

PEACE CORPS TIMES



Focus—The Yemen

990

From The Director

The events of the last few months have left the entire world breathless: East and West Germans dancing on the Berlin Wall; 30,000 Russians standing in lines to buy Big Macs near the Kremlin and 100,000 jamming into Red Square to demonstrate for democratic reforms; Hungarians, Poles, Romanians and Czechoslovakians planning free elections. And in Washington, the President using his State of the Union address to announce massive troop withdrawals from Europe. Clearly, the "Cold War" as we knew it for more than 40 years, has ended.

And now that this latest "war" has finally concluded, there is talk in the United States of a "peace dividend" to be used to address serious domestic ills such as improving our schools, waging war on illegal drugs and paying off the national debt. But, if there is to be any lasting dividend derived from what President Bush very appropriately has termed the "Revolution of 1989," America must not focus on its domestic problems to the exclusion of its international obligations and opportunities. In fact, this post-Cold War era will demand that all of America, and not just the government, become totally and comfortably international in its outlook.

Using the reduced tensions in Eastern Europe as an excuse to concentrate more of our

energies on domestic issues and reduce our international involvement would produce disastrous long-term consequences for the United States. Had we reverted to isolationism after World War II, ignoring for the sake of domestic improvements the devastation the war had brought to both allies and foes, the Berlin Wall would still stand as a solid mass, rather than packaged in small fragments for sale as souvenirs in American department stores. It was American persistence—her willingness to stay engaged—that turned a World War victory into a Cold War victory. And now, we must recognize that the end of bipolar confrontation has exposed a world that needs America's concern and involvement more than ever.

While we have been thrilled by the headlines announcing the startling events in Eastern Europe, this is not the only region which seeks greater political and economic justice. In Central America, the people of Honduras just celebrated the first official government transition period in history. Democratic elections took place in El Salvador last spring and in Costa Rica in February. Guatemalans will hold open and fair elections later this year. And in Africa, many nations have begun meaningful economic and political reforms, including Namibia which will hold elections in March.

All of these events are of tremendous importance to every nation, including the United States. Why? Because in terms of communications, transportation and international commerce, the cities of Eastern Europe, Central America, Africa and Asia are all closer to New York or Charleston than those two cities were to each other at the time of the American Revolution. If our world of 1776 was figuratively speaking, the size of a hot-air balloon, the world at the conclusion of World War II had been compacted to the size of a basketball. Following the same analogy, today's world is no bigger than a golf ball. No nation can escape the problems of other nations and all nations participate together in a new global marketplace.

The task before us is enormous and the resources are scarce. Nations in Africa, Asia, Central America and Europe are seeking America's help to understand our language (the international language of commerce), our system of government, our economic system, our environmental expertise and our culture, and the age-old problems of disease, poverty and illiteracy still haunt us in too many nations. Never has there been a time when Peace Corps was more needed—and more wanted. In this year alone, Peace Corps will enter 8 new countries. And next year, we plan to enter five more. Our goal is to serve in every nation that has a legitimate need for our assistance.

You are serving in the United States Peace

Corps at a very important time. Not only is the work you do important to the people in your host country, but the international skills you are learning are vitally important as our nation confronts the post-Cold War era which will demand that all of America, including government and the private sector be more internationally involved than at any previous time in our history.



Paul D. Coverdell
Director
United States Peace Corps

P.S. Thanks and sincere appreciation to Ms. Dixie Dodd, editor of the *Peace Corps Times*, who has completed her tour with Peace Corps. She has helped make this publication enjoyable and interesting, and we wish her well in her post-Peace Corps endeavors.

National Volunteer Week Representatives Chosen

Three PCVs one from each region, were selected on Feb. 24, to act as the Peace Corps Representatives during National Volunteer Week.

They were: PACEM, Lawrence Brockman, Sri Lanka; Africa, James Andrew Smith, Liberia and Inter-America, Robert Gandy and Jennifer Green, Costa Rica. Brockman is from Jasper, Ind., Smith is from Hartford, Wisc., and Gandy and Green are from Birmingham, Ala.

New Program Slated For Czechoslovakia

In his Feb. 20 meeting with the new president of Czechoslovakia Vaclav Havel, President George Bush included plans for a Peace Corps program there in his remarks.

President Bush said, "Mr. President, you've explained the enormous tasks that you face in rebuilding a democracy on the ruins of the one-party state that you inherited. And you've identified several areas where help is needed and we are ready to respond. Let me just mention two specifics. First, in response to your request, I am asking Peace Corps Director Paul Coverdell to take the initial steps to bring the Peace Corps to Czechoslovakia by this fall."



Peace Corps Times

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To The Times

Dear Peace Corps Times,

Recently I listened to an interesting VOA broadcast. The program was called Mac Joins the Peace Corps. Apple has donated personal computers, hardware and software to the Peace Corps. The intent is to make volunteers more effective. Volunteers can maintain extensive records and perform sophisticated tasks. Subsequent volunteers can benefit from the work begun and records kept by prior volunteers.

Having begun the battle with a Fortune 500 mainframe data processing unit to put PCs in the hands of technicians, clerks and secretaries and then make mainframe data available to PC users, I've long recognized the benefits afforded by PCs. Since beginning training in October I've experienced PC withdrawal. It's the first time in 10 years I've not had access to a PC. My effectiveness has been diminished, simple tasks require more time and I'm inclined to accept less than professional results.

Next week I leave for my permanent site where I will serve as a small business advisor. I'd like two things. First, more information on the Mac program. Second, and most important, I'd like an opportunity to participate in this program. A PC would really increase my effectiveness as a development extension worker.

PCV Terry Ferguson
Kenya

Dear PCV Ferguson,

According to Gifts in Kind Manager, Alexandra Willson, Apple Computer Inc., has donated a total of 89 Mac SE computers which Peace Corps is placing in 57 countries in two phases. The first group was shipped in October and the second shipment should be completed probably by the end of February. The software was donated by Claris and Microsoft.

Kenya is participating in the program. Your Country Director has all information regarding access and availability for these new personal computers.

The Editor

Correspondents Wanted

Denise Brown, a deaf Peace Corps Volunteer now serving in St. Lucia, would like to hear from others. Her address is:

PCV Denise Brown
% U.S. Peace Corps
Leeward Islands
Box 123
Castries, St. Lucia
West Indies

Peace Corps Times

Humor In The Peace Corps

The secret is out—funny things do happen to Volunteers and PCV June Wiaz in Guatemala wants to tell everyone about them. When she completes her service this summer she plans to compile a book of Peace Corps humor and anecdotes and she needs your help.

"Many of our stories are funny because of situation," June said, "others have to do with language and communication." One of June's favorites:

A trainee in Guatemala was explaining to her Spanish instructor that the town where she lived was 45 minutes by "coche" from Washington, D.C. In Mexican Spanish the word meant "by car" however in Guatemala it meant "by pig."

If you, and most of you do, have stories to share please contact June as soon as possible with them and she'll fill you in on the

details about credits, possible profits and so on. She COSes in July so get your letter to her soon so she'll have time to respond. She may be reached at either of the following addresses:

PCV June Wiaz
U.S. Peace Corps
% American Embassy
Guatemala City
Guatemala

or

June Wiaz
Voluntaria del Cuerpo de Paz
Colonia La Canada 0-47
21001 Jalapa
Guatemala
Central America

Save Your Journals

(Reprinted from March/April 1989)

Peace Corps Times has been contacted by Columbus and Company, Discoverer's Press, to see if there are any of you who have material suitable for publication.

Columbus and Company is a new, small publishing company which plans to publish original personal accounts of discovery, travel, innovation and ordeal by observers whose primary occupations are other than writing but who, for a variety of reasons, have found themselves involved with the unusual and written about it. Expedition narratives, natural history research, Peace Corps journals, war letters, cruising logs, production-invention histories, archaeological field notes and survival diaries are examples.

The company does full length works and is also thinking about doing some anthologies.

From a recent letter—"There is a wealth of such 'real' (unghosted, non-celebrity) writing by perceptive Americans who have been neither anointed nor co-opted by the New York literary establishment or the mass market. We publish only limited editions (from 1,000 to 2,500) initially. Compensation is contingent on the number of books sold. Costs of editing, printing, distribution and promotion must first be paid. Depending upon the nature of the work and its likelihood of future sales, the author then shares in a constant percentage of further proceeds."

This company is NOT a vanity press. The Times has seen a recent book that Discoverers' Press has published and it is quite nice. It's the story of an Arkansas lawyer's year-long trip through Africa (where he met several PCVs, incidentally). The production work and binding are very good.

If think you have material that is suitable for their anthology send a query to: New Author Search, Columbus & Company, Box 924, Ketchum, Idaho 83340.

A word of caution—do not send manuscripts unless they request them.

Peace Corps has no connection with this company and will take no responsibility in your dealings with them.

Minnesota PCVs

Looking for a job? Going back to school? Don't know what you'll do? We have some material which may help you. Contact the Career/Support Committee at:

MN Returned Peace Corps Volunteers
P.O. Box 64B
Minneapolis, MN 55406

Jobs In Ohio

The State of Ohio has established a clearing house for returned Peace Corps Volunteers who are seeking employment with Ohio state agencies. For more information write to: Director's Office, Ohio Department of Development, Box 1001, Columbus, Ohio 43266. Or you may call Rebecca Blatt at 614-466-3378, when you get back to the U.S.

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.

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Oceans Apart, Identical Twins

"Are you the good twin or the bad one?" is a question PCV Lynn Oldham is often asked when her Costa Rican friends learn she has an identical twin. We don't know how she responds to that one but we do know she says she is older, by some five minutes, than her twin, Elizabeth (Beth), a Volunteer in the African nation of Mali. In Mali twins are revered and their families are considered twice blessed.

Lynn and Beth Oldham have the distinction of being the first set of identical twins to serve as Peace Corps Volunteers at the same time. We've had all sorts of other family combinations; mother and son, father and daughter (and vice versa), and once a mother and both a son and daughter, plus a wide assortment of aunts, uncles, nieces, nephews and cousins but the Oldham identical twins are Peace Corps' first.

Lynn and Beth grew up in Fremont, Calif., and graduated from the University of California, Davis; Beth with a degree in English and Lynn majoring in anthropology and psychology. After graduation and before they received their Peace Corps invitations the twins toured the USA in a camper. "I couldn't have taken the trip with anyone else. She is my best friend and I miss her," Lynn said.

Although they knew being worlds apart would be a new emotional experience they did not request the same country of service. Beth asked for Africa, Lynn said, "wherever."

Lynn's "wherever" turned out to be the village of San Miguel de Sabalito in Costa Rica where she works in rural development. She stated, "My job is whatever they need—working with community members, gardening, teaching pre-school classes, English classes. And I have planned a nutrition center."

Not surprisingly Beth's program is much like her twin's. She's an agriculture PCV with an emphasis on community gardens in the villages surrounding her site in Macinawere, Segou, Mali. She says she is also planning a nutrition center.

"Our cross-cultural experiences are very similar at times though our countries are very different. The people of both countries are very inquisitive, friendly and happy to have us," Beth related.

Both women are fond of sports and the outdoors. Lynn says she plays soccer and volleyball in her spare time. Beth said, "Women in neither of our countries play soccer or any other sports and we have both raised a few eyebrows when we do."

"Lynn has electricity and Gilligan's Island, the beach, trees, rain and good beer. Mali has lots of sand, the Niger River, mud brick houses, Castel beer and very little rain. It's funny because our family has the idea that I've got it rougher being in one of the poorer countries in Africa as opposed to Costa Rica, but I don't think it's the lack of



Last chance for a hug. Lynn (left) gives Beth an embrace before she gets on her plane to Mali. Mom, Sue Oldham, took the photo.



Lynn rests on her oxen-driver's stick as they all take a rest break. Lush greenery proves the statement, "If you shove a broom handle in the ground and leaves start growing you know you're in Costa Rica."

Share Many Experiences



Laundry day—Lynn draws water to use in the washing machine as camera-shy friends watch from their doorway.



Beth, in Mali, says that she spends much of her free time visiting and taking teas with the villagers. Here she shares refreshment and a joke with two of her neighbors.

material items that makes Volunteer life hard. It's not the creature comforts we miss but our family and friends and especially each other," Beth commented. Beth does have one friend who understands how she feels—she is stationed with another PCV who also has a twin.

Oceans apart now, except for a couple of months, this is the first time Beth and Lynn have been separated. For identical twins who have that special closeness that most of us can only imagine, sometimes the going can be rough. Beth who may turn out to be a novelist, says Lynn is the better correspondent. "She writes once a week while I'm on the twice a month schedule."

"We've sent each other tapes and the first time I heard Lynn's voice I nearly cried because it's been so long since I've talked to her," Beth said. "I've talked to my mom and dad, my brother and even my grandmother but with our both being in countries where we've got to arrange for phone calls, it's difficult to set up, especially because mail can be so slow and unreliable. Lynn is planning to visit me in Africa this year and I'm going to see her in Costa Rica when I COS because she'll still have a couple of months of service."

Meanwhile, the twins' mother, Sue Oldham, has visited them both. Her first visit was to Beth in Mali last October and she spent the December holidays with Lynn in Costa Rica. Mrs. Oldham writes with pride about the lives of her daughters and the strong network that exists in the Peace Corps community.

When asked about their plans after Peace Corps Beth says that their professional lives will likely be on the same track in that they'll probably be working in the social service field. Beth also tells us that since she and Lynn became PCVs other members of her family, some aunts and uncles, are taking serious looks at becoming Volunteers and carrying on their tradition. Way to go!

Dixie Dodd

Special thanks to everyone who helped make this story possible—the staff in both Costa Rica and Mali and to Mrs. Oldham for sharing her "before Peace Corps" photo with us.

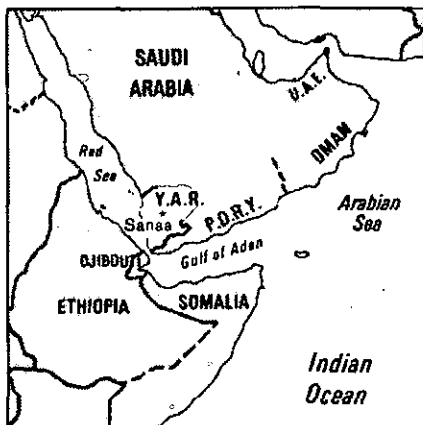
Boston-Area PCVs

The Boston RPCV group has organized a recently-returned PCV support group. The group meets regularly to swap stories, to discuss career and readjustment issues, and to have fun. Be sure to contact the group if you are returning to or moving to the Boston area after COS. The group's address is listed in the CAREER RESOURCE MANUAL you will receive at your COS conference.

Focus—The Yemen

About the Country

Population: 8.75 million
Land Area: 75,000 square miles, about the size of Nebraska
Cities: Sana'a (capital), Taiz, Hodeida, Mocha
Language: Arabic
Religion: Islam
Terrain: Mostly mountainous with a wide coastal plain
Borders: Saudi Arabia, South Yemen, the Red Sea



Many of us serving here now had never heard of Yemen before we received our assignments. Still, if you have heard of Yemen, perhaps your mind turns to visions of ancient glory—the old Spice Route, the ancient Kingdom of Saba (Sheba), the alleged visit of the Queen to King Solomon—frankincense and myrrh. The stories are true but modern Yemen is a sharp contrast to its ancient past.

The Sabaean Kingdom from which good Queen Belquis hailed, existed from around 700 B.C. to about 200 B.C., when it was replaced by the Himyarites as the dominant power. Yemenis uphold the story of the Queen's visit to Solomon (Suleiman), although her ulterior motives were to protect the spice trade which was controlled by the Sabaens at that time, from the interference of Solomon's great and flowering empire. There are tales that say she had a child by him, a child who eventually became a great king of Ethiopia. The Himyarites held power until the 6th century A.D. when they were conquered by various peoples, including the Ethiopians and the Persians. By 632, the time of the Prophet Mohammed's death, Yemen has been won over to Islam. In 1517, the Ottoman Turks conquered Yemen though their rule was nominal. From 632, Yemen was ruled by Imams who recognized Turkish sovereignty. These Imams became independent after Turkey's defeat at the end of World War I. After that time, Yemen was ruled by Imam Yayha who was followed in power by his son, Imam Ahmed, both of

whom operated a closed door policy. Most people speak well of Yayha. Apparently he followed the old Arab custom of sitting each morning in a public place in order to receive petitions from the people but his son, Ahmed did not have the same popularity. On Sept. 26, 1962, Imam Ahmed's son, Mohammed Badr, was deposed as successor to Ahmed and revolution broke out. The revolutionaries were successful and a republican government was established. And Yemen began to open itself to the outside.

Since 1962, Yemen has changed considerably. Oil was discovered in Marib. The University of Sana'a was established as well as many government ministries such as Education and Health, thus making health care and education available to the people. The Ministry of Transportation operates a bus system throughout the country, a vast difference from the times of the Imams when just one automobile existed inside Yemen.

Peace Corps/Yemen

Being a Peace Corps Volunteer in Yemen in the midst of the rapid modernization is an experience which allows a person to watch history write itself. Although for us things often appear to moving slowly, it has been only 28 years since Yemen started introducing technology and to expand in such

areas as health, education and communications, to mention just a few.

Peace Corps has been in Yemen since 1973. Currently Peace Corps boasts 56 PCVs serving in three program areas: health, education and urban planning which includes the historic preservation of the Old City of Sana'a.

Health

Health Volunteers work as medical laboratory technologists and nurses. The medical laboratory plays an essential role in the diagnosis, control and prevention of disease. Volunteer medical technologists have two major goals: to perform a range of health tests and to train Yemeni lab workers in new techniques and lab management. Volunteers see many unusual tropical diseases such as malaria, leishmania and bilsharsia. Intestinal parasites are widespread. Many of the chronic conditions such as diabetes and hypertension are common. Poor nutrition in children and mothers results in anemia. Traffic accidents also pose a significant health problem. Medical workers in Yemen are plagued by many of the same problems others face in developing countries such as lack of equipment and supplies. Some hospitals have sophisticated equipment but may not use it because of lack of reagents, replacement parts or inadequate electrical



Kat Francis (nee Bland) helps one of her students, Akram Mottair, at YALI. Kat is from Poughkeepsie, Ark., and has a degree in English from the University of Arkansas.

supplies. Volunteers are working at developing laboratories that use locally available low technology equipment. Some basic reagents can be obtained from the Ministry, others must be purchased from local supplies.

One of the most difficult obstacles for health workers is bridging the gulf that separates our two medical systems. Sometimes our beliefs and practices are at odds. When a health Volunteer first comes to Yemen and sees western style doctors and pharmacies, they are tempted to apply western style ideals. It doesn't work. Tom Richards, a medical technologist based in a southern village, believes that for health workers to be effective, they must earn the trust of Yemenis by introducing alternatives rather than proffered courses of treatment. He also thinks that speaking Arabic goes a long way in earning the trust of the Yemenis, by showing respect and understanding their culture.

Education

The Yemeni government has made English teaching a priority and as a result the majority of PCVs in Yemen work as English teachers in a variety of programs—Sana'a University, the Yemen America Language Institute in Sana'a (YALI), the National Institute of Public Administration (NIPA)

with branches located throughout Yemen and the Ministry of Education where PCVs teach in villages all over the country.

Sana'a University PCVs generally have masters degrees and teach in various faculties from medicine to arts to science. They teach a variety of subjects in English. The university has approximately 25,000 students. University Volunteers in the past have worked on developing many faculties with emphasis placed on science. There are presently six PCVs teaching at the University. YALI Volunteers share facilities with the YALI morning program which is contracted through Oregon State University. The two programs are separate and the PCVs who work in the afternoon use the morning program's equipment. The afternoon session is geared toward Yemeni Civil Servants and teaches only English. New classes are being introduced such as advanced writing and a business English along with a teacher-training class created last year by YALI director Cecilia Hitte, APCD Azzedine Downes and PCV Dave Godstead.

NIPA is a government program, open to all Yemeni and Peace Corps provides PCVs as teachers to work alongside Yemeni teachers. NIPA teaches a wide variety of classes, from French to office skills. Eleven PCVs are assigned to its various programs.

The Ministry of Education program,

About the cover. . . .

The world's first skyscrapers may have been these beautiful Tower Houses, a familiar site in the Old City of Sana'a. Built of stone, and in many cases with no mortar, these early structures could be 1,000 years old in this city legend says may have been founded by Seth, son of Noah. These stone skyscrapers appear in nearly every "coffee table" book on international and historical architecture. The Tower Houses are famous for their elaborate carved windows which are trimmed in white which gives a gingerbread or frosted effect. Occasionally, where there was no window, a frame, backed by the thinnest of alabaster, would be added just for symmetry.

The top floor of the home where the air is the freshest is reserved for the *mafrai*, the center of family and social life. The *mafrai* houses the most beautiful and precious family possessions, rich tapestries and rugs. The ground floors of the Tower Houses were originally used to stable the family's animals and for other storage. In the Sana'a Museum, a Sabaean inscription (which could be as old as 850 B.C.) in limestone describes the building methods for a six-story house. The method is very much like the one still used today.

The homes today in the western section and in the suburbs are of modern Arab style, one or two story buildings surrounded by a walled garden. Cement and cinder blocks are used in modern construction but mostly for commercial buildings—hotels, factories and warehouses. The people still cling to the millennium old tradition and beauty of the stone.

The white structure on the left is a minaret to a neighboring mosque. In the left foreground you can see the encroachment of television by the pesky antennas which are beginning to dot the roofs of these beautiful buildings.



Cecilia Hitte, Director of YALI and PCV Ellen Evans, TEFL instructor go over a book for classroom exercises. Ellen, who is from Connecticut, has an English degree from Providence College.

which was initiated last year consists of PCVs working in village secondary schools. Because of the priority Yemen has placed on learning English, it is mandatory in the secondary schools.

Urban Planning

Peace Corps is participating in an international project, begun in 1986, the restoration and preservation of the Old City of Sana'a. Dutch, German, Japanese, Italian and American architects and planners are working together with money donated by

the European community. Peace Corps provides Volunteers.

The Old City is about 2,000 years old and is one of the oldest continually operated cities in the world, older, in fact, than Cairo. It is recognized by UNESCO as an International Historic Landmark. Due to many reasons, including rapid modernization, people began to move out of the Old City into the suburbs which offered more modern conveniences. The City Council, in an attempt to keep people from leaving, began paving roads with stone and built a sewage system. About 45,000 people live in the Old City. Currently, three PCVs work on the Old City project: Tim Kennedy, a civil engineer; Nick Arnis, an urban planner and Mike Jesso, an architect. Bruce Palock, another architect, COSed in August. Much of their work is in documenting old buildings which are restored by the various international agencies.

Bruce and Mike documented samsaras, the old caravansaries where goods and animals were kept for the caravans stopping in Sana'a on the Old Spice Route. A samsara documented by a former PCV Jamie Stone, is currently under reconstruction by the

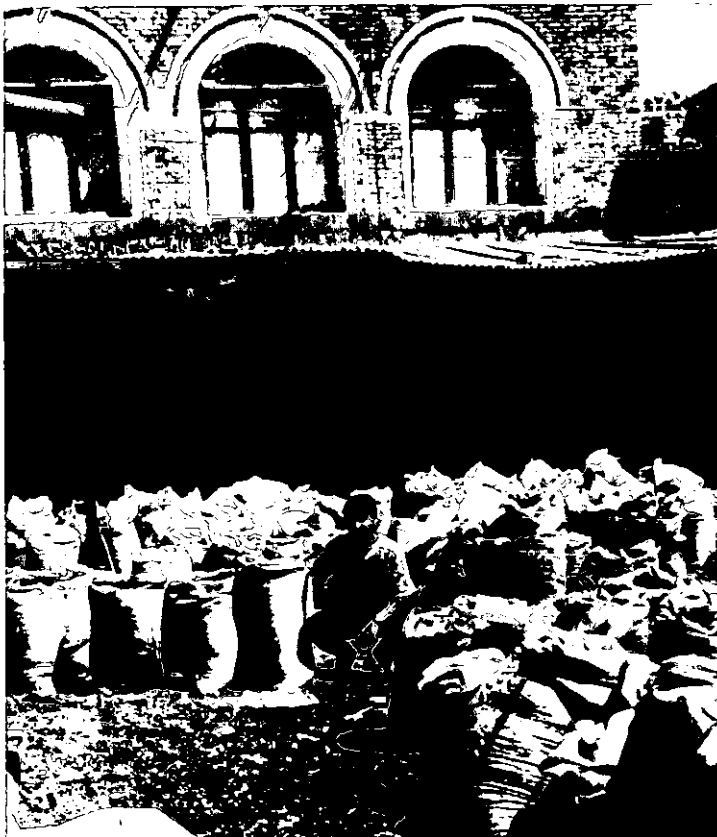
Pennsylvanian Jan Kalbaugh sits on the steps on her house in Sana'a, in Al Qa, the old Jewish quarter. The house, typical of those in the area, is built around an open courtyard. An English graduate from Warren Wilson College in North Carolina, Jane is a YALI English teacher. Prior to Peace Corps service Jane was a literacy volunteer in Mexico. When asked what she had learned from living in Yemen, Jane had quite a lot to say. "Before Yemen, my concept of the Middle East was created by all the news reports of terrorists and bombings. Now I know that not every country in the Middle East is not like Iran. In fact, one day some friends and I were coming back from a beach in Hodeidah and a member of the PLO stopped to give us a ride home. Also, it was an amazing experience to be here in Sana'a when the leaders of Iraq, Egypt, Jordan and Yemen met for a peace summit. I'll bet no one in



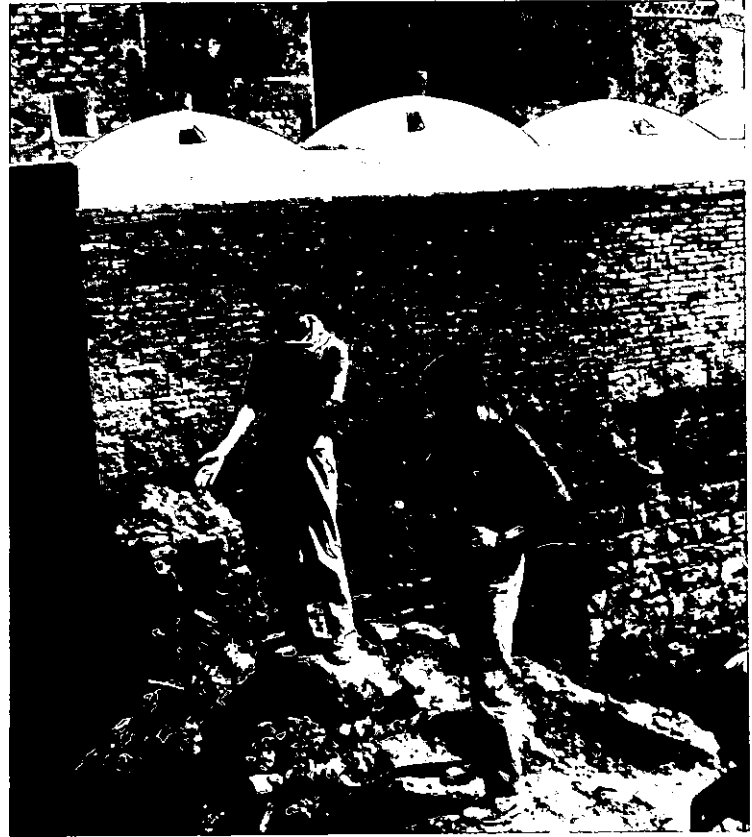
the States heard about that! Yemen was very proud of the entire event." (Sadly, Jane, not many of us heard about it.)

Norwegians. Mike Jesso is working on the old customs house, jumrook, now used as the raisin market, for future restoration by

the Dutch. After restoration, these buildings will probably have other uses such as clinics, schools, communication centers,



The Samsarah Jumrook (Old Custom House) is currently used as a raisin warehouse and distribution center. Funds for the restoration were provided by the Dutch government. The architectural documentation was completed by PCV Mike Jesso who is pictured here.



Restoration proceeds on Hamman Madhab, one of the city's many elegant public baths. Documentation, design and construction supervision on this project were done by Nick Arnis and Tim Kennedy.

post offices or historical and cultural information centers for tourists.

Nick Arnis, known locally as Arnie due to the unsavory translation of his name in Arabic, and Tim Kennedy struck on the idea of renovating the public baths in the Old City. Combining their efforts both of them felt it was a worthy project because in their present conditions, the toilets were health hazards. The original idea was to collect the waste matter and render it usable for compost on gardens. The idea was rejected by the Old City office due to the love affair with the modern flush systems. Tim and Nick agreed to the flush system since the SPA money financed only a quarter of the project and the remainder was provided by the Old City office. The project has begun and should be completed in April.

The Culture

All Peace Corps Volunteers have to adapt to new cultures and Yemen is a culture that has remained unchanged for centuries. Unlike many other Middle Eastern countries, it has never been colonized by a non-Islam power. It is an Islamic state and federal law

is Sharia'a or Muslim religious law. Special considerations are presented due to the Islamic precedent. For example, nurses may have difficulties examining female patients, many schools require separate classrooms and teaching often entails certain diplomatic qualities—how to avoid taboo topics and the explanation of women leading independent lives as characters lives' such as Jenny Snow or Carolyn Duval, are followed through a textbook.

There are often pressures to convert although nominally Christianity (which we are all considered as belonging to) is acceptable in the eyes of Islam, being one of the three monotheistic religions: Judaism, Christianity and Islam. Often Volunteers feel they are forced to change their identities because many Yemenis, even close friends, could never accept certain western ideals.

Clothing is one of the areas where Volunteers have made adaptations. For male PCVs shorts are the only "off limits" clothing article. For women, however, the dress code is more rigid. Most female Volunteers don't cover their hair, although the "baggier the better" prevails as far as clothes go. Baggy clothes that conceal the frame, long sleeves



Jack (John) DiBenedetto goes over material with one of his adult students at the NIPA program. Before Peace Corps service Jack was a teacher and a principal. From East Falmouth, Mass., he holds a masters in education and attended Boston State College, Boston University and the University of Santo Toma, Manilla, the Philippines.



An afternoon of refreshment, a qat chew and sodas at the home of PCV Nick Arnis. You can barely see the host in this photo. He's in the center of the picture obscured by the water pipe.

and trousers under skirts is a general practice.

Yemeni dress is still highly traditional in most areas. Men wear a short wrap-around skirt-like garment called the foota and an ankle-length white garment called the zinna. Many men also wear a head cloth called the mashedda, which is, incidentally becoming a popular fashion item in the West. The jambiya or traditional Yemeni curved dagger is often worn. Womens' dress depends on region. In Sana's most women veil and often when away from home, wear the sharshaf, consisting of an ankle-length skirt, waist-length cape and facial veil, usually black. Some women substitute the sharshaf with a long trenchcoat and head scarf and leave their faces unveiled. In many villages, however, women wear traditional garments with trousers underneath. They cover their hair but often leave their faces bare.

Volunteers sometimes find themselves treated with suspicion although some say they have never experienced this feeling. But despite the difference, Arab hospitality is very generous and many PCVs find themselves getting red carpet treatment.

Volunteers are often invited into homes for lunch and qat chewing. For Yemenis, lunch is the biggest meal of the day and the food is spread out on the floor with communal dishes. As in many countries, meat is considered a delicacy and is always offered to guests. One very Yemeni custom comes toward the end of lunch. A dish called selta, which is a soupy substance made with fenugreek, to which vegetables, rice and meat may be added is served. Selta is eaten by dipping bread into it and trying to scoop up bits of the ingredients. After lunch many Yemenis chew qat (pronounced gat) which consists of supple leaves from a qat bush. The leaves are stored in the cheek and after a while builds up into quite a wad. Many PCVs chew qat and a qat chew is perhaps one of the most important social gatherings in Yemen. People often sit and chew for six or seven hours. During this time everyone relaxes and enjoys the feeling of community. Often business is discussed and very important matters are decided.

Yemen is a very old country whose customs are sometimes obscured by the past. The people are proud of never having been colonized and proud of their revolution and the steps the republic has made and continues to make. But, like any country, the cultural beliefs may sometimes interfere with our concept of development. When working toward such development a Volunteer can be discouraged by the meeting between the ancient and modern worlds. And learning to balance all these variables is, in the words of PCV Rob Puccinelli, "Growth in itself."

Kat Francis
Peace Corps/Yemen

Before Java There Was Mocha

Visitors to Yemen are often surprised at the wonderful coffee found there but they shouldn't be. After all that's where coffee (known as mocha) began.

Long before the 10th century coffee was found growing wild in the areas then known as Arabia and Abyssinia. The local tribesmen crushed the bean, mixed it with fat and rolled the mixture into little balls, which they chewed, perfect for carrying on long journeys. Later on the beans were "marinated" in cold water which was drained off and used as a beverage. Sometime shortly after the year 1000, when the boiling of water became popular, the Arabs started crushing the beans and adding them (qahveh, similar to the now form, coffee) to the boiling water.

The people of the peninsula knew they had found a good thing—qahveh had a pleasing taste and stimulating qualities. They tried to protect their new beverage from exploitation. Meanwhile traders did a brisk business shipping the coffee beans out of the Red Sea port of Mocha, which subsequently became the synonym used for the remarkable beverage.

By the 13th century drinking coffee was a popular pastime in Arabia with most cities and towns having a qahveh klaneh or as we would say, coffee house, which was a center for visiting and exchanging the news of the day.

As more visitors and pilgrims passed through the country it was inevitable that green beans and plants would be smuggled out thus ending the peninsula's monopoly. The popularity of drinking coffee grew first in Turkey and spread rapidly through Europe. The Dutch succeeded in capturing plants and shipped their booty to Java (which they controlled) where the plants flourished.

Although the growing had become widespread throughout the world, coffee remained one of Yemen's leading exports until the 1980s. Lack of rain and other factors contributed to its decline.

But leading export or not, Mocha, with its rich almost-chocolate flavor, is still one of the world's favorite coffees.

Dixie Dodd



PCVs Theron Francis (foreground) and Tracy Badsgard work on their computers at YALI. Both are in the TEFL program there. Theron is from Detroit and graduated from North Michigan University with a degree in English literature. They just might be working on the Peace Corps/Yemen newsletter, *The Dove*, which they edit along with Pat Kane and Kyle Foster.

Making Music The Hard Way

Many PCVs are used to "starting from scratch." Sometimes before a teacher can begin classes he must first build a classroom. So it was when Morocco PCVs Bob and Kathryn Govier decided to start a chorus in Marrakech as a secondary project. Before they could "make music" they had to make the music and they needed a sponsor. Both came in the form of Dar America, (America House), the cultural center of the United States Information Service.

Most of the group of 60 singers who came for the first rehearsal at Dar America did not know a whole note from a half or one note from another. None had ever seen a sheet of music for no printed music is available in Marrakech. So, one of the first items of the day for the Goviers was to find a copy machine on which to "make" the music.

Necessities were met by the staff of Dar America. They provided a rehearsal room, a copy machine and ultimately, a piano. The

piano, one of the few in Marrakech, was moved from the home of Dar America's Director to the center itself.

The chorus, made up of amateurs from all walks of life, started out by learning the basics including songs such as *Three Blind Mice*, *Row, Row, Row Your Boat* and *You Are My Sunshine*.

In the beginning, rehearsals were scheduled for the evenings but were moved to
(continued on page 12)



PCV Kathryn Govier (left) and Dar America Director Vivien Walker (right) pin ribbon on singer Rkia Boulhi.



After the concert the singers celebrate.



Conductor Robert Govier runs the chorus through a warm up.

International Development Employment

Many PCVs in the field are writing to inquire about international development employment possibilities after Peace Corps service.

First, please see the articles entitled "Is There a Future in Development for You?" and "International Development Intern Programs" from the July/August 1989 issue of *Peace Corps Times*. Following is additional information for consideration. Once you return to the US, call RVS for more details about resources and development-related vacancy announcements.

What is needed to enter the field of international development?

There are three main areas of qualifications for entrance:

• Technical Skills Gained Through Study and Experience:

International development employers are not interested in degrees in international affairs or international relations. Instead they seek applicants with technical expertise, such as agricultural economics, health education, soil science, business, forestry, water systems, etc. Further, they want that experience to have been gained through both academic study (almost always a Masters degree) and field experience.

• Field Experience in the Developing World:

Three to five years of field experience is usually requested. Two years of Peace Corps, then, is only a beginning step. PCV experience is known in the development community, however. Technical (i.e. not in a formal education setting), village-level experience; work with host country persons/organizational unit and work with development organizations in addition to Peace Corps are considered to be valuable experience. Obviously, field experience in the country or area of the world for which the development organization is recruiting would be a plus.

• Language Skills:

Fluency in the indigenous language is the usual requirement in French, Spanish and Arabic-speaking countries. (An FSI level of 2.5 or 3 is usually required.) At all times, fluency in the native language, whether it be Nepali, Swahili, Fijian, whatever, is sought. Having the skills to communicate in obscure languages can pay off only if development agencies are recruiting for the countries in which those languages are spoken. Computer skills are increasingly important. List the hardware and software packages with which you have experience on your resume.

What kind of job search is necessary for international development positions?

No new, magic job search formula for this field exists. You have to research the organizations (see below), make contacts, use whatever network you created overseas, hit the streets of Washington (that's where most of the development agencies are located)

and plan for a long search, just as all the books, COS conference facilitators, and career counselors advise. At your COS conference, you will receive a CAREER RESOURCE MANUAL with general job search advice.

There is one peculiarity to the field, however. Detailed resumes are acceptable and expected. Two to three pages, depending upon your experience, are okay. Be as clear and detailed as possible about what type of position you are seeking. Applicants who write that their objective is "To work with a development organization, utilizing administrative, language and technical skills," will get less attention than applicants whose objectives read more like "To develop, implement and/or evaluate maternal and child health care programs in west Africa." A suggested resume format should be objective and include a summary of qualifications; quick listing of employment titles, dates, and sites; detailed, functional, skill-based description of experience; language and computer skills and education. If you are unfamiliar with a functional resume format, check out the resume section of your CAREER RESOURCE MANUAL. Some job-seekers (and some employers) don't like the functional format. A second suggestion is to list past experience chronologically, by position, but to break down the experience descriptions within each position into functions.

What resources are available to research international development organizations?

Development organizations are of several types: government, such as USAID and the United Nations; private voluntary (non-profit) organizations (PVOs), such as CARE, Catholic Relief Services and Save the Chil-

dren and for-profit consulting firms. RVS knows about and subscribes to many directories and job vacancy bulletins. Call or visit us upon your return and we'll give you the best information we have.

Finally, a "they-pay-me-to-compile-and-pass-along-good-information-so-I-better-be-clear" note of caution to those considering development careers. Development positions are hard to find even when you meet completely all the criteria listed above. Your Peace Corps service is a good step in the right direction toward a career in international development but is certainly not all that is needed.

Nedra Hartzell
Returned Volunteer Services



(Making Music)

weekends to accommodate the Muslim culture's custom of women being at home after dark. A steering committee was elected (after a spirited campaign) to make policy and set goals. After the logical choice of a concert was made, work began in earnest with twice weekly rehearsals.

As the date for the concert drew closer, the chorus, which started with 60 untrained voices, had been culled through seven months of work to 32 accomplished singers. The concert was held in Dar America's garden with the French Cultural Center providing the risers to add another international touch.

The program selected for the outdoor concert was entitled, *From Broadway to the Beatles*—a far cry from *Three Blind Mice*. Some of the songs included were *California, Here I Come* and *The Eyes of Texas Are Upon You* (no doubt a little partisan selection here), *What the World Needs Now is Love*, *Blowin' in the Wind*, *Cabaret*, *On a Clear Day* and the finale of course, *I Want to Hold Your Hand*.

About the Goviers—Robert is a TEFL Volunteer at Universite Cadi Ayad. He received a bachelors degree in music and a masters in German both from the University of Texas. He holds a doctorate in German from the University of Iowa. Kathryn works in rehabilitation in the special education program in Marrakech. She has a degree in music from North West Missouri State University and is certified to teach the handicapped by Glassboro State College, New Jersey. They call New Braunfels, Texas home.

Education Notes

Dean Kenneth Hoadley (RPCV Colombia) encourages PCVs to consider the Arthur D. Little Management Education Institute's (MEI) intensive, 11-month master of science in management (MSM), a degree program that provides management training for international development. The curriculum emphasizes practical strategies that are relevant to the needs of countries undergoing rapid economic change. Participants are professionals from (typically) 25 countries. At 95%, MEI has the highest international enrollment of any graduate school in the United States. The dean, participant affairs advisor, in-country training program director and many of the US alumni are RPCVs. For more information: contact Judith Francis, MEI, 35 Acorn Park, Cambridge, MA 02140. Phone 617-864-5770.

Feature

Nepali Sign Language Dictionary

नेपाली सांकेतिक भाषा
Nepali Sign Language



शब्दकोश
Dictionary

Editor's note: The author of this article, Patricia (Trish) Ross, worked as a Special Education Volunteer in Jamaica from June 1983 to September 1985. She then transferred to Nepal where she worked in Deaf Education from September 1985 to June 1988. Pres-

ently, Trish is a graduate student at Gallaudet University, working towards her Masters in Multihandicapped Hearing Impaired Education. Trish is also a Graduate Assistant at the National Information Center on Deafness (NICD).

A crowded little airport, garlands of flowers piled up to my nose, the final Namaste with hands clasped together and a bow of the head, tears, a customs check, and then one last glimpse through the glass. Through the tears I saw 45 deaf friends shouting "I love you" in American Sign Language. I was leaving Nepal. Three years earlier I had flown to Nepal from Jamaica. I arrived in Jamaica with an undergraduate degree in Elementary Education. I had also completed one year of my Master's work in Special Education. In Jamaica, I worked for two years as a Special Education Volunteer, working with students with a wide range of disabilities. Like most volunteers, I considered the option of ETing as well as extending. After my service in Jamaica, Peace Corps gave me a transfer to teach at a deaf school in Nepal. I had taken one sign language course in the U.S. and I was anxious to learn more about sign language and deafness.

A New Direction for Deaf Education in Nepal

Ironically, upon my arrival in Nepal I discovered that Nepali schools of deaf children followed the oral philosophy in educating deaf children. The oral philosophy stresses speech training and speechreading. Speechreading is a combination of watching the speaker's lip movements, facial expressions and body language to figure out what a person is saying. Sign language is not allowed in a strictly oral classroom.

The first school for deaf children in Nepal was established in 1966 by Ms. Indira Shrestha and a few parents of deaf children, with the help of a Peace Corps Volunteer. Presently, Ms. Shrestha is the principal of the school for deaf children in Kathmandu and is considered the authority on deafness in Nepal. Since 1966, three additional schools have been opened in different parts of the kingdom. All schools are governed by the Welfare Society for the Hearing Impaired (WSHI).

For my first year I was sent to Western Nepal to teach in a small village called Surkhet. This was an attempt to give me experience in the village, and to help me gain



The author takes a picture of students in Bhairahawa demonstrating the sign cook. In the background, Nirmal Devkota, one of the artists, and one of the older students from Bhairahawa, discuss the proper positions for the sign cook while the author focuses for the picture.



In Surkhet, three students demonstrate the three positions of the sign for cabbage. After returning to Kathmandu, this photo will be used to draw the illustrations for the sign.

some skills in the language, learn more about the culture and learn about the Nepali school system.

The second year of my Peace Corps service was to be spent in Kathmandu. No one was quite sure what exactly I would do. A special education problem solving workshop was set up to help establish an agenda for my second year. Working with Ms. Indira Sherestha, we decided that, possibly, it was time to introduce the *total communication* approach in teaching Nepali deaf children. *Total communication* uses all available means of communication in order to teach and communicate with deaf children. This educational philosophy includes speech, speechreading and sign language.

Sign Language Commonly in Use by Deaf Nepalis

The initial stumbling block in initiating total communication in Nepal was the lack of any recorded sign language. Many people did not know that there was a fully developed system of Nepali signs. Despite the fact that sign was not used in the schools, the deaf people, out of their own need to communicate, had developed an intricate system of signs. The recording of this language would make it more visible, more concrete, more acceptable and more available for people outside the deaf community to learn. It would also make Nepali Sign Language available as an educational tool, if and when the time became appropriate.

Nepal is a popular place for world travelers. The deaf adults had met many deaf travelers. These deaf role models encouraged the Nepali deaf adults to develop their sign system and to share signs from their countries. Influence from other countries is seen in some of the signs used in Nepali Sign Language. For example the British two handed *manual alphabet* (a system for depicting each letter of the alphabet using the hands) is used in many signs. The sign for Kathmandu is a two handed K. The sign for the town of Pokhara is a two handed P plus the miming of rowing a boat. The P represents the first letter of the name of the town, the rowing action illustrates the canoes that are a very popular way to enjoy a day on the lake in Pokhara.

"Why not use American Sign Language . . . ?"

Many people ask, "Why not just use American Sign Language or some other already developed sign language in Nepal?" The problem with this is that sign languages are specific to the culture of the country. Here is an example to illustrate my point. Take the word marry. The sign for marry in American Sign Language is two hands

Signs for Marry



marry

American

clasped together. This makes sense in our culture as it signifies the clasping of hands in marriage. In Nepal however this makes no sense as the bride and groom do not hold hands. Instead, the sign for marry is miming the playing of a drum. This represents the band which in Nepali culture leads the bride and the groom in their procession through the streets.

Both signs are perfectly logical within their own culture but if used in the other country, they would have no significance and therefore would not be valid signs. For this reason it was important to record Nepali Sign Language, a language that had ties with Nepal's culture and customs.

A Search for Funds

With the need for recording Nepali signs established, the question of funds arose. Through the Peace Corps Partnership Project we were able to obtain funds for the development and printing of 1000 sign language books. We had seven donors who contributed three fourths of the total cost of the project. The Welfare Society of the Hearing Impaired had agreed to pay the artists' salaries which made up the remaining one fourth of the total cost.



Some of the kindergarten students drop by the author's office to watch the signs being drawn and to pose for a picture.



बिहा गर्नु

Nepali

Collecting the Signs

When I first arrived in Kathmandu after my year in the village, no mention of the book was made. I was asked to teach one English class and otherwise given no structure. No schedule was given to me, nor were meetings set up to initiate the *Nepal Sign Language Dictionary Project*. Nonetheless, I was anxious to start learning the signs used by the children at school. I looked to the students for help, support and friendship and they provided these things in abundance. For the first few months in Kathmandu the students at the school for deaf children were the only members of the deaf community that I came in contact with. They were my link to the language of the deaf community.

I started working with one student to collect the signs. I would write down a Nepali word and he would teach me the sign for that word. We did this during the school recess break. Other students watching us took an interest in our activities. Each day more students would join us to help with the project. Within a week I was no longer working with one student; I was working with as many as 20 or 30 students. I would write down words and the students would discuss and argue about what the proper sign was. Slowly and patiently the students taught me their signs, their language.

Involvement in the Process of Deaf Adults

Several months after my arrival in Kathmandu, I met two graduates from the Kathmandu Deaf School. Previously I had been told there were only a few deaf adults and they would not be very helpful. Fortunately, this information proved to be quite incorrect. Through these initial contacts I learned about the Deaf Club, an organization of about 30-40 deaf adults. I was invited to a club meeting. The members were surprised to see that I knew some Nepali and Nepali Sign Language. I was surprised that they understood my Nepali and Nepali Sign Language.



A Deaf Club meeting. The Deaf Club meets in a empty shed behind one member's home in Kathmandu.



In Kathmandu, a few deaf friends and the author stop to talk. Gradually the crowd around the signing group grows and grows.

I started attending club meetings and was welcomed and accepted by the deaf community. Later, my friends told me that they were a little suspicious because I was hearing and they didn't believe that a hearing person wanted to be their friend without taking advantage of them. The deaf adults had a long history of disappointments dealt to them by hearing people.

Serving as a Link Between Deaf People and the Hearing World

With the additional support of and contact with the deaf adult community, I was able to learn and use Nepali Sign Language. I soon became the first interpreter for the Deaf Club.

The deaf community quickly became my community. They were my friends, my family, my social and professional life. We took trips together, worked together and shared experiences together. I never really understood why we became so close and seemed to understand each other so well even though we were from such different cultures. I think a lot had to do with the fact that we were all outside of the mainstream, not really accepted totally by society as a whole. I was on the outside because I was an American. They were on the outside because they were deaf.

People used to call me the *lati Americani*, the dumb American. *Lati* means *dumb*, carrying the dual meaning of stupid and unable to talk. Wherever we would stop, hearing people would crowd around and just stare at us. Being an American, I always felt as if I was in a fish bowl. However, when you added a crowd of deaf people signing, the amount of attention directed toward us in-

creased even more. Conversation would start up around us with exclamations of, "the American's dumb too."

I chose most times to ignore it, though once in awhile I would blow up and shout, "I'm not dumb, my friends are not dumb . . ." My deaf friends would be petrified. One moment we would be having a nice conversation and the next minute my face would turn bright red, my hands would be flying and my lips would be moving in anger.

A Grassroots Success

Other times I'd remember that the people staring at us were just uneducated about deafness and I would try to explain deafness to them. One time we were travelling to see a famous temple. A man asked me if my friends were *lati*. I explained to him, using my standard speech: that "My friends are not dumb; they cannot hear. The reason you do not understand their speech is because they have never heard the words they are saying. If you never heard the word *Ama* (mother) how would you know exactly how to say it? My friends are educated . . ." A half hour later, as we stood outside our hotel, a man passed by and laughed, calling us *latos*. The man that I had spoken to previously went up to the man who yelled at us and said, "They are not dumb; they cannot hear. The reason you do not understand their speech is because they never heard the words they are saying. If you never heard the word *Ama* how would you know exactly how to say it . . ." SMILE!

By this time, nine months had elapsed. I had only four months left in my Peace Corps service, but what had we accomplished? We had the funds necessary for the project, the

support of the deaf community, and the permission of the government to go ahead with the project, but the actual process of writing down the signs had not started and deaf Nepalis outside of Kathmandu had not been consulted yet. I extended for another six months.

ICE Almanac

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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, DC 20526.

Increased Community Involvement

The project continued. The deaf community actively helped with the collection of signs and the recording of their language. The Deaf Club held extra meetings so that we could go over lists of words to find the different signs used by the members. The members were active in every phase of the project.

Two deaf artists did the actual recording of the signs. For five months, seven hours a day, six days a week, they drew, redrew, changed angles and lines, simplified, added, adapted, drew, traced and redrew the illustrations to depict the signs.

Recording the Variety of Signs Throughout the Country

In order to see the variations of signs within Nepal, we spent over a month travelling and meeting deaf people throughout the kingdom. The two deaf artists traveled with me to more than 10 different villages in Nepal to collect the signs used by deaf people in various towns. That trip was filled with wonderful experiences and many frustrations. When we arrived in a town we would contact schools for deaf children or deaf people that we knew lived in that area. People, trying to be helpful, would say they knew a deaf person. We would follow up these leads. We walked down many dirt roads and visited many homes, only to find a mentally or physically disabled person rather than the deaf person we were expecting. In one town we were taken to a school for blind children.



As the group stops for tea, many passersby stop to watch the deaf language.

The wonderful part about the trip was the real deaf people we did meet. We spent entire nights talking. We recorded the varieties of signs by taking photographs of signs

in different areas of the country. After we returned to Kathmandu, the artists used these photographs to draw the illustrations for the book.

Finally, the Book Is Printed

After six months of work all the signs were drawn and ready for press. The final two weeks of the project, we spent all day in the Deaf Club pasting down words to match the pictures and organizing the signs into pages and chapters. We sent the book off to the press, thinking we had made it, thinking that the book would soon be in our hands; however, bureaucracy, changes, discussion about the book's distribution and politics held up the publication.

Again, my Peace Corps time had run out. I left the project in the hands of PCVs Alan and Daisy Cartwright. Thanks to Alan and Daisy, the book was finally published and is


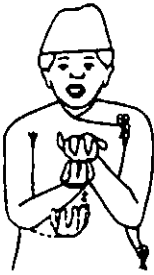

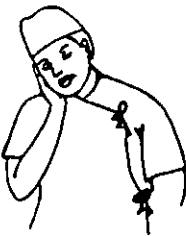

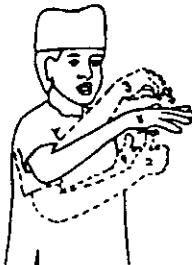


now available to the teachers and students of the Nepali schools for deaf children. Daisy is now working with one of the illustrators of the book to provide teacher training in Nepali Sign Language for the teachers of the four schools for deaf children in Nepal.

The Nepali Sign Language Dictionary itself is a 250 page paperback with 36 chapters illustrating over 1200 signs. Each sign is illustrated with the Nepali and English translation provided below. It was decided to add English to the book so the deaf students would have the opportunity to learn the English vocabulary.

The Nepali Sign Language Dictionary was dedicated, after much debate, to the Deaf People of Nepal. In fact, that is the only appropriate dedication. The book is the culmination of their work, and it depicts their history, their language.

Patricia Ross

A page from the Nepali Sign Language Dictionary

 <p>बोक्नु carry</p>	 <p>पकाउनु/तताउनु cook/heat</p>
 <p>पिस्नु grind</p>	 <p>सुत्नु sleep</p>
 <p>उठ्नु get up</p>	 <p>बाल्नु light</p>
 <p>पुक्नु wipe</p>	 <p>माक्नु scrub</p>

Tips for PCVs Working with Students with Hearing Loss

As Volunteers who work in the classrooms of Peace Corps countries know all too well, we are given classrooms with such a wide variety of students that we don't really feel qualified to teach them all. The fact is, that at the moment we are in the classroom, we are the teacher, we are the best that those students have at that particular time. So we try to manage, adjust our teaching, give extra help, try to learn more, adapt, and just try to make the best of what we have. In many ways we're all special educators. All people are in some way special, having some need, disability, skill, deficiency or talent that makes them special.

As a Volunteer in deaf education, fellow Peace Corps Volunteers trying to do their best with all their students asked me for help. This was a common scenario: "I have this kid in my class, I think she is hearing impaired. What can I do? Can you come out to my village and see her?"

I couldn't always go to the Volunteer's village to help, but I could offer some advice. Following are some basic tips which should be useful to any Volunteer who suspects he is working with someone with a hearing loss.

Your first job in such a situation is to determine to the best of your ability if the child is hearing impaired. Some signs that may indicate that a child has a hearing impairment are:

- The child does not respond when called;
- The child starts to fall behind in school work;
- The child does not understand what you are saying and frequently asks you to repeat what you have said;
- The child has problems pronouncing some words;
- The child does not seem to participate in large group instruction and seems to lose interest.

Obviously, there are many students who display the above mentioned characteristics but do not have a hearing impairment. You can use your common sense and other observations about the child's behavior to determine if problems in the classroom are related to a hearing impairment.

Medical problems can lead to temporary hearing impairment. Otitis media is a disease of the middle ear that is very common in young children. At the time the child has otitis media there is a build up of fluid in the middle ear; this affects hearing temporarily. If left untreated, it may cause a permanent hearing loss.

If you have a student that complains of an earache or has pus in his ear, have the child see a doctor. A child with an earache left

untreated can develop an infection that can cause hearing loss. I had a student in my class in Nepal that had an infection so severe that pus filled his ear. The doctor said he had probably had the infection for over a year and that it would require daily cleansing and antibiotics for at least that long to clear up the problem. Meanwhile, this infection blocked his ear canal causing temporary hearing loss. At least part of the damage to his ear would probably be permanent, resulting in a permanent hearing loss.

For the child that you suspect has a hearing impairment but has no visible medical problem, it is still advisable to have a doctor look in the child's ear. The next step will depend on the facilities available to you. If you are near a hospital, deaf school or clinic you may want to check with them to see what kind of equipment they have. In Nepal the four schools for deaf children had audiometers. Audiometers are machines that test hearing. (You probably remember the audiometer from when you were in school. Once a year you would go to the nurses' office and they would put a head set over your ears and you would hear little beeps. You were supposed to raise your hand on the side that you heard the little beep.) If possible you should refer the student to a professional trained to test hearing in order to positively determine if the student has a hearing loss.

Whether you are able to have the child's hearing tested by a professional or you just suspect that he has a hearing loss, you will need ways to work with this student in your classroom. (If there is a school for deaf children in your area that might be a better placement for the child, that is also an option to consider.)

For the Peace Corps Volunteer that does have a hearing impaired child in the classroom, here are a few suggestions:

- First and most important, be aware of the child's hearing impairment and be willing to make some adjustments;
- Seat the hearing impaired child near you so they get the maximum benefit of your voice with less interference from outside noises.
- Slow down your speech a bit and monitor the hearing impaired student's attention and understanding.
- Make sure the hearing impaired student sits where he can see you. Be conscious of the fact that many hearing impaired students depend on visual cues to compensate for things that they do not hear.
- Always speak so you are facing the class so that the hearing impaired student can speechread, or look at your mouth and face, the shapes and expressions to help him figure out words that he did not hear. Don't turn around to face the chalkboard while you are still talking.
- For the same reason, keep your mouth in clear view, don't cover your mouth or

chew gum. These actions make speech-reading very difficult.

- Make sure the light is good and that light is not shining in the hearing impaired student's eyes.
- Give the student an outline of the class discussion before class. This will help him to be prepared for what will be taught. It is much easier to hear and speechread words if you know what they may be.
- Have another student in the class take notes for the hearing impaired student. Make sure it is a good student that will be able to provide comprehensive notes. If the hearing impaired student is too busy writing things down he may miss out on what is said while his head is down writing notes. These notes may be able to help the hearing impaired student get information that he was not able to get during class.

Having a hearing impaired child in your classroom, village, or city is an exciting challenge; it is an opportunity for Volunteers to show others that differences between people can be overcome. Modeling acceptance of hearing impairment or any special quality a person may possess is the best education one can provide.

Patricia Ross

The DEAF WAY

An International Festival and Conference on the Language, Culture and History of Deaf People

Editor's note: The author of this article, Donna Platt, served in PC/Philippines from 1982 to 1986 as a Deaf Education Volunteer. She is currently a second year graduate student in Educational Technology at Gallaudet University.

The DEAF WAY conference/festival hosted by Gallaudet University, the world's only university for the deaf, was held in Washington, DC on July 9-14, 1989. This event was the first of its kind and consisted of culture, history, sign language, arts, theater and much more of and by deaf people. The main purpose of this event was to encourage people, both deaf and hearing, to share, exchange, understand, and respect each other culturally.

5000 people from 80 different countries attended this exciting event, and the mixture of pantomime, gestures, and signs which they used to communicate presented a challenge to everyone. Many people do

not realize that each country has its own sign language. Not everyone could understand sign language from outside his own country, so pantomime, gestures, and some signs were relied on to get messages across. Often it is easier for deaf people from different countries to communicate with each other than it is for hearing people with different native languages, simply because deaf people are accustomed to using a wider variety of channels to communicate.

The most encouraging accomplishment of the DEAF WAY was that deaf people had the experience in leading their own presentations/performances. There were more deaf lecturers than hearing lecturers and almost all performers and artists were deaf. In previous international conferences related to deafness such as the International Congress of Education of the Deaf, World Federation of the Deaf Conference and others, many participants and observers from developing countries were hearing people; thus deaf people tended to be dominated by hearing people and did not have opportunities to meet deaf people from other countries, to learn new information, and to develop their leadership, artistic, and/or public speaking skills. One of the purposes of the DEAF WAY was to expand the horizons of both hearing and deaf people from all over the world in order to increase the appreciation of what deaf people do and can do.

Presentations, art exhibitions, and exhibits of organizations, devices for the deaf, books, and many more were held at the Omni Shoreham hotel in downtown Washington, DC, during the daytime. There were approximately 36 sessions (two plenary addresses, six symposia, 28 workshops (smaller group sessions for 25-150 participants) daily. Some sessions had two or three presenters. Since the DEAF WAY was an international event, there was a great variety of dialects and sign languages; this made every presentation unclear to much of the audience, so voice and sign language interpreters in various languages were provided. The interpreters played an important role as they helped convey messages between two parties with different communication modes in order to make meaning understood. In most presentations, groups of people from the same countries sat together so they could watch an interpreter who used their own sign language. Also, interpreters using gestures (as differentiated from a formal sign language) were available to accommodate deaf people when there was no interpreter using their native language. Often there would be American Sign Language (ASL) interpreters on the platform, while another interpreter would watch the deaf presenter and voice in their mutual dialect. Still another voice interpreter would listen to dialect and then translate it to another language. The next

interpreter would convert it into sign language.

Communication: Special Needs, Special Care

Elaborate preparation was necessary in order to make the presentations understood by the largest number of people possible. In larger plenary sessions there were three teams of voice interpreters: English, Spanish, and French. Hearing people in the audience and interpreters could listen through translator earphones/receivers. Sometimes there were additional languages, depending on which country the speaker was from. In addition, three video images were projected onto large screens: the middle one was the presenter using sign language, voice, or both and below him were English subtitles. The American Sign Language interpreter was shown on the left screen while an interpreter using gestures appeared on the right side.

Some examples of presentation topics

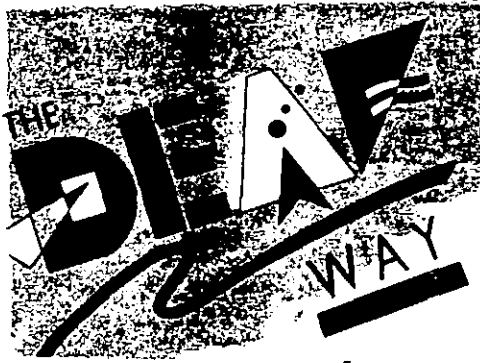
- In her workshop *How to Make a Good Presentation on Deaf Culture*, Dr. Barbara Kannapell, an American deaf sociolinguist and consultant on Deaf Culture, pointed out that there were increasing demands for deaf people to give Deaf Culture presentations. She stressed that information on the type of audience, length of presentation, and format must be known prior to preparing a presentation. Also, she added that it was important to emphasize the positive contributions to society made by deaf people rather than promoting negative stereotypes of deaf people. Dr. Kannapell described different aspects of Deaf Culture, including communication, sign language, meaning of culture, technology, behavior norms, values, deaf folklore, deaf history, and others. She emphasized the difference between Deaf Culture and Deaf Awareness (information about deafness such as degree of hearing loss, communication modes, tips on how to communicate with a deaf person, misconceptions about deafness, etc.).
- One of the plenary sessions was on *International Human Rights and Deaf People*. It was led by two Americans, Mr. Hurst Hannum from the Institute of Peace and Dr. Mary Malzkahn, a deaf faculty member of Gallaudet University. Mr. Hannum, a lawyer, discussed a number of basic tenets of human rights which could apply to the conditions of deaf people in the world. These were: 1) the *Universal Declaration of Human Rights* (protection of rights of religious and linguistic mi-

norities); 2) the *Declaration on the Rights of Disabled Persons* (the right to treatment and education that enable them to develop their capabilities and skills to the maximum); and 3) the *International Covenant on Economic, Social, and Cultural Rights* (education should be available to all people in order to strengthen development of the human personality, sense of dignity, and respect for human rights and fundamental freedoms). Dr. Malzkahn added that deaf people in all societies should work through the *World Federation of the Deaf (WFD)*, an international, non-governmental central organization of national associations of the deaf, affiliated with the United Nations. WFD's main concerns/emphases are: removal of barriers to communication; language policy; improvement in sign language; education of the deaf; access to information and agencies; and living conditions of deaf people in developing countries.

- Mr. Kampol Suwanarat, of Thailand, was the only person from a developing country to present a plenary address. In *The Concept of Deaf Culture*, he shared a number of aspects of culture of the deaf in Thailand, including: the history of the deaf community; attitudes toward sign language among hearing and deaf people; deaf and hearing cultures; and self-help projects in the deaf community in Thailand.

Workshops by People of Developing Countries

- *Discrimination Against Deaf People in Developing Countries and Non-Western Nations* presented by Stephen Dhalee of Bangladesh.
- There were a number of workshops on development of sign language dictionaries. Examples include: *The Development of a Dictionary of Namibian Sign Language*; *Deaf Sign Researchers in a Developing Country: Thailand/US Cooperation*; *Sign Language Research in India*.
- Myriam de Lujan of Venezuela discussed her study on language acquisition via Venezuela's sign language of deaf children from birth through three years in her presentation entitled *Early Intervention with Deaf Children: A Bilingual Experience*.
- Richard Calume of Colombia discussed the process followed in producing the *Directory of Associations of the Deaf in Latin America*.
- Examples of other workshops were *Deaf History and Deaf Culture in Pakistan*; *The Origins of Deaf Communities in Brazil*; *Cultural Transmission and Deaf People in Burundi*.



The DEAF WAY After Hours

The International Club tent was the main location for socialization in the evenings on the Gallaudet campus. The tent, which could accommodate approximately 1500 people, was filled with performances by, among others, storytellers, mime artists, comedians, magicians, and folk dancers from the Philippines, Sri Lanka, Ecuador, Turkey, Bulgaria, India and many other countries. All the performers were deaf. Indian, Filipino and Russian theater troupes were among those presenting plays. Several art exhibitions and a craft fair were also part of the celebration.

Deaf people from developing countries benefited greatly from the DEAF WAY because it helped open their eyes to the wonderful diversity and contributions of deaf people from all over the world. They broadened their horizons on the types of jobs, assistive devices, sign language, rights, and services/organizations available for the deaf in various countries. They had opportunities to share their talents, experiences and problems with other people, and to see that others shared similar problems. Most important of all, they developed networks, increased their self-confidence and their pride in their own sign language, and returned home feeling that they were not alone anymore. The DEAF WAY was an enriching experience for both deaf and hearing people from all over the world, and a unique opportunity for them to learn to understand and appreciate each other a little better. Even more importantly, perhaps, it gave thousands of deaf people the confidence and sense of pride which comes from sharing their own culture and life experiences together.

* * *

If you wish to order the proceedings of the DEAF WAY, you may send your name and address to:

The DEAF WAY
Gallaudet University
800 Florida Ave. NW
Washington, DC 20002
USA

Donna Platt

Deaf People Working Together

The workshop *Deaf People Working Together*, presented under the auspices of the International Center on Deafness, was held at Gallaudet University on July 15-19, 1989 after the DEAF WAY conference. The purpose of this workshop was to prepare deaf people from developing countries to develop confidence and skills which they could share with deaf communities in their own countries. Specific skills dealt with were: methods of teaching sign language; sign language research; goal-setting and its obstacles; understanding of organizational systems; and skills and proposal writing. The conference was organized on a volunteer basis by Chip Reilly and me. Mr. Reilly had previously worked with deaf people in Thailand for seven years under the auspices of the Oberlin Shansi Association and the International Human Assistance Program, Inc.

International Center on Deafness

The International Center on Deafness (ICD), the sponsor of the workshop, was established at Gallaudet University in 1974 in order to maintain close and strong bonds with other nations. The purposes of the ICD are to assist other countries in understanding, planning, establishing, and strengthening their educational, social, and vocational

opportunities for the deaf. It also provides: information on every aspect of programs for the deaf, including teacher training; technical assistance and consultation services via correspondence and/or telephone throughout the world; and internship programs and seminars for visitors, both hearing and deaf, who come to the U.S. to develop professional skills as well as to gain awareness of services for deaf children and adults. The ICD has participated in several pre-service training programs for Peace Corps Volunteers with assignments in Deaf Education.

Ten deaf participants of the workshop were from seven countries: Brazil, El Salvador, Guinea, Namibia, Nepal, Philippines, and Uruguay. The workshop also welcomed both deaf and hearing people who came as observers from Burundi, Chile, Costa Rica, Ecuador, Namibia, Nepal, Taiwan, South Africa, and the USA. Three trainers from Costa Rica and Thailand, knowledgeable of conditions faced by deaf people in other developing countries, worked alongside the American staff to make the workshop a success.

Mixtures of pantomime, gestures, and signs were used to get our messages across. Key words were introduced and participants compromised on which sign was to be used throughout the workshop for each word. Illustrations by deaf artists from Sri Lanka and Thailand were used to enhance communication in several sessions.



Communication: The Basic Challenge

Deaf children have unique communication needs. Unable to hear the continuous, repeated flow of language interchange around them, deaf children are not automatically exposed to the enormous amounts of language stimulation experienced by hearing children during their early years. For deaf children, early, consistent and conscious use of visible communication modes (such as sign language, finger-spelling, and Cued Speech) and/or amplification and aural/oral training can help reduce this language delay. Without such assistance from infancy, problems in the use of English [Editor's Note: or the child's native language] typically persist throughout the deaf child's school years. With such assistance, the language learning task is easier but by no means easy.

This problem of English language acquisition affects content areas as well. While the academic lag may be small during the primary grades, it tends to be cumulative. A deaf adolescent may be a number of grade levels behind hearing peers. However, the extent to which hearing impairment affects school achievement depends on many factors—the degree and type of hearing loss, the age at which it occurred, the presence of additional handicaps, the quality of the child's schooling, and the support available both at home and at school.

Excerpted, with permission, from *Deafness: A Fact Sheet*, by The National Information Center on Deafness and The National Association of the Deaf. Copyright 1989 Gallaudet University.

Workshop Highlights

—Mr. Clayton Valli, a deaf associate professor of the Department of Interpreting and Linguistics at Gallaudet University, led four sessions specifically on sign language. These sessions concentrated on the history of sign language and methods of teaching sign. To help participants understand what it felt like to be a beginning learner of sign language, he had them learn a newly invented sign language. Other techniques included a variety of games which could be used in teaching and learning signs.

—Mrs. Alice Hagemeyer, the first American deaf librarian, shared her life experiences with the group. She explained her struggles in establishing services for the deaf in the District of Columbia Public Library and how she works towards her goal of improving communication between deaf and hearing people.

—Dr. Yarker Andersson, a deaf professor in the Department of Sociology and Social Work at Gallaudet University and president of the World Federation of the Deaf (WFD), discussed several tacks which can be taken in establishing national associations to support deaf people. The WFD is an international non-governmental central organization of national associations of the deaf. As president of the WFD, one of his major concerns is learning about the conditions under which deaf people in all parts of the world live in order to report to the United Nations.

—Mr. Allan Fernandez, a deaf professor of deaf children in middle school in Costa Rica and director of the Secretariat Regional of Central America (an association of deaf people) discussed the establishing of the association for the deaf in his country. He described duties of each officer of the association and discussed methods of obtaining funding.

—Mr. Kampol Suwanarat, one of four founders of the National Association of the Deaf in Thailand, described the founding of this association. He also described the isolated conditions of deaf people in rural areas and the difficulties this causes in organizing associations.

—Dr. James Woodward, a hearing American linguist with the Culture and Communication Studies Program and the International Center on Deafness at Gallaudet University, encouraged participants to record all signs used by deaf people. He emphasized that signs vary with age group, location, time, etc. As an example, he pointed to his experience compiling sign language in several cities in India where he found the language to have major differences in cities which are very close together. Dr. Woodward described the origins of signs and how they influenced the deaf cultures in these areas.

—Mr. Anucha Ratanasint, a deaf sign language researcher in Thailand, demonstrated some examples of his native sign language and described where and how signs originated. He explained how deaf people in Thailand collected, drew, and organized signs for their sign language book. Both participants and observers shared techniques for compiling sign language books.

Recognition of Shared Goals

Goals for their deaf communities and obstacles to meeting these goals were discussed. Many participants were surprised to learn that other countries shared problems very similar to their own.

The Deaf People Working Together workshop was a unique experience thanks to the time, skill and expertise of volunteers, trainers and the participants and observers themselves, and all of their openness and willingness to share information and experiences. All of these aspects fit perfectly with the name of the workshop. It is the beginning of deaf people's dream for peace, humanity, and communication in this world.

Donna Platt

View of a Special Educator in Morocco

The author Caroline Wolf has twenty years of experience working with children and the families of children who are developmentally delayed, sensory impaired or have communication disorders. Most of that time was in the bush of Alaska. She has also worked as an interpreter for deaf adults. Her undergraduate degree in Deaf Education is from Fontbonne College in St. Louis, Missouri. As a PCV she has served as a Special Educator for the Deaf in two community-based schools in Harache and Sale, Morocco.

It's fall. We are in a room with six old rusty double desks. There is no glass in the windows. Not even a door in the frame nor a chalk board. Looking around there are no books to be found, no materials whatsoever on the rough cement floor. Yet a woman, with less than an eighth grade education, is happily greeting these first six pupils (five to eight years old). The children gaze up at her but do not speak. She begins by taking them on a field trip around the building. As

she talks she uses her hands to point out things in the rooms. From a bag she has brought from home she offers objects to each child. They smile, take the object offered, and continue watching her in fascination. In a little while, they try their wings and start to imitate her. And then one child sees the connection and it is like fireworks going off. He makes it known he wants the whole lesson again. His eyes will never be the same again. Something special has been added.

What's this all about? Why haven't these kids picked up their native language as toddlers around the home? Why aren't they given the same responsibilities as other children their age? Why aren't they enrolled in the regular school system with a certified teacher? These children are profoundly deaf.

Special education is a new idea here in the Kingdom of Morocco. The public schools in many areas are so over-crowded that double shifts are needed so that average children with no learning difficulties can go. There are no special education teacher certification programs here. But caring individuals are forming associations so that classrooms can be set up and for the first time children who are deaf will have a chance for formal education using the same curriculum outline as the public schools.

I am lucky enough to work with two programs, helping to set up classrooms, develop the skills of the women who have been chosen as teachers, and model-teach the children, using a *total communication* philosophy (i.e., using speech, signing, listening skills, visual and manipulative material, anything to help the child learn).

In the two years I have been here, I have seen marvelous beginnings. My Moroccan counterparts are taking more and more active roles in all facets of the process, from discussing progress with families to public relations work in the community. Their abilities in sign language, teaching speech, working on auditory training (in order to maximize the use of residual hearing), creating lesson plans and carrying them out are growing weekly. The classrooms have come alive with wonderful homemade materials. It's amazing what can be done with junk (cardboard cheese boxes, corks, all sizes and kinds of containers, scraps of wood, paper used on one side, buttons, old cards, magazines, cardboard rolls from toilet paper), creative minds and a willingness to work. Far better and more appropriate than store-bought goodies.

Ah, the children! Their numbers have doubled and tripled as the word spread about these special classes. The sheer delight on their faces as they become empowered with the signs and voice to convey what they want and to make themselves understood. For the first time they have some control over their own lives.

There is amazement in the voices of their parents and other family members as they relate how Bushiba or Mahajubu, Hayet or Kamel can now go to the local corner store and bring back exactly what they were sent for. Being able to accomplish simple tasks which are taken for granted by other children has given them a brand new sense of belonging and family sharing.

What is happening in these classrooms five hours a day? We have set up environments where the children learn through their eyes, ears, fingers, and smell and taste too, using voices, lipreading, signing—just about anything we can think of to get an idea across. By signing and saying things as they experience hands-on activities the children learn a variety of channels of communication.

The signs we use are based, as much as possible, on local natural gestures, so that the people without special training can understand the children and be understood by them. The Moroccan culture is highly gestural and rich in visual expression. When a local sign cannot be found we ask the kids or an older deaf person. If a sign that clicks is still not found, we use an American sign or the counterpart makes one up. Sometimes we check in the *Tetouan School Sign Dictionary* put together by RPCV Lynn Wissman-Horther and others for the program at their site in northern Morocco. It was written to standardize the basic signs used by the teachers at their school. It is based on American signs with local gestures used when possible. Hopefully in the future, a study can be made to catalog the signs in different regions of the country and see what specific linguistic rules are employed (i.e., explain how verb endings and plurals are made, where modifiers are placed, etc.).

Progress in this special program is slow; often we seem to be moving backwards. One example is a project we had for getting hearing aids donated and earmolds made. For a while the system was set up and working well but then we needed to look for new sources for aids that are durable and can be repaired in this country.

With respect to the training of counterparts, it needs to be recognized that as their skills increase they deserve an increase in pay. There is now talk of setting up a one-year training program for teachers of the deaf. That would be a great beginning.

The general public must be educated about what deaf persons can do, to understand that they have the same variety of abilities as hearing persons and they are not mentally retarded. When taught appropriately, deaf children can expect to go to university and/or choose any profession they like. Before this happens, however, curriculum for deaf children must mirror that of the public schools, making them competitive so that we are truly testing the

children's abilities, rather than our inabilities to teach appropriately.

Recruiting more teachers with degrees in Deaf Education for Peace Corps is critical. These volunteers can be true development workers as managers and counterpart trainers. Morocco is ready. Many of the resources are here. The expertise is missing.

Caroline Wolf

Gallaudet University Collecting Information About Deaf PCVs

WANTED: Information on Past and Present Deaf Peace Corps Volunteers!

Recently, a young Filipino girl approached me with a smile of gratitude and said, "If it had not been for you and other deaf Peace Corps Volunteers, I would not be here at Gallaudet!" She is living proof of the legacy of deaf Peace Corps Volunteers.

There is so little recorded information about these deaf Peace Corps Volunteers, their work and experiences. They had so nobly and so courageously gone outside the U.S. to serve as teachers, workers, role models and goodwill ambassadors for deaf children and adults living in other countries.

Gallaudet University is collecting this information. They are trying to gather the names of PCVs and RPCVs; their hometowns, their age at the onset of deafness, information about their families, educational background and the countries they served in as well as their date of service. Those people who contact Gallaudet are also encouraged to share their challenging, rewarding and frustrating experiences, and experiences in encountering culture shock. They are also interested to know if these Volunteers have continued to keep in contact with places that they used to serve.

This information along with pictures, copies of journals, letters, articles in newspapers or magazines will be bound and categorized in the Archives of the Gallaudet University Library. For information, or to send information, write to: Frances M. Parsons, Associate Professor, Gallaudet University Library, Washington, D.C. 20002.

Frances M. Parsons

BOOKS, BOOKS, BOOKS

ICE is offering the publications listed below on a first come, first served basis to Peace Corps Volunteers and staff. To find out if they are appropriate for your project, please see the abstracts in *The Whole ICE Catalog*. To order, write to Peace Corps Information Collection and Exchange, 8th Floor, 1990 K Street, NW, Washington, DC 20526.

FORESTRY/NATURAL RESOURCES

- FC017 Manual of Reforestation and Erosion Control for the Philippines
- FC031 Tree Planting in African South of the Sahara
- FC067 Agroforestry Species for the Philippines
- FC068 La Agroforesteria en La Sierra Ecuatoriana
- FC154 Food Aid and Natural Resources Programming Workshop: Mombasa, Kenya

HEALTH

- HE021 Health for All by the Year 2000: Strategies
- HE092 Nutritional Rehabilitation: Its Practical Application

SMALL BUSINESS/ MICROENTERPRISE DEVELOPMENT

- SB071 The New Venture Decision: A Step-by-Step Guide for Farmers
- SB073 The New Venture Decision: A Step-by-Step Guide for Retailers
- SB074 The New Venture Decision: A Step-by-Step Guide for Service Industry Businesses
- SB075 The New Venture Decision: A Step-by-Step Guide for Small Manufacturers
- SB076 The New Venture Decision: A Step-by-Step Guide for Wholesalers
- SB077 The One book Accounting System: A Step-by-Step Guide for Small Farmers

SPECIAL EDUCATION

- SE044 Disability Resources: A Directory of North American Organizations Active in Central America and the Caribbean

National Information Center on Deafness



The National Information Center on Deafness (NICD), located on the Gallaudet University campus, is a centralized source of accurate, up-to-date, objective information on topics dealing with deafness and hearing loss. NICD responds to questions from the general public and hearing impaired people, their families, friends, and professionals who work with them. Through its own efforts and through continued collaboration with agencies and organizations serving hearing impaired people, NICD collects, develops, and disseminates information on all aspects of hearing loss and programs and services offered to deaf and hard of hearing persons across the nation.

The requests for information come from parents and professionals who work with deaf and hard of hearing people. These include teachers, employers, public and social service agency personnel and members of the Gallaudet community. Many other questions are asked by students and others in the general public.

Sometimes the questions can be painful for the staff as well as for the person asking. One example: "My 23-year-old brother is deaf. My mother never sent him to school, believing that keeping him home was better. How can we help him now?" Inquiries like these frequently require a whole series of questions from a staff member, each one aimed at getting a clear picture of the situation and determining possible solutions.

Some questions, asked in complete sincerity, show misconceptions about people with hearing losses. Here are a few examples: "What's a good gift for a deaf person?" and "Do deaf people live alone?"

The questions are as individual as the people who write, call or walk in with them. The answers must be just as individual and specific. NICD staff often refer questions to other Gallaudet personnel or to appropriate off-campus experts, organizations and agencies.

If information for a response is readily available in directories or other reference sources—including NICD's own files—then a question becomes easy. Frequently recurring requests include those for information on deafness, schools for deaf children and

Farmer-To-Farmer Program (FTF)

The Farmer-To-Farmer (FTF) Program sends experienced, U.S. agriculture professionals as volunteer consultants to assist host-country farmers and the PCVs with whom they work. These consultants can serve for 4–16 weeks in a broad range of agricultural disciplines: animal husbandry, horticulture, fisheries, agroforestry, grain storage, irrigation, agriculture, etc. Through FTF, PCVs in agriculture and related projects receive focused skill training while providing the cross-cultural linkage to enhance the transfer of knowledge from the specialists to counter-parts and host-country farmers.

FTF is a collaborative effort: The private agency Volunteers in Overseas Cooperative Assistance (VOCA) administers the program and recruits the appropriate VOCA Volunteer in response to requests initiated by PCVs. Project managers (APCDs) help the PCVs to outline the specific objectives for the desired technical assistance FTF/OTAPS in Washington corresponds with the APCDs and PCVs to clarify technical and logistical questions, and then works with VOCA in recruiting and briefing the VOCA Volunteer. Funding for the FTF Program is provided through USAID and covers all travel and living expenses for the VOCA Volunteers.

* * *

An FTF Example: VOCA Volunteer James Moore arrived in Tonga, August 6, 1989, to begin work for one month with PCVs John Gaska and John Chansler at a research farm on the island of Vava'u. Mr. Moore's expertise is in hydraulic systems; he has over 30 years experience in irrigation design and installation. The primary problem facing the PCVs was an insufficient water storage and delivery system which was unable to support the farm's two-hectare vegetable field. Moreover, there were plans to add a 60,000 plant nursery as well as livestock facilities, putting even more demand on the water system.

Mr. Moore first helped the PCVs to inspect the water system that was in op-

eration at the farm. This included inspecting a partially completed well started in 1985, to assess the feasibility of completing it. As the well was basically sound, Moore and the PCVs installed galvanized pipe to complete the well. Lab tests showed perfect, fresh water suitable for irrigation. Soon, a pump will be installed which will complete the job. They then began surveying the water systems in nearby villages. The five villages surveyed were all experiencing water problems as evidenced by soil moisture tests. Several island farms revealed serious water stress conditions. Mr. Moore designed plans for water catchment systems to help the villagers utilize pure rainwater, which can supplement water for household use and irrigation.

Mr. Moore also tested water in nearby sources (lakes, wells, and swamps) to see if they were suitable to be tapped for irrigation water during the dry season. The recommendations Moore left behind should, when implemented, help the Tongans to deal effectively with water needs during the dry months of May–September.

The success of the project is best summed up by PCV John Gaska: "Our time with Jim Moore was very successful and enjoyable. I learned a lot working with him about irrigation and the well water situation in Vava'u. The project, in my opinion, was a complete success. I highly recommend the FTF Program for anyone needing technical assistance."

Since 1985, VOCA has sent a total of 183 volunteers to 36 countries; 33 VOCA Volunteers have assisted PCVs in 24 projects in 16 countries during the past two and a half years. If you are interested in having a VOCA Volunteer assist your project, contact your APCD or the Farmer-To-Farmer Coordinator, OTAPS, PC/Washington. NOTE: Detailed program information and request guidelines have been sent to all countries for distribution to PCVs in agriculture, natural resources, and fisheries. If you have not received an FTF packet at your site, your APCD should have them.

kinds of devices available to help hearing impaired people.

Behind the answers provided by NICD are hard work, attention to detail and enthusiasm for the information-sharing process. This includes giving materials, maintaining two-way communication with individuals and organizations and reviewing information to decide whether it will help NICD answer questions.

Acquiring information about the people

and organizations who are making changes in the field is crucial. NICD recognizes that information sharing is a cooperative effort and that continual contact with different individuals and organizations is important.

If you have questions about deafness and hearing loss, please contact NICD. National Information Center on Deafness Gallaudet University, 800 Florida Avenue, NE Washington, DC 20002-3625 U.S.A.

Sector Updates

NOTE: ICE has received the publications described below since the November/December 1990 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 Whole ICE Catalog Number indicates Volunteers must demonstrate the publication relates to the projects they are working on; **RC** indicates ICE distributes the publication to In-country Resource Centers. We include the price and the publisher of each title for the benefit of our non-Peace Corps readers.

AGRICULTURE

(RP) **AG136—A Farmer's Primer on Growing Cowpea on Riceland**, by R. K. Pandey. 1987 (International Rice Research Institute, P. O. Box 933, Manila, Philippines) 218 pp. \$7.30.

Explains the "hows" and "whys" of cowpea culture to farmers, extension workers, students and technicians through annotated illustrations. Designed for easy translation in developing countries. Every page holds an illustration and two or three lines of text. The book progresses through the argument for cowpea; the plant types; growth factors; fertilizing; harvesting; and storing. A very useful handbook for persons in extension work, but assumes a prior knowledge for teaching purposes.

(RP) **AG223—Watershed Development with Special Reference to Soil and Water Conservation**, by N. Gil. 1985 (FAO, Via delle Terme di Caracalla, Rome 00100, Italy) 257 pp. \$20.00.

Compilation of publications and reports from FAO designed to serve as a guide for specialists and planners working on comprehensive watershed development projects in the field. A number of case study examples are given. Part I deals with basic concepts and methodology. Part II discusses mechanical and biological works for watershed development. Part III treats preparation of the development plan and organization. Tables, graphs and a few illustrations accompany the text.

(RC) **AG225—Training for Agriculture and Rural Development**, by R. N. Khan, H. A. Ables, et al. 1988 (FAO, Via delle Terme di Caracalla, Rome 00100, Italy) 163 pp. \$15.00.

Collection of articles documenting case studies on working with women in agriculture and rural industries. Descriptions of development activities in a variety of countries cover farming, marketing, income generation, fishing and education. Presents in-

novative methodologies for education and extension training in general and gives an account of successful development efforts that have resulted. A pictorial review offers eight pages of color photos of training activities. A useful resource document for pre-program research on women's activities in rural development.

(RC) **AG226—Watershed Management Field Manual: Slope Treatment Measures and Practices**. 1988 (FAO, Via delle Terme di Caracalla, Rome 00100, Italy) 144 pp. \$15.75.

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

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 the direct grants to community organizations in over 50 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 of the SPA Coordinator, OTAPS PC/Washington.

SPA Example: In Swaziland, SPA funds were used for a project which benefitted the hearing impaired. The project helped establish a weekly clinic where those with hearing disorders could be identified and targeted for treatment if possible. Training was provided for hospital and clinic nurses in the identification and prevention of Otitis Media (Middle ear infection), a problem which occurs in 15-20% of all children. Teachers were also trained to identify and teach hearing impaired students. SPA funds purchased diagnostic equipment which served a dual purpose: diagnosis of hearing disorders and impairments, and training aids.

Purpose of this document is to provide practical guidance on land preparation for afforestation and cultivation on sloping land affected by water erosion. Part I deals with practices and techniques for land clearing and preparation for afforestation in watersheds. Special consideration is given to environmental effects and means to minimize erosion. Part II on terraces and ditches describes conservation methods and land treatment for agricultural use of sloping land. Layout, construction and maintenance of terraces and hillside ditches are described in detail. Includes charts, diagrams and illustrations.

(RC) **AG228—Upland Rice**, by Michel Jacquot & Brigitte Courtois. 1987 (Macmillan Publishers, Ltd, Houndmills, Basingstoke, Hants, RG21 2XS, England) 96 pp. \$4.69.

This guide states the advantages and disadvantages of upland rice as a cultivation alternative. Virtually every aspect of serious propagation endeavor is touched upon, from the whys and wherefores of the rice plant and the varieties available, to the ins and outs of cultivation techniques. Discusses soil preparation, fertilization, sowing, crop rotation, weeding, and harvesting. This is a primer for considering whether or not to begin an upland rice plantation. Liberally sprinkled with photos and clear line drawings. In this instance, upland rice is considered primarily for subsistence farming. Field guide for persons with prior agriculture experience.

APPROPRIATE TECHNOLOGY/ENERGY

(RC) **AT017—Appropriate Technology for the Treatment of Wastewater for Small Rural Communities**. 1985 (World Health Organization, 1211 Geneva 27, Switzerland) 62 pp. \$6.40.

Report on a WHO meeting as part of the strategy for improved drinking water supply programs. Reviews conventional sanitation systems in urban and/or developed rural regions and offers salient points for adapting these technologies to rural settings. The technologies discussed depend heavily on pre-existing infrastructure and offer relatively limited insight into adaptation to developing country situations. Diagrams and illustrations accompany the text. A matrix compares sanitation technology options for small communities. A useful appendix categorizes communicable diseases due to inadequate waste sanitation situations.

HEALTH

(RP) **HE218—The Community Health Worker: Working Guide, Guidelines for Training, Guidelines for Adaptation.** 1987 (World Health Organization, 1211 Geneva 27, Switzerland) 463 pp. \$17.60.

Presented in the following parts: working guide, guidelines for training community health workers, and guidelines for adapting this book. Improvements over the first edition, "The Primary Health Worker," include "... clearer illustrations, larger print, improved layout ..." Written for use by community-based workers and as such covers the eight primary health care areas of concern for basic health intervention. Each unit presents a health care topic and specifies learning objectives, major points to remember, tasks and treatment if appropriate. An appendix on general medicines and their dosages is included, as well as an appendix on important changes.

SMALL BUSINESS/ MICROENTERPRISE DEVELOPMENT

(RP) **SB103—Learning Elements for Staff of Agricultural Cooperatives,** by Malcolm Harper. 1985 (International Labor Office, CH-1211, Geneva 22, Switzerland) 176 pp. \$14.00.

A series of four units designed by the MATCOM (training for the management of cooperatives) project. Each unit addresses a different but integral aspect of cooperatives development and education. Unit One covers the basic economics of an agricultural cooperative, with particular attention to the marketing business, supply services, and operational considerations. Unit Two deals with the planning aspects of cooperatives, using a problem-solving approach. Unit Three presents the progressive steps and necessary considerations in developing budgets. Unit Four addresses crop collection, with the considerations of cost, efficiency, receiving, records and security. Simple layouts and line drawings accompany the texts.

(RP) **SB109—Rural Savings and Credit Schemes: Material for Management Training in Agricultural Co-operatives.** 1983 (International Labor Office, CH-1211, Geneva 22, Switzerland) \$24.50.

Training course for managers of agricultural cooperatives working with savings and credit programs in developing countries. Problems common to managers are examined through the use of case studies, role

playing and other problem solving exercises.

(RC) **SB135—Lessons from Experience: The Design and Implementation of Commercial Lending Projects by A.I.D.'s Bureau for Private Enterprise,** by Management Systems International. 1987 (AID Document & Information Facility, 7222 47th St., Suite 102, Chevy Chase, MD 20815-6019) 36 pp. \$5.33.

Analyzes the Bureau for Private Enterprise's initial experience-to-date in both its direct loan program and loans to intermediate financial institutions. Based primarily on field assessments of four projects, while making observations about other projects in the BPE portfolio. Intended to disseminate "lessons learned" from PRE's initial experience. The intended audience is field practitioners charged with designing and implementing private sector activities. Also useful for program researchers and policy makers promoting business in the private sector.

(RC) **SB137—Entrepreneurship for the Poor,** by Malcolm Harper. 1984 (German Agency for Technical Co-operation/IT Publications, Postfach 5180, D-6236 Eschborn 1, West Germany) 135 pp. \$11.50.

The objective of this book is to provide information about entrepreneurship development programs aimed at assisting disadvantaged groups in developing countries to create jobs by starting small enterprises. The information is meant for the mid-level manager directing projects already in progress. Documents the experience of five such managers in small enterprise management. Offers a prototype program to consider, covering historical notes; organization; content; staffing; etc. Program details are reviewed for the following: technical training, management training, preparation of business proposals, etc. Outlines from a training workshop are included.

(RP) **SB139—Guidelines for Co-operative Development Programmes and Projects,** by Koenraad Verhagen. 1981 (The Plunkett Foundation for Co-operative Studies, 31 St. Giles, Oxford, OX1 3LF, England) 25 pp. \$4.32.

Outlined with an emphasis away from external assistance. To be used for helping reveal shortcomings or gaps in projects. Section I reviews the intervention strategy and its necessary features. Section II presents the package of supporting services including financing, training, education, management, etc. The last two sections consider environmental factors and working toward co-operative autonomy. A model for planners is put forth on the last page.

(RP) **SB140—Co-operatives and Rural Poverty—Eight Questions Answered,** by Koenraad Verhagen. 1981 (The Plunkett Foundation for Co-operative Studies, 31 St. Giles, Oxford, OX1 3LF, England) 50 pp. \$5.10.

This report takes on eight questions most often asked regarding cooperatives and their function. Topics are research oriented, but offer results on which to base program planning. The format is in outline form and explores each question from a pro/con point of view. The last question offers some practical information on where to write for updates on various co-operative development efforts.

WATER/SANITATION

(RC) **WS097—Standard Model Designs for Rural Water Supplies.** 1986 (World Health Organization, 1211 Geneva 27, Switzerland) 235 pp. \$48.00.

This technical manual presents 13 standard model designs for water retrieval, filtering, storage and delivery systems. Written by engineers, strict attention is paid to hydraulic and structural principles that are suitable to less than optimum conditions and available expertise. Twelve case studies are used to illustrate the designs as actually implemented. Assumes prior knowledge of engineering, and the technical drawings may be difficult for lay persons to interpret. All models are reviewed according to design considerations, construction details, mechanical equipment, machinery specifications, operation and maintenance.

WOMEN IN DEVELOPMENT

WD080—Forest Conservation in Nepal: Encouraging Women's Participation, by Augusta Molnar. 1987 (SEEDS, P. O. Box 3923, Grand Central Station, New York, NY 10163) 20 pp. \$3.00.

A case study that focuses on the extent of involvement women have had in a government forest conservation and reforestation program. Discusses women's roles in forest use, involvement in training and extension, effect of fuel-saving smokeless cookstoves, and experience as forestry staff and decision makers. Concludes with lessons learned from the project in an attempt to develop an infrastructure to carry out further community forestry programs.