlers to adults. It provides a residential program as well as day classes, outreach services and services in the home. On the Perkins campus is the New England Regional Center for Services for Deaf-Blind Children, which provides support, technical assistance and resource materials for other agencies and organizations conducting programs for the deaf and blind. Perkins also houses the Regional Library for the Blind and Physically Handicapped and the Howe Press, which produces materials and manufactures equipment for the blind, including the Perkins Brailier, a device that produces brailled text.

Perkins recently approached Peace Corps about possible collaboration. Of particular interest is Perkins' program of teacher training, which in cooperation with the Special Education Department of Boston College, offers students graduate-level coursework combined with practical teaching experience.

Lawrence Campbell, Perkins' Director of International Services, proposes that this type of training be made available to pro-

spective Volunteers or to returned Volunteers interested in obtaining a master's degree in Special Education. In addition to financial aid, credit could be given for Peace Corps service. Perkins already has a number of RPCVs on its staff and is interested in recruiting more. Another possibility is to involve Perkins in short-term training—preservice and/or in-service—of Volunteers who will be working with deaf, blind or multiply impaired individuals.

Another type of training Perkins officials are suggesting is in the maintenance and repair of the Perkins Brailier. Under its International Services program, Perkins has been conducting regional workshops to train technicians. One workshop has been held in Kuala Lumpur for trainees from Southeast Asia and another in Nairobi for those from East and Southern Africa. Perkins could offer the same type of instruction to Volunteers, who could pass on this training to their host country counterparts.

Through its Howe Press, Perkins publishes a wide range of materials for the blind, listed in a catalogue available on request.

Books, Books, Books

ICE is offering the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in **The Whole ICE Catalog**. To order, write to Peace Corps Information Collection and Exchange, Room 808, 1990 K Street, NW, Washington, D.C. 20526.

AGRICULTURE

- AG012 Farm Implements for Arid and Tropical Regions
- AG019 Fruit and Vegetable Juice Processing, 3rd edition
- AG023 Handling, Transportation and Storage of Fruits and Vegetables, Vol. I
- AG025 Poultry Science
- AG026 Handling, Transportation and Storage of Fruits and Vegetables, Vol. II
- AG027 Tropical and Subtropical Fruits
- AG030 Candy Technology
- AG056 Three Ways to Spur Agricultural Growth
- AG071 Vegetable Seeds for the Tropics
- AG091 Vegetable Gardening the Organic Way
- AG093 The Encyclopedia of Natural Insect & Disease Control

- AG115 Families of Vegetables
- AG209 Steps in Producing Compost (Flip Chart)

APPROPRIATE TECHNOLOGIES

- AT007 Economically Appropriate Technologies for Developing Countries
- AT015 Village Technology in Eastern Africa
- AT020 Rainbook Resources for Appropriate Technology
- AT032 Food Drying

COMMUNITY DEVELOPMENT

- CD003 City Limits: Emerging Constraints on Urban Growth (World-watch Paper #38)
- CD005 Accelerated Development in Sub-Saharan Africa: An Agenda for Action
- CD007 Community Development: An Introduction to CD for Village Workers
- CD019 Evaluation Sourcebook for Private and Voluntary Organizations
- CD022 World Resources 1986
- M003A Resources for Development

Sector Updates

NOTE: ICE has received the publications described below since the March/April 1989 edition of **ICE ALMANAC**. They are for the use of Peace Corps Volunteers and staff, and ICE makes these publications available to them free of charge. **RP** preceding the ICE Publication Number indicates Volunteers must demonstrate the publication relates to the projects they are working on; **IRC** indicates ICE distributes the publication to In-country Resource Centers. We include the price and the publisher of each title for the benefit of our non-Peace Corps readers.

AGRICULTURE

(IRC) **AG222—Seed Multiplication Manual for Extension Workers in the Gambian Seed Industry**, by P. A. Henderson. 1988 (On-Farm Seed Project, Winrock International, 1611 N. Kent St., Arlington, Va. 22209) 80pp. \$2.00.

Intended to improve The Gambia's seed industry by developing and implementing projects that focus on the quality, quantity and economy of seed production and aim for self-sufficiency. Though directed to The Gambia, these projects can apply to a majority of Third World countries. Provides detailed information on the means for improved seed multiplication and methods for quality control. Describes specifically the main seed crops. Includes a chapter on the role of the extension officer in the seed industry.

APPROPRIATE TECHNOLOGY

(RP) **AT008—Improved Wood, Waste and Charcoal Burning Stoves: A Practitioner's Manual**, by Bill Stewart and others. 1987 (Intermediate Technology Publications, 9 King St., London WC2E 8HW, England) 229pp. \$19.50.

Reference manual that concentrates on the operational aspects of a stove project—assessing users' needs; choosing, testing and adapting stove designs; and producing stoves with local resources. Describes 26 different types of stoves currently being tried.

(IRC) **AT011—The Design of Bicycle Trailers**, by Michael Ayre. 1986 (See AT008) 73pp. \$11.50.

Provides basic design information for people in developing countries who wish to build bicycle trailers. Examines the overall characteristics and performance of bicycle trailers, the critical aspects of trailer design and a number of alternative design solutions. Includes list of commercial suppliers of bicycle trailers and components.

(IRC) **AT014—How to Make Planes, Cramps and Vices**, by Aaron Moore. 1987 (See AT008) 112pp. \$9.75.

Manual that describes in detail how to make seven different woodworking tools that are practical and inexpensive. Directions for their construction and use are in the form of step-by-step illustrations plus brief descriptions. Designed for someone with basic knowledge of woodworking techniques.

(IRC) **AT016—Technology Transfer: Nine Case Studies**, by Sosthenes Buati. 1988 (See AT008) 81pp. \$9.75.

Presents nine case studies showing how proper planning with the right choice of technology can benefit and involve large numbers of people. Useful in generating ideas, cases involve such subjects as processing cashew nuts, extracting oil from palm trees and making fishing boats from plywood.

COMMUNITY DEVELOPMENT

CD040—One Hundred Ways to Enhance Self-Concept in the Classroom: A Handbook for Teachers and Parents, by Jack Canfield and Harold C. Wells. 1976 (Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632) 253pp. \$24.00.

Activities and exercises for teaching children how to develop self-esteem and self-concept.

(IRC) **CD018—Secondary Cities in Developing Countries: Policies for Diffusing Urbanization**, by Dennis A. Rondinelli. 1983 (Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, Calif. 90212) 288pp. \$16.95.

Presents views of eight well-known scholars on degree to which central government should control development planning and administration. Focuses on Asia, Africa and South America. Essays highlight social, political, economic and administrative factors

that influence success or failure of decentralized programs; also discuss various ways of organizing administration and pinpointing avenues for strengthening and improving implementation.

EDUCATION

(RP) **ED132—Recipes for Tired Teachers: Well-Seasoned Activities for the ESL Classroom**, edited by Christopher Sion. 1985 (Addison-Wesley Publishing Company, Inc., 1 Jacob Way, Reading, Mass. 01867) 115pp. \$14.75.

Practical, easy-to-follow activities designed for ESL/EFL teachers. Offers 81 classroom strategies for building or reinforcing language skills. Related activities are grouped together under such headings as group dynamics, creative writing and thinking, reading and writing, listening, vocabulary and fun and games.

ENERGY

(IRC) **EN001—Renewable Energy Sources for Rural Water Supply**, by E. H. Hofken and J. T. Visscher. 1986 (International Reference Centre for Community Water Supply and Sanitation, P.O. Box 93190, 2509 AD The Hague, The Netherlands) 168pp. \$25.00.

Provides guidance and information to support systematic consideration of renewable energy sources and devices for pumping water to rural areas. Part I discusses various factors to be considered and methods to be followed in assessing energy sources and selecting appropriate pumping system. Part II presents state-of-the-art information on technology of solar pumps, wind pumps, hydropowered pumps and pumping systems that use biomass energy.

(IRC) **EN005—Zig Zag Collector: Manual on the Construction of a Solar Water Heater**, by Bart Deuss. 1987 (Tool Foundation, Entrepotdok 68a, 1018 AD Amsterdam, The Netherlands) 94pp. \$7.80.

Describes construction and installation of a solar water heater. Primarily intended for people planning to manufacture the device in large numbers, but also offers useful information for people intending to build a solar water heater for their own use. Illustrated with many photographs and drawings.

FORESTRY/NATURAL RESOURCES

(IRC) **FC061—Marine Protected Areas: A Guide for Planners and Managers**, by Rodney V. Salm and John R. Clark. 1982 (International Union for Conservation of Nature and Natural Resources, Avenue du Mont-Blanc, CH-1196 Gland, Switzerland) 302pp. \$29.00.

Guidebook developed from the Workshop on Managing Coastal and Marine Protected Areas held in Bali, Indonesia in 1982. Introduces protected areas as a tool for managing coastal and marine resources. Considers specific principles and techniques of planning and managing protected areas in different environments. Offers strategies to help planners and managers carry out their tasks.

(RP) **FC067—Agroforestry Species for the Philippines**, by T. E. Hensleigh and B. K. Holaway, Editors. 1988 (U.S. Peace Corps Technology Support Center, 2139 Fidel A. Reyes St., Malate, Manila 1004, Philippines) 404pp. Free.

Lists and describes over 60 agroforestry species (natives and exotics) that are suitable for the Philippines. Gives brief descriptions of distribution, ecological requirements, uses, yields, culture techniques, potential problems and additional references. Includes botanical drawings of each species listed.

(RP) **FC068—La Agroforestería en la Sierra Ecuatoriana**, by Paul J. Carlson and Elena Roncurs, editors. 1987 (Peace Corps/OTAPS, 1990 K St., N.W., Washington, D.C. 20526) 145pp. Free.

Proceedings from a highlands agroforestry conference held in Ecuador in September 1987. Includes technical presentations as well as specific examples of the role of agroforestry in soil conservation, the production of fruit trees and a variety of other areas that concern agriculturists. Discusses such subjects as the design of agroforestry systems, propagation of the species, the management of grasses and an FAO-sponsored community forest project.

(RP) **FC145 Management of Tropical Moist Forests: Ecological Guidelines**, by Duncan Poore and Jeffrey Sayer (International Union for Conservation of Nature and Natural Resources, Avenue du Mont-Blanc, CH-1196 Gland, Switzerland) 63pp. \$15.00.

Update to the 1976 *Ecological Guidelines for Development in Tropical Rain Forests*.

Includes new knowledge and understanding of tropical ecosystems. Contains sections on government policies, ecological constraints on development, an explanation of tropical-forest action plans and specifics on many problems facing rain forests today.

(RP) **FC149—Environmental Education about the Rain Forest**, by Klaus Berkmüller. 1984 (Wildland Management Center, School of Natural Resources, University of Michigan, Ann Arbor, Mich. 48109) 124pp. \$6.00.

Designed to help the reader develop an educational program that focuses on the need to preserve tropical, moist forests. Consists of three parts: background material about the rainforest ecosystem; analysis of the relationship of the tropical rainforest to the region where it is located; and the design of an educational program.

(RP) **FC151—A Directory of Selected Environmental Education Materials**, by Edward J. McCrea and Laurie S. Z. Greenberg, Project Managers. 1988 (World Resources Institute, Center for International Development and Environment, 1709 New York Ave., N.W., Washington, D.C. 20006) 74pp. Free.

Joint effort by the Center for International Development and Environment, a division of World Resources Institute, and the U.S. Fish and Wildlife Service, to be used in conjunction with *How to Plan a Conservation Education Program* (ICE Publication No. FC057). Offers selected references for programs and materials in English and Spanish that are available to help plan conservation education programs.

SMALL ENTERPRISE DEVELOPMENT

(IRC) **SB096—The PISCES II Experience: Local Efforts in Microenterprise Development**, by Jeffrey Ashe. 1985 (Agency for International Development, Washington, D.C. 20523) 146pp. \$2.00.

Describes PISCES (Program for Investment in the Small Capital Enterprise Sector), a study that emphasizes the potential role of the informal sector in the development process. Seeks to increase public awareness and encourage donor assistance. Explores the feasibility of aid to the informal sector and presents case studies of projects in the Dominican Republic, Costa Rica, Kenya and Egypt. Discusses various types of microenterprises and develops ideas for further experimentation.

(RP) **SB112—The One Book Accounting System: A Step-by-Step Guide for Small**

Service Industry Business, by R. W. Gibbons and G. A. Husack. 1980 (Barbados Institute of Management and Productivity, Wildey, St. Michael, Barbados) 60pp. \$8.25.

Describes a one-book accounting system developed specifically for business people unable to maintain sophisticated accounting procedures. Provides easily prepared financial reports and analyses and step-at-a-time, question-answer flow charts. Appendices include several business-related forms. (This book is intended specifically for small business people in the service industry; the titles that follow (SB113–SB115) contain the same type of information, each related to the business cited in the title.)

(RP) **SB113—The One Book Accounting System: A Step-by-Step Guide for Small Retailers**. (See SB112) 61pp.

(RP) **SB114—The One Book Accounting System: A Step-by-Step Guide for Small Manufacturers**. (See SB112) 50pp.

(RP) **SB115—The One Book Accounting System: A Step-by-Step Guide for Small Wholesalers**. (See SB112) 59pp.

TRAINING

(IRC) **TR029—Guide to Training Needs Assessment**, by Lloyd A. Stanley. 1987 (International Center for Public Enterprises in Developing Countries, Titova 104, Ljubljana, Yugoslavia) 115pp.

Considers how to plan and conduct a training needs assessment. Discusses such techniques as job analysis and attitude surveys. Also considers how to do a performance

ICE Almanac

ICE Director

David Wolfe

Editor

Judy Benjamin

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 and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps, ICE, Room 8657, 1990 K St., NW, Washington, D.C. 20526.

appraisal. Adaptable for use by Peace Corps trainers and programmers.

(IRC) TR031—Guide to Planning for Human Resource Development, by Stan Mozina and Lloyd A. Stanley. 1987 (See TR029) 84pp.

Introduction to the field of human resource development, including methods and techniques of human resource planning. Includes strategies for analyzing human resource needs. Of particular interest to Peace Corps programmers.

(IRC) TR032—Guide to Training Curriculum Development, by Lloyd Stanley. 1987 (See TR029) 117pp.

Introduction to curriculum development for trainers. Topics include planning for training and development, relationship between training cycle and curriculum development, and learning theory and curriculum development. Suggests exercises that relate training to employment. Suitable, with adaptation, for designers of Peace Corps training programs.

(IRC) TR035—Guide to Evaluation of Training, by Lloyd A. Stanley. 1987 (See TR029) 73pp.

Addresses issues and techniques in evaluating training. Topics include reasons for evaluating training; roles of participants in the evaluation process; and instruments, types and methods of evaluation. Techniques include surveys, case studies, examinations and observation. Useful for staff involved in the evaluation of training programs.

WOMEN IN DEVELOPMENT

(IRC) WD070—An Expanded World for Women: Women's Awareness Training Guide, by Phyllis Forman and Hasina Khan. 1984 (Save the Children, 54 Wilton Road, Westport, Conn. 06880) 67pp. \$16.30.

Guide to increase village workers' awareness of women's development issues in rural Bangladesh. Presents ideas through pictures to help village workers transmit ideas to village women more effectively. Guide is adaptable for use in other countries.

WATER/SANITATION

(RP) WS044—Operation and Maintenance of Small Irrigation Schemes, by Peter Storr.

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 in-service training for PCVs and HCNs and to provide countries with program consultants. TA activities stimulate and/or directly support SPA projects.

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

* * *

SPA Example: In Cameroon, SPA funds are being used for two projects that benefit disabled persons. One involves building a basketball court at the National Center for the Handicapped in Yaounde, which will be used by wheelchair basketball teams as well as disabled children who attend school at the center. The court will make it possible for them to play in a competitive sport and get the exercise and sense of accomplishment they need.

The other project is a poultry production program, which will teach blind children at the Center for the Blind at Dschang how to raise chickens. The children will be learning an employable skill and at the same time earning money from the sale of the chickens and the eggs. Profits will enable the center to buy needed equipment and materials for the blind.

1988 (ITDG, 103/105 Southampton Row, London WC1B 4HH, England) 45pp. \$9.75.

Focuses on problems of operating and maintaining water supply sources and con-

veying water in pipes and open channels. Describes water distribution both on and off the farm, as well as proper maintenance of irrigation systems and devices. Provides additional information concerning water drainage and health-related issues. Intended for people involved in developing irrigated cultivation whose technical and financial resources are limited.

(IRC) WS098—Ferrocement Water Tank, by P. C. Sharma and V. S. Gopalatram. 1980 (International Ferrocement Information Center, Asian Institute of Technology, P.O. Box 2754, Bangkok, Thailand) 37pp. \$2.00.

Encourages use of ferrocement water tanks as hygienic and economical means for water storage. Provides guidelines for construction of ferrocement water tanks, as well as information on necessary materials and specifications. Includes appendices useful for technical reference. Also includes charts, illustrations and diagrams.

(RP) WS101—Small Projects' Training Manual: Water Supply, Vol. II, by Marta and Rudi Guoth-Gumberger. 1987 (Geibitzser, 11, 8052 Moosburg, West Germany) 513pp. \$15.66.

Two-year course to train people to become skilled technicians in water supply and sanitation work and be qualified to do field work and record keeping. Course intended for a class of 20 to 40 people and divided into 25 percent class work and 75 percent field work. Presents information on maintaining an ample water supply, including the planning, administration, materials, tools and mathematical skills needed, as well as specifics on water treatment and well disinfection. Discusses well types, sites and pumps, especially hand pumps. Supplemented with charts, tables and a step-by-step procedure for class instruction.

(RP) WS102—Small Projects' Training Manual: Sanitation, Vol. III, by Marta and Rudi Guoth-Gumberger. 1987 (See WS101) 197pp. \$5.94.

In a step-by-step format, discusses general sanitation problems and various disposal systems that do not require water. Provides guidelines to construct, operate and maintain compost latrines, and presents teaching methods that can be applied in a school or community setting. Includes additional information on children's squatting slabs and on bathing, waste matter and pesticides. Includes charts and drawings.

