

PEACE CORPS

T I M E S

FALL 1994



The Perils and Pleasures of
**Volunteer
Training**

Here's lookin' at you!

EARLIER THIS MONTH I HAD BREAKFAST WITH PEACE CORPS' STUDENT interns—who work at Peace Corps towards course credit or experience. Our college students do everything—open Peace Corps applications, fix computers, research issues and history in the library.

With the fall semester just starting, our new group arrived—26 in all—and my job at breakfast was to give them an overview of Peace Corps. My staff suggested I address the PCV “process,” including how we choose Volunteers, how we train you, and then maybe describe what you actually do all day.

One of the interns showed up with a projector full of slides—recently taken of “typical” Volunteers around the world. So we plugged in the projector and up popped all these images of you out in the field raising bees, explaining environmental techniques, and teaching math.

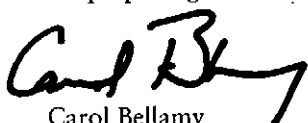
Of course the interns asked a lot of questions as we flipped through the slide show. What happens if a Volunteer is stung by a bee and is allergic and there's no doctor nearby? What if people in the village aren't interested in the Volunteer's project—what do we do then? Why is Peace Corps in some developing countries and not in others?

So we drank coffee and munched donuts and looked at pictures for an hour or so. I told them about some of the things we are trying to do and some of the problems we are trying to address, and asked them what they thought about Peace Corps did they think about joining when they finished school? The answer for most if not all of them was definitely yes—I think the slides were the clincher.

When we went back to work—whether it was duplicating the latest findings on learning Mandarin Chinese or dashing off to the State Department for the most current map of the former Soviet Union or meeting with representatives of the newest Peace Corps countries (South Africa, Cambodia, and Niue!)—we went back knowing why we are here in Washington, doing what we do.

It's because of you.

Keep up the great work.



Carol Bellamy
Peace Corps Director

P.S. Write and let us know what you think of the new Peace Corps Times. I'm pleased to report to you that this new design, including color, is not costing us more than the old design. We've gone to a lighter paper stock and a vastly improved production cycle. Hope you like it.

PEACE CORPS TIMES

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PEACE CORPS

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A quarterly publication for Peace Corps
Volunteers serving worldwide

FALL 1994

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Letters

Go Ahead, Learn the Language

I AM A PCV IN DOMINICA, EASTERN Caribbean. Although English is the "official language," the language of the people is French Creole. No matter where you are in Dominica, Creole can be heard regularly. And yet a lot of Volunteers don't learn to speak it.

But how do you understand a culture if you cannot understand the language? Does a person know what is important to the villagers when the villagers are discussing, arguing, preaching, commenting, etc. in a language not understood? When on the public transport and everyone is discussing politics in their native tongue what are you learning if you do not understand? What if they want to ask you about the latest U.S. president but want to speak in their native tongue and cannot find the English words? Are you sharing your culture with them?

To any PCV who says, "Well I can do these things in English," I disagree. If you do not speak the language you do not know who has not approached you because they are intimidated by English or just not comfortable with it.

I feel a whole new world has been opened to me due to learning the language of the people of Dominica. It is a world of understanding, a world of sharing, a world where peace is one step closer.

*PCV Mark Jordan
Dominica, Eastern Caribbean*

Soccer Fan

A BIG BIENVENIDOS FROM THE Uruguayan-Brazilian frontier. Like most South American cities and villages, my site of Artigas always seems to become very excited whenever there is an important soccer (or as we call it—fútbol) match to be played. Pride



Volunteer Charmaine Nicholson oversees the progress of an Amish 9-square during a quilting bee in Jamaica.

for the national team is seen on the faces of neighborhood boys while they hold a homemade Uruguayan flag, hoping for a victory against the Brazilian selection this particular day.

Unfortunately for them, the Brazilian team prevailed 2-0, advancing to the World Cup Soccer Championship, but the deep, imbedded pride for the Uruguayan fútbol team continues. Now, everyone reminds me of the number of Uruguayan players who are naturalized American citizens playing for our national team.

*PCV George Stenger
Artigas, Republic of Uruguay*

Looking Back

I'M TEACHING PRIMARY ESL IN THE Marshall Islands on a small island named Tobal, Aur. Small meaning one and a half miles long by half a mile wide.

I'm on my second year now and I know it will be hard to leave, especially all the good relationships I've made

here, and all the neat things I've learned to make—baskets, coconut oil, and "jekmai" (a kind of pancake syrup). Plus all the customs and celebrations that make the Marshalls unique.

It will be the times I think about: "Kamemo" (first birthdays), or the time I tried eating dog, that will make me think about this very interesting and unique experience I've had here.

*PCV Pam Nelson
Marshall Islands*

What Brought Us Here

I DON'T KNOW HOW MUCH YOU'VE heard from those of us who were in Burundi, but I hope you might share these thoughts and reflections. When we were evacuated to Dar es Salaam, Washington provided us with a psychiatrist; throughout the debriefing she was available if we just wanted to talk. But nothing then, at least for me, had had time to settle, and what were our problems, relative to what we knew was happening, or didn't know, in the countryside, to friends and counterparts, lovers, nameless women and children, places, pets? They seemed small, still seem so.

But now, for me, it is those small things that tug at me.

So too I seem to reflect more and more that whatever we do out here in the field or at home or wherever we are doesn't really matter. It's not what we accomplish. Not the funding proposals or number of fish ponds. Not the *guas-si* system in the park or the small dairy secondary project.

I see some of the new Volunteers coming in and becoming frustrated to the point of ETing because they can't get their communities motivated or the administrative support they think they need. It's wonderful that they're so dri-

ven. And perhaps I've become too African in the head for my own good.

But today, I'd like to tell them, what I think really matters.

So if their workers' children are ill and they don't turn up to work, or the minibus driver flies maniacally down the highway for the extra shilling at the end, it's understandable.

Tomorrow may never come.

Development work is not based on this precept, but PCVs aren't constrained wholly by that title. If we were, I would like to think that many of us would pack it in. We're here because we want to help. And that, as far as I see it, is what really matters. Keeping hold of the simple desire to help that brought most of us here, and living it out day by day through the years and piles of progress reports, project design, management workshops, and monitoring and evaluation sessions is, in the end, our only real measure of success.

Sitting here in the middle of the forest I still wonder where everyone in Burundi is now. How they are. What might have been. Wherever you are, I miss you.

PCV Erin Gubelman
Uganda

Born to Be a Volunteer

LAST WEEK MY PARENTS CAME TO visit and boy was it an adventure! They were here for seven days and we spent most of the time here in my little village. I hadn't planned anything for them, because I wanted them to see with the most accuracy what this is like for me. I was not only anxious to see them, but I was a little nervous as well. You see, my dad was a Volunteer (Peru 1965-67). My mother is Peruvian. They married during his service. (Literally, I wouldn't be here if it wasn't for the Peace Corps!)

So I knew my dad was coming with some expectations. He often speaks of his Peace Corps experience and thinks of it as one of his most rewarding moments. There is a legacy here and I

didn't want to disappoint him.

I introduced my parents to my community, to the leaders, and to the different women's groups I'm working with, to my counterpart, and the kids. I tried to translate as much and as fast as I could, but soon discovered that my parents were doing very well on their



A Volunteer in Uruguay cooks up a pot of laughter during a food preservation workshop.

own. My mom conducted a three-day sewing clinic with the older girls in the youth center and all the girls went home with hair bonnets and skirts. My dad taught the women how to build rabbit houses for our rabbit-raising project.

Mom and dad left a couple of days ago, and the villagers are still coming around with gifts for them. We've hung up a skirt my mom and the girls made in the youth center so the community can see what we all made. Our new rabbit houses are housing our new little bunnies!

Dad was right—it's great being a PCV!

PCV Jessica Jordan
Metbassta, Tunisia

Wrong Number

I AM WRITING THIS NOTE OF CRITIQUE from my site in Kibwezi, Kenya. Myself, I'll COS August 19 of this year. I'm one of the 57% over 50. I've enjoyed your publication during my

term of service.

What about the back cover of the latest issue? The total percentage figures equal 117%. I know we're good, but....Was this a test, or did someone blow it?

PCV Robert Mowers
Kenya

Editor's Response: Someone blew it.

No Peace Corps Store

I CAN'T FIND ANYTHING IN PEACE Corps Times or other Peace Corps material about the availability for purchase of items with the Peace Corps logo like pins, t-shirts, posters, etc. Are they available? Where can we get information about purchasing these items?

PCV Linnea Olesen
Yerevan, Armenia

Editor's Response: Peace Corps does not produce for sale items like t-shirts or coffee cups; however you may find items such as those available from RPCV groups through WorldView, the magazine of the National Peace Corps Association. You should be receiving WorldView at your post—if not, contact them at 1900 L Street NW, Suite 205, Washington, DC 20036-5002. ☐

Editorial Policy

Letters and photos are always welcome, but for space reasons, we cannot print all that we receive. Preference will be given to letters that address the contents of the magazine. We request that letters be limited to 200 words, and we reserve the right to edit for style, clarity, and length. All black and white and color photos (up to 8x12 inches) are acceptable; however, we regret that we cannot return them. Please identify all photos clearly. Peace Corps reserves the right to use any writing, photos, and artwork in other publications.

NOTES



LATE BREAKING NEWS!

PRESIDENTS NELSON MANDELA AND BILL CLINTON ANNOUNCED OCTOBER 5 THAT Peace Corps will be opening an office in South Africa in 1995, with PCVs probably arriving the following January...The first Peace Corps Fellows program in social work was inaugurated at the University of South Carolina October 13...The program funds Fellows' tuition, books, and a stipend while they earn an MSW, and guarantees graduating Fellows employment with the South Carolina Department of Social Services...A new agreement with the Agency for International Development will provide Peace Corps with \$600,000 for new Women in Development programs, including a girls' education initiative.

Helping Rwandan Refugees

PCVS Victoria Smith, Fred Williams, AND Charles Minesinger WERE SENT TO TANZANIA to work on health and sanitation problems at a Rwandan refugee camp with the International Rescue Committee. The ongoing suffering of Rwandans in the wake of the civil war has stunned the world as we've watched, read and heard about thousands of people dying from injuries, starvation, cholera, and other war-related traumas. Many Peace Corps Volunteers and staff have expressed their desire to help. With the assistance of AID and the State Department, the Burigi refugee camp in Tanzania was identified as a place where Peace Corps was welcome. Back in the States, attendees at the 33rd National Peace Corps Association meeting in Atlanta raised over \$7,000, which will go to provide clothing and other supplies.

OPEN FOR BUSINESS

TO GIVE HER STUDENTS PRACTICAL WORK EXPERIENCE, BUSINESS PCV Arlayne Clow spearheaded the idea of a student-managed general store. Arlayne and her students started from scratch—literally. They built the store, contacted suppliers, established credit, determined prices, stocked the shelves, managed the inventory, kept the books, and decided how to invest the profits.

Dr. John, You're Needed in the DR!

THE VOLUNTEER HEALTH COMMITTEE in the Dominican Republic raised nearly \$2,000 last year for Dr. John

DOMINICAN
REPUBLIC

Geraghty who, two weeks a year, comes from the U.S. to the

Dominican Republic with his plastic and reconstructive surgical teams to perform free surgeries on low-income Dominicans with cleft lips and palates, burn scar contractures, hand and facial deformities, and soft tissue tumors. The lack of plastic surgeons, long waiting lists at public clinics, and high costs of surgery make it close to impossible for Dominicans with these deformities to receive assistance through the local

health system. No one is ever turned away for lack of funds. Peace Corps helps with small-scale fundraising, such as raffles and t-shirt sales. Says Dr. Geraghty, "We simply wouldn't be as successful without the help and guidance of the Peace Corps Volunteers."

PHOTO IN
THE GLOBE

Christi Corbett,
PCV in Ghana,
helps preschool
teacher Georgina
Gymfi of Ahwiron
Bokwai.

CONGO



JAZZ & FISH

When he's not working on his fishculture project, you might find third-year Volunteer William Flens tuning up for his weekly radio broadcast. Flens's broadcast—an eclectic combination of technical advice, his upcoming schedule of extension visits to farmers, and his personal selections of American jazz (befittingly, Flens also favors blues legend Muddy Waters)—airs for 30 minutes twice a week in the local language, Munukutuba, on Radio Rurale in the town of Mossendjo.

Take Our Daughters to Work

SIXTEEN GIRLS FROM RURAL COMMUNITIES IN SAO TOME PRINCEPE TOOK PART in the second annual Take Our Daughters to Work Day, thanks to a group of local PCVs. "In all likelihood," said Laura McHale, the Volunteer who headed the plan, "their parents are fishermen or work on cocoa plantations and it's doubtful that any of the girls expected to ever leave these communities—now at least they know what's out there." The Sao Tomean girls spent the day learning from women in a variety of professions: a secretary at the UNICEF office, a doctor, a businesswoman, a court reporter, a radio announcer, a storekeeper, an employee at the Ministry of Education, and a television station technician. The objective of the day, sponsored by the Ms. Foundation for Women, is to show girls aged 9-15 that they are not limited in their career choices. For the Sao Tomean girls this has special meaning.

SAO TOME
PRINCEPE

SANTA VISITS MICRONESIA

EDUCATION VOLUNTEER Gloria T. Bailey received an extra special citation for her work with the children of Pohnpei. The

MICRONESIA

Village Municipal Council passed a Resolution (KNPNP-5-14-94) thanking Gloria for a Christmas program she initiated. It was the first time a Volunteer was so honored in Pohnpei. Looking around Pingelap Atoll last winter, Gloria thought of one visitor she'd especially like to see: Santa Claus. She set about writing to her friends, asking them to send two to four toys each for the local children. With decorations sent by her friends in the States, Gloria decorated the church, several classrooms, the Municipal Building, and four houses used for toy distribution. "The Christmas decorations stood out brightly and were a thrill for the villagers," reported Gloria. 231 children, ranging in age from one month to fourteen years, received four toys each and extra toys were used for a Sunday school raffle.



MICRONESIANS TAKE HOME THE SILVER

Guam PCV Lisa Wandke coached the Micronesian Swim Team at the Micronesian Games in March. Her swimmers received ten of Pohnpei's 25 medals overall—seven silver and three bronze.

GREENING THE CZECH REPUBLIC

INDUSTRIAL POLLUTION CREATED BY COAL BURNING INDUSTRIES MAKE THE Czech Republic one of the most environmentally contaminated regions in the world. PCV Margo Banner works for Greenhouse Litvinov, an environmental NGO. Her primary project, which is with the Czech Energy Brigades, puts her at the forefront of changing public attitudes about energy waste. "Many people told me that Czechs would not let strangers into their homes to install energy-saving products," says Margo. "*To neni mozna*" (It isn't possible) is one of the first phrases I learned. Time and time again my colleagues have told me that public action campaigns are impossible here because under communism they were forced to participate in volunteer actions such as trash pick-ups, or agricultural brigades." Margo, however, found the opposite to be true. "The Czechs are intrigued and impressed by someone who would take the time to visit them personally at home."

CZECH
REPUBLIC

The Library is Open

THE CHILDREN'S CULTURAL CENTER OF DURRES (ALBANIA'S SECOND LARGEST AND major port city) hosted a reception to celebrate the official opening of the American Reading Room. Kristin Johnson, the Volunteer who organized the reading room, was the star of the reception, which was attended by a long list of Albanian and American dignitaries. Kristin, an English teacher, managed to furnish the library with over 1,300 books, a blackboard, four study tables, and portraits of famous American authors. She received generous support from the U.S. Marines serving aboard the U.S.S. *Spartanburg* and members of the 24th Marine Expeditionary Unit, who presented the reading room with 1,000 books.

ALBANIA

NOT JUST A LOT OF HOT AIR

ONE OF THE FIRST THINGS THAT PCV Bob Knight REALIZED IN HIS WORK at an orphanage for Chilean street children was that during Chile's cold, wet winters the kids were going around in either dirty clothes or wet ones. So the industrious business Volunteer devised a simple solution—a drying room containing a sawdust-burning wood stove was given double duty pushing its hot air through a vent into a second room, where all the clothes are hung. That's great in its own right, but Bob didn't stop there. Adjacent to the drying room is a greenhouse, where the same hot air creates a "tropical" environment perfect for growing plants. The kids (in their clean, dry clothes) are now growing tulips to sell!

CHILE

Soccer Madre Madness!

WHEN Sarah Rogers, A PCV IN Bolivia, isn't teaching local women about health and financial opportunities, you might find her coaching her town's first women's soccer club. These women had never had soccer teams before Sarah got to town, but when she saw them informally kicking the ball around after her "Mother's Club" meetings, she encouraged them to organize into a team. "Soon," she says, "women's soccer teams started popping up all over the *pampa*!" Sarah helped organize inter-community matches and even a tournament at which the *madres* and their *fútbol* was taken seriously. Says Sarah, "If something productive comes out of their *Club de Madres* all the better, but I am happy enough to see the women together and laughing."



Club de Madres: Bolivian women get some kicks at a soccer tournament.

SIMPLE PLEASURES

WHEN FORESTRY PCV Sonia Chopra WAS issued a new bicycle in July, she responded with a whole page note of thanks to country director, Wayne Nishek. "I want to let you know the positive difference my new bicycle has made in my life...I can now visit my farmers several times rather than once a week...I can ride to the nearest phone for technical advice about bees...If I am having a bad day I can jump on my bicycle and ride until I feel better." Exercise, transportation, independence, and extra time from time saved all added up to Sonia's heartfelt conclusion: "I wouldn't trade this bicycle for any number of motorbikes or Land Rovers."

Nepal to New Orleans

RETURNED VOLUNTEERS FROM NEPAL, Aaron Rome and Darren Miller, took on a WorldWise School project **U.S.A.** extraordinaire after they COSed and returned to the States last winter. During a cross-country bicycle trip, the pair visited 12 schools, 35 classrooms, and more than 1,000 students to talk about their lives in Nepal. "Some of the inner city students had never been outside their own neighborhoods," said Aaron. Thanks to the dedicated duo, the kids they visited are now a little more *world wise*.

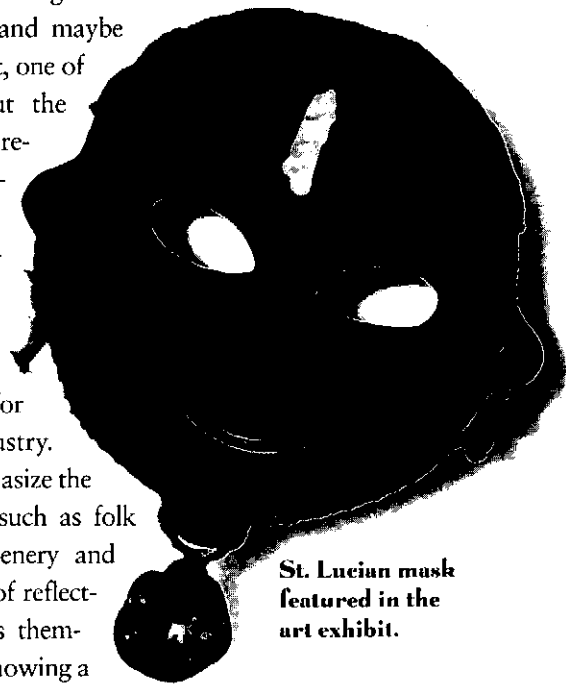
INTERNATIONAL VOLUNTEER DAY

All Over the World
mark your calendars to celebrate
International
Volunteer Day on
December 5th.

Taking the (Art) Show on the Road

SIX VOLUNTEERS ON ST. KITTS AND NEVIS (Teresa Tribble, Amy Paloranta, Nancy Kress, Phyllis Koppel, Mary Hauss, and Amy Rankin) are going worldwide with their Peace Corps Arts Education Program. They've put together an exhibit of paintings, masks, and other artwork created by their students. The Volunteers sent the exhibit to Peace Corps headquarters, where headquarters staff Coca Stein, Rebecca Ross, and Randy Adams are arranging for the artwork to be shown in Area Recruiting offices and other public places around the U.S. and maybe worldwide. This Arts Education Project, one of only three such projects throughout the

world, serves to heighten awareness of the aesthetic and occupational values of art. Volunteers play a role in steering youth towards alternative income-generating careers as artists or secondary jobs making crafts for the growing tourism industry. PCVs in Arts Education emphasize the importance of local culture such as folk music, dance, food, history, local scenery and landmarks, and show the importance of reflecting these themes in art. The students themselves have responded very positively, showing a heightened interest in academic pursuits.



St. Lucian mask
featured in the
art exhibit.

PCVs HELP ORGANIZE BUSINESS CONFERENCE

IN RUSSIA, PCVS ART FRANZCEK AND BRENDA GREEN HAVE HAD A MAJOR ROLE IN establishing the Inter/Volga Business Conference. The conference, first organized by the City of Togliatti in 1991, gives foreign and local business people an opportunity to network among themselves and exchange business ideas. This year, 215 attendees from all over the world met and mingled with representatives from such companies as General Motors, DHL, and Estée Lauder. Concrete results of Inter/Volga 94 are already being reported as negotiations between at least four Western and Russian companies have taken place. As for Peace Corps, the partnership established with the City of Togliatti is, according to one local official, "The best example I've seen of Americans and Russians working together."

The Perils and Pleasures of Volunteer Training

Volunteer training can cover some unusual turf

BY JOHN COYNE

SCRATCH A PCV AND you'll get a Peace Corps story. Scratch him or her hard enough and you'll get a Peace Corps training story. Most of the time, these stories by PCVs are funny, self-mocking and poignantly true.

Take Chris Davis, a Trainee in Guatemala. Upon arriving in the city of Antigua and receiving a piece of paper with the host family's name on it, he set off with his bags to find the place where he would live for the next thirteen weeks.

"I found the house easily," recalls Chris, "and was greeted by a man and woman who were about my age. My room was half the house, which had been divided by a sheet. They stood around and watched me while I unpacked. They also sat and watched me eat while I tried to force down what they had given me, none of it recognizable. Since I didn't know that I could only end the meal by being the one to stand first, we sat at the table for over three hours."

Welcome to Peace Corps Training

As long as there has been a Peace Corps, there has been training. At first, training was three months spent on a U.S. college campus, or at one of several specially-designed training sites located in Puerto Rico and the Virgin Islands.

During those early years it was tough going, or as Sandy Thomas, a returned Togo Volunteer, puts it, "training was wacky right from the start. Who ever heard of training for Africa in the dead of a New Hampshire winter?"

In the late 1960s, the Peace Corps saw the wisdom of such objections and shifted training to in-country locations, though training didn't get any easier.

Denise Voelker recalls her training in Niger. "The Peace Corps assigned me to be a forester, though my background is remarkably devoid of forestry skills of any kind. I decided not to argue with them and dedicated myself to learning the anatomy and physiology of African trees. Our training was rigorous—eleven hours a day, six days a week, for three months—in a rambling, cinder-block facility located in the village of



Joy Young, a Volunteer in Lesotho, dons one of the many hats of Peace Corps training.

Hamdallaye. Besides intense 'tree school,' we immersed ourselves in French and tribal dialect language classes, gardening, agriculture and local customs. I even learned to ride a motorcycle, becoming one of the Peace Corps' newest Sahel's Angels."

To this day, it is during such intense training that trainees find out not only about the Peace Corps and their host country, but about themselves.

"It can be a very intense experience," says George Monagan, training officer for the Asia-Pacific Region. "It is a time when people come face to face with who they are, and what they are capable of achieving."

Skills that Last a Lifetime

The skills and experiences picked up in training increases not only a PCV's effectiveness, but his or her future employability. Craig Storti, author of *Cross-Cultural Dialogues* and *A Few Minor Adjustments*, has found, as a trainer for Fortune 500 companies, that their executives are impressed by former Volunteers' skills and experiences. "The Peace Corps Volunteer is seen as someone who has instant access to a certain kind of understanding or sensitivity that is very hard to come by, quite valuable in the right contexts, and even a little bit marvelous," says Storti.

For the same reason, says Dick Irish, a former Volunteer in the Philippines and the author of three books on employment, "The Peace Corps is the farm system for the State Department, AID, hundreds of NGO's, and international companies. When they go looking for people to hire, they hire Peace Corps Volunteers."

Former Volunteers also find the same reception outside of the government and in business and industry. According to Lee Iacocca, former CEO of General Motors, "The continued growth of America is going to depend more and more upon the kinds of skills, perspectives, and cross-cultural experiences brought back by returning Peace Corps Volunteers."

PCVs might laugh at what seems like "having to make something out of nothing" when they are overseas, but this Peace Corps-style resourcefulness is truly valued by employers everywhere. At a recent reunion in San Francisco, a group of Returned Volunteers rattled off some of their

Not knowing that I have to be the one to stand first, we sat at the table for over three hours.

"most memorable" new skills, which included: pricking their own fingers to make blood slides to detect malaria; making greeting cards out of wax paper for a craft project; making drinking glasses from old bottles; building a brick stove; rigging up a rusty antennae to pick up Voice of America (and lightning during storms); and playing traditional games with sheep and goat ankle bones.

And let's not overlook the fact that Peace Corps training provides Volunteers with what management executives try to purchase from leadership and skills-training workshops like those offered by Outward Bound. Judy Harrington, who was a Volunteer in Venezuela, recalls that during training she "had to stay afloat in a swimming pool for 30 minutes. I thought it was impossible," Harrington adds, "But guess what? It wasn't." No extra charge.

Sounds Like Twi To Me

"No other U.S. government agency, nor anyone else, has tried to teach so many languages to so many people," says Doug Gilzow, the Peace Corps' language training specialist. While about 100 languages are currently

employed throughout the Peace Corps world was impressively progressive."

In the early 1980s, the agency lost its edge as new techniques and methods were developed. In 1989, a deliberate attempt was made to regain the Peace Corps reputation as the best when it came to teaching languages. Today all Volunteers are taught to focus their language skills on such areas as purchasing food in a market rather than trying for grammatical accuracy or flawless pronunciation.

Teaching Across Cultures

Cross-culture training has also changed in the '90s.

Within the last few years, the agency has shifted the focus of its training from understanding a new culture to equipping Volunteers with the skills, attitudes and knowledge they'll need to live in another culture. As a part of training for his assignment in Benin, West Africa, Mark Kohlman "learned how to eat correctly, efficiently and inoffensively with my right hand." This was not as easy as it may sound, Mark points out. "There are many variables to consider while one eats with one's hand: temperature of sauce, consistency of sauce, type of

trainees never could do it. It took me about six months to learn it well. That would have to be one of the most interesting and, I might add, most important things that I learned in training as a Volunteer."

A Volunteer in Africa, says that learning how to use a latrine in the local style was one of the most valuable skills she acquired. "Well, we weren't exactly trained to do this, but I distinctly remember that during my site visit, I learned how to maneuver skirts, chairs, and a kid on the hip in a single smooth movement without actually showing my legs."

Specialized Training

Trainees straight from college, midway through specialized careers, or at the end of their "formal" careers learn new skills after only a few weeks of training.

Trainees also find themselves in the position of wearing the hat of student, teacher, counselor, friend, guest and hero.

In agribusiness, Volunteers have used their four to six weeks of technical and marketing training to teach farmers in Sri Lanka basic bookkeeping skills, organic gardening techniques, and the safe use of pesticides.

Across the world in Poland, newly-trained Volunteers organized a technology exchange project within the national park system so that different parks could become aware of what technologies were available and to lay the groundwork for improving biodiversity conservation through better data collection and analysis.

In the Congo, Volunteers with no prior experience learned enough about fish farming to train families how to manage fish farms to improve the villagers' income and their protein intake. After an intensive 30-day fish culture training program taught by Volunteers, one Congolese was able to build an aluminum roof for his house and cement his floors from funds raised after harvesting a fish pond.

The remaining challenge for Peace

Studies show that the best training occurs when timed to the needs of the Volunteers.

being taught to Trainees, somewhere between 300-350 different languages have been taught in the agency's 33 years.

"For many years," says Kathleen Corey, Country Director in Sri Lanka, "Peace Corps was well known as a leader in language teaching. Not only did Peace Corps have the only material in some of the least commonly taught languages, but the methodology

meat in the sauce, what to do with the fish bones, etc. There were also the matters of how to politely lick your fingers, wipe the sweat off your face, and drink water." The hardest part of eating with your hand, says Mark, was the wrist motion involved. "Eating a sauce that has the consistency of snot is very difficult. The challenge is to not let the string of sauce break before your hand gets to your mouth. Most



Peace Corps Trainees learn palm frond weaving in Kiribati.

Corps training, however, is to better integrate the technical training of Trainees with their language and cross-cultural classes.

Toward this end, the Inter-American Region has created a "charla tecnica," which is Spanish for technical talk. In workshops staged by the training staff, Trainees have to explain something technical—for example, how to identify a Queen Bee—to host country nationals.

In Education, the area to which 40 percent of all Volunteers are assigned, Peace Corps has designed programs to focus on the types of teaching they will be doing and the specific skill each entails.

TEFL teachers, for example, have a new manual: *Teaching English as a Foreign Language to Large, Multilevel Classes*. This is particularly useful, for example, to a new Volunteer teacher who has to face a classroom of 150 or more students without textbooks.

Because the majority of these

Volunteers work in rural schools, their training is geared towards dealing with issues such as environmental conservation and good health.

Specialized training goes beyond Education Volunteers. The approximately 800 Volunteers assigned to Agriculture and Aquaculture projects have to know about such diverse subjects as pesticide safety and the formation of cooperatives.

To instill these skills and this knowledge in Trainees, the agency hires professors and technical advisers from universities, non-governmental agencies, and the U.S. government, and then squeezes all the training into an intense six to twelve-week period.

Perhaps most surprising is how well Trainees respond to the challenge.

What Peace Corps training has consistently shown over the years, is that it can prepare Trainees for difficult jobs often under stressful conditions, and it also prepares Trainees to handle what comes next.

Chris Davis, finishing up his training, recalls his last night in Antigua.

"I was sitting in the latrine with my first bout of dysentery. The latrine was only partially covered so rain was coming down on me. A giant pig was rooting around somewhere in the dark behind me and I held onto a piece of bamboo to scare it off if it got too close. Suddenly, I heard a low rumble and the ground started shaking. I thought I was experiencing some symptom but when I saw the house in front of me rolling up and down I knew the ground was really moving. After the earthquake ended, the rain began to subside somewhat and I started feeling slightly better. I smiled to myself. I felt invincible."

After training, most Volunteers do. ☐

John Coyne, former Volunteer in Ethiopia, is the editor of several books on Peace Corps, including the upcoming To Touch the World: The Peace Corps Experience.

Peace Corps Pets

BY MARIA BUNAI



SOME HAVE FUR. SOME SCALES. Some feathers. They are there for you after a long day in a foreign land, waiting with

wagging tails to lick your feet. Or they are slithering around the floor in joyous anticipation of your arrival. They are cute and cuddly or maybe just plain ugly. They are your Peace Corps Pets, and they are sometimes your most trustworthy companion.

Humans have been domesticating animals since they stopped wandering around the plains in search of dinner and a place to hang their hat. Many cultures view pets merely in practical terms—cats catch rodents, dogs protect property. But many Americans keep pets for purely personal reasons—for companionship or to have someone to care for. And many Peace Corps Volunteers carry their American pet habits with them to their new home away from home.

Often that can lead to some interesting predicaments because of the difference in the way the cultures view their pets. While some Volunteers see them as cuddly, some nationals unfortunately see

them as lunch.

RPCV Linda Zenick inherited her large black dog, Creep, from the Borneo volunteer before her. Linda had had Creep for a couple months when a police officer wielding a gun came to her house and said that Creep had to be killed so as not to spread disease. Linda knew that the locals see black dog as a delicacy. She thinks the police officer took Creep and served him as a dish. Linda tried to complain and went to the police to explain why the animal had personal meaning to her. "I felt so

Volunteers see their pets as cuddly, yet some Nationals see them as lunch.

(From left) Christian Stracke, a Volunteer in Mauritania; Bandit, pup of a Mali Volunteer, plays in a puddle.





(From top) Mary Lou Weathers' Tomcat and Sheena (who Mary suspects met an unfortunate end); a Volunteer walks in her donkey's footsteps; Jay Withington's inquisitive felines in Mauritania.

foolish sitting in a police station, bawling and trying to explain to a culture that didn't really have pets why they shouldn't have killed and eaten Creep." But, she concedes, the Borneans have a saying, "*Apa boleh buat kapalla sudah bulat.*" What can you do if your head is round?

RPCV Roz Wollmering had a similar experience while in Guinea Bissau. In the spring, when cashew wine season began, cat meat was a preferred accompaniment. One day Roz's neighbors asked to 'borrow' her cat Ruby. Roz figured they wanted to utilize her mouse-catching services. She even sent along a can of condensed milk. When the neighbors never brought Ruby back, Roz realized in horror what must have become of her. She felt so bad she never bothered to explain. Roz urges Volunteers to investigate whether a country's cuisine constitutes one's favorite feline.

Allison Lee, a Volunteer in Cameroon, agreed to take on a pet boa constrictor, Esmerelda, to help her overcome her snake phobia. Esmerelda was kept in the bathroom and would constantly wreck havoc by knocking over various bathroom items with her long scaly tail. One night a sleepy-eyed Allison got up to use the bathroom and nearly sat on Esmerelda, who was draped casually over the toilet. Esmerelda soon became more trouble than she was worth. Allison had to constantly hire small children to catch mice for food. She eventually got rid of the snake...though she still has the phobia. Allison also briefly had a kitten whom she highly suspects was devoured by the neighbors.

Mary Lou Weathers offers a traveling remedy for an antsy pet. She was trying to transport her cat Sheena to her new site. Sheena didn't like the leash she was wearing and was not cooperating. "So," says Mary Lou, "I slipped her a Midol." While not highly recommended, it certainly did the trick. Unfortunately, she left Sheena in a shelter overnight to get fixed. The next day the worker there said that Sheena had been crying so he had to, uh, let her go. A likely story....Mary Lou suspects otherwise.

Eric Hornberger, a Volunteer in Guinea had several pets. Fortunately none of which came to quite such morbid ends, though not all were so happy. Nina, an African mutt, was found in a trash dump. Nina means 'rat' in the local language. Nina used to get her exercise by

chasing Loco, a chicken, around the hut. Loco was Eric's first attempt at poultry raising, and while he had high hopes for her to be the matriarch of his chicken enterprise, Loco met the "pot" fate a bit prematurely while Eric was away on business. Eric also had a praying mantis, unnamed. Eric was excited at the prospect that together they could battle his bug infestation problem. For three days, the five-inch insect waddled throughout his hut. Then one day, Eric returned to find him prostrate on the floor. He expired (due to apparently natural causes) with legs in the air and all. ☐

Maria Bunai, a recent graduate of the University of Maryland, Department of Journalism, interned this year at Peace Corps.

Grandmothers, Imams,

Volunteers pay tribute to their host country elders

BY MEGAN DRENNAN

DUST HUNG THICK IN THE AIR, permeating the village the way incense does a church. Through the haze, a honey-colored

Mercedes appeared, its engine gurgling and choking. The men came, running, jostling each other as they tried to get close enough to touch the arm dangling from the window. One young man stretched, clasped the hand, and dragged his lips over the gold-ringed fingers. Delirious with joy, he stumbled and fell to the hardened earth. He had kissed the hand of the Imam, son of Mohammed, holy man.

A child's scream silenced the routine hum of the village morning. "Rabid dog! There's a rabid dog coming!" The villagers zigged and zagged into their houses, but the grandmother just smiled. Prayer tattoos colored her arms, telling of the cobra bite she had survived as a girl. Laughing, she chased the canine away, protected by her charm.

Volunteers are notorious for their tales of adversity and personal challenge, but their stories also tend to feature special people they have met in



The wisdom of community elders is remembered long after Volunteers leave their host countries.

their host countries. Many of these individuals are community elders.

Every community has its own definition of an elder. Whether laborer, shaman or spiritual leader, they each help to influence the rhythms and activities of their communities.

The Senegalese Imam mentioned above was driving a Volunteer back to her house when they witnessed this village frenzy. She is still amazed by the villagers' reaction. For many of the devout but poor Muslims who could not travel to Mecca, seeing the Imam in his car and being able to touch him was a miracle. "His power made a huge impression on me," she said. "It was spiritual and political. I could see his influence at all levels of village life—from new water pumps to where I would live."

The Imam inherited his power from his illustrious family. But lineage is not necessarily the predominant factor for elders to earn respect in other cultures.

Among the Masai of Kenya, for example, age determines one's role in the village group. The male Masai elders harbor the cultural and historical details of their group, acting as repositories for centuries of stories and information. They make decisions and resolve conflicts while, having served as warriors, they are exempt from physical labor. The Masai also look to their women when they become elders. The women function separately from the men, counseling young women, resolving conflicts, and organizing community projects.

and Sorcerers



Women elders influence the activities of their communities, counsel the young, resolve conflicts and organize community projects.



Perhaps the most notorious and feared village elder is the witch doctor or sorcerer. Two RPCVs, one from Benin and the other from Papua New Guinea, recall the undisputed control and power male sorcerers held over their villages. In both countries, people believe very strongly that spirits can reach into the earthly realm and that sorcerers can cast spells. The promise or threat of these spells constantly hovers overhead, affecting every encounter.

In Benin, where witchcraft is believed to have originated, every extended family group needs a shaman to practice witchcraft, or "gri-gri." Family members pay this man to cast spells, either in their favor or against someone else. A Volunteer who served in southeastern Benin suspects the first funeral he attended there was part of a gri-gri ceremony. Soon after settling into his site, a neighbor invited him to attend his mother's funeral. She had died a year earlier, and according to custom, it was time to dig her up. The body was disposed of, but the head was later cut off and stored in a special box in his family's house.

Papua New Guinea could be described as "The Land Where No One Dies a Natural Death." Unless a person is very old, the cause of death is

almost always believed to have been "sanguma" or black magic. People throughout the country believe in the incredible power of sanguma. Although someone may seem to die from malaria or a car accident, the underlying question is always: who triggered the chain of events leading to the death?

While he was in Papua New Guinea, a former rural community

development Volunteer met a sorcerer named Tarcisius who practiced a combination of "black" and "white" magic. His village community of Fanahohowange considered him both a kind of doctor and a policeman. He could be called to cure a child's illness or to settle a dispute when a pig destroyed a garden. He claims to have helped between 300 to 400 sick or dying people, but has "eliminated" only five or six bad ones. He explains how he once cured a dying woman of a mysterious disease: "I went to where they cut the sago palm and found her spirit there. Her enemies had made a cage and kept her spirit trapped there like pig. So I let her out and led the spirit back to the woman."

Another Volunteer wishes she could see her favorite elder again and wonders if the woman is still alive. Just before returning to the United States, the Volunteer learned that her friend, Virginia, had cancer. The mother of 13 children, Virginia managed a small orphanage in the barrio city of Laciba for 20 street boys. She also counseled young mothers, fed the homeless, and transported sick neighbors to the hospital. The world of the barrios was hard to penetrate, but Virginia connected the health Volunteer with a group of women

and together they organized a successful sewing group. "I felt humble in her presence," confessed the Volunteer, who has since returned to the States.

Dreams of "the cherished Peace Corps mud hut experience" led two former teachers to a village headman whose questions continue to perplex them. During the early 1960's, they taught English in the regional capital of Enugu in the old Iboland region of Eastern Nigeria. One weekend their best student invited them to visit his village. "The village was perfect, without electricity or plumbing," one of the teachers remembers. Village protocol dictated that they visit the village headman as soon as they arrived. Although the man had never traveled outside of Iboland, the scope of his universe quickly impressed them. While they were discussing Neil Armstrong's walk on the moon, the headman asked the dumbfounded teachers if they thought the astronaut had seen God. Then he asked them about something more familiar: their lives in New York City. "I told the headman I had grown up in apartments on the upper-floors of high-rise buildings, and that my parents still lived in such an apartment, on the 12th floor. He asked me if they were happy," the volunteer recalls. "It was more than 30 years ago, and I still don't have good answers for his questions."

Like a grade school teacher you never forget, these elders will be remembered and cherished long after Volunteers leave their host countries. Their examples of patience, courage, faith, and respect for others linger, perhaps helping you make difficult decisions or to see the humor in challenges. How would my "grandmother" solve this problem? you might ask yourself. Or, where is a good shaman when you need one? ☐

Megan Drennan, a former Volunteer in Papua New Guinea, is an Assistant Editor at Education Week.

An English Lesson that Hit Home

I TEACH ENGLISH AS A SECOND LANGUAGE TO POLISH "LYCEUM" (HIGH SCHOOL) students in a small town in Pomerania, or northwestern Poland. My experience so far has led me to learn the various reasons why my students want to learn English: the opportunity to eventually get a well-paying job, to understand American pop song lyrics, to help them understand the language of computer games. Yet, sometimes the motivation to learn English can be something entirely different.

Several weeks ago, I joined 30 of my students and a fellow teacher on a "wycieczka," or school field trip, to southern Poland. Our tour included Czestochowa (a pilgrimage site for Catholics the world over where a massive stone and soot church houses the alleged miracle-performing Black Madonna), Oswiecim (better known to Westerners as Auschwitz), Krakow, and Zakopane. The third stop in, what's often referred to as Poland's "jewel," Krakow, presented my students with an unforgettable learning experience that altered their understanding of the city's history of lamentable treatment of Jews.

A group of nearly 100 Israeli boys were staying at the same hostel where we were and, inevitably, socializing began. My female students, especially, were fascinated by the friendly and outgoing "foreigners" who spoke English fluently. I was pleased by this, thinking that my students would now be able to genuinely practice—outside our classroom—what I'd been teaching them. It gradually became obvious, however, that their desire to communicate went beyond chattiness.

Some of my students met grandsons of Jewish couples who died at Birkenau. A few of the Israelis told my students that they hated Poland and the only reason they were here was to see sites pertaining to their own history, such as the former Jewish ghettos, the death camps at Auschwitz-Birkenau, and Treblinka. Such opinions had never been heard by my students before, only read in history textbooks. To meet living testimony of that dark part of their history had a profound impact on them.

On the bus leaving Krakow, one of my students, Martyna, sat next to me.

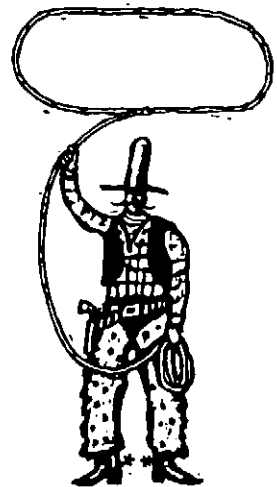
"Lisa, I know now that I want to study English at a university. I want very much to understand those people and I know English can help me. I need to understand more. I really must understand more," she said.

Elizabeth Zach is a Volunteer in Poland.

HELP US GET THE WORD OUT!

Maybe you've cycled across the African continent or built a schoolhouse from the ground up, and you're just aching to tell someone about it—how about us? Peace Corps wants to hear about the experiences you've encountered in the field or perhaps just your personal impression of life as a Volunteer. Your stories are valuable in helping get the word out about the activities of PCVs to the public, staff, and other Volunteers. Take as much space as necessary and don't worry about spelling or grammar. Please include your country of service, home of record, and a brief description of your primary assignment. Photographs and slides are welcome, but we regret that we cannot return them.

Send to Peace Corps Times, 8th floor 1990 K Street N.W., Washington D.C. 20526



Laundry Therapy

I WAS OUT HANGING CLOTHES TO DRY. An old lady was passing by. She seemed puzzled.

"Why do you do your wash?" she asked.

"Because it is dirty," I replied.

"I can do it for you...very cheap," she said.

"Thanks, but I prefer to do it myself."

She looked at me strangely, as if I were less of a man for doing my own laundry. I assured her that I have always been a macho dude. She had no idea what I was talking about. I gave her my best cowboy pose and tried to lasso her with a clothesline.

"*Esta loco* (You're crazy)" she said as she hurried away.

"*Si, señora. Loco.*" I need some cowboy boots, I thought.

What the old lady didn't understand is that doing laundry is therapy for me. I work out my frustrations on my dirty clothes.

Here are a few tips to keep in mind for anyone doing their own shorts:

- get a laundry scrub brush
- soak clothes for a day or two
- Lysol spray is good for terminally mildewed clothes
- hard laundry soaps work well but must be the color blue to be effective.
- don't hang clothes out in the rain; they will not dry.

Remember: the object is NOT to get the clothes clean, but to get the smell out.

Tim Considine is a Volunteer in Costa Rica. Laundry Therapy was first printed in the Volunteer newsletter, La Cadena.

TALL TALES of PEACE CORPS

Volunteers get their friends back home in on the action

BY NATALIE NIKLAS

EVERY FAMILY HAS THEM. IN MY FAMILY, THOSE “Abe Lincoln stories” are about how challenging and tough life used to be: how Grandpa walked three miles to school down dusty roads and across undrained swamps in bare feet. Did anyone ever believe those stories, or was it that the memories had become exaggerated with time and nostalgia?

Peace Corps Volunteers give every family a new set of Abe Lincoln stories. It seems as if each of us has had the definitive taxi ride from hell, survived an unknown gastrointestinal illness, walked umpteen miles for water and umpteen miles back, and learned to communicate a need for the bathroom in any language. Volunteers lead lives and see things few at home could imagine.

In celebration of its 30th anniversary, the Peace Corps Partnership Program honors families of Volunteers who sponsor projects in the communities where their daughters, sons, mothers and fathers serve. From their involvement in the Partnership Program, these families have greater insight into the fantastic adventures of their Volunteers.

The Bornemeiers

FOR NEPAL PCV JEFF BORNEMEIER and the community of Puhatubari, two holidays held special significance this year.

One is Tihar, a Hindu festival welcoming the goddess of wealth, during which children go from house to house singing and dancing for gifts of fruit, rice and money. Students in Jeff's village danced and sang as they always have, but this year their presents weren't kept for themselves. Their gifts have been donated to renovations at Shree Puhatu Secondary School. Built forty years ago, the school had expanded to accommodate an increasing number of students. However, the village never had sufficient funds to cement the school floors or build latrines. Teachers and village leaders had been evaluating ways to remedy the in-class dust storms and prolonged student absences and asked Jeff, as their English teacher, for his help.

Together they drafted a proposal for the Partnership Program, named a community leader, and organized village members to implement the project. Steve and Marilyn Bornemeier, 11 time zones away in Jeff's native Connecticut, recognized the importance of this project to the community and that its resources were already “at the limits of what natural surroundings (could) tolerate.” They pledged support for their son's school.

Before renovations were started, Steve and Marilyn visited Puhatubari at the time of Holi Festival. Over



Volunteer Jeff Bornemeier and parents, Steve and Marilyn, take part in a Hindu ritual in Nepal.

1,000 people turned out at the school for the celebration and to greet their American visitors. A sign reading "Welcome and Thank You" decorated an archway of palm fronds and was their entree to a day of live music, dance, and gift-giving. They were painted and smeared with colored ashes to commemorate the death of a devil princess and the love of a Hindu god for 16,000 maidens. In the words of Steve Bornemeier, the day "was a wonderfully humbling experience."

The Bornemeiers shared these experiences after returning home and introduced others to Puhaturbari. A Ridgefield newspaper featured an article about Jeff's project and their trip. One evening, supporters, friends and family were invited for a Nepali evening in Steve and Marilyn's home. Guests were marked with tika dots on their foreheads, served traditional rice and lentils (without utensils) on tin plates, and watched videos of the trip. The Bornemeiers even rigged a mock latrine in the back yard.

Because of Jeff, his family and friends have now met people and seen places they otherwise would never have known. Because of his project, they had the chance to work with their son and accomplish together something meaningful for the people of Puhaturbari, Nepal.

The Meyers

LIZ AND DAVE MEYER WERE Volunteers in Venezuela in the '70's, so Peace Corps' goal of cultural exchange was not new to them when their daughter Angela became a Volunteer. Liz had started writing articles about Angela's experiences for the local newspaper long before she visited Sri Lanka and long before she became involved in a project to improve English language skills in Angela's host community. It seems as though the folks in their California town were already great followers of Angela: her early morning wake up calls from the Buddhist monastery down the road, morning



Angela Meyer, an Education Volunteer in Sri Lanka, relaxes on a hillside with some of her students.

chores, and trips to the market.

When only 5 out of 78 students in Angela's community passed O-level English exams, local schools approached her to help them find books for special after school classes. In a country where Sinhala, Tamil, Muslim, and Burger communities live side by side but speak their own languages, English has evolved as an impartial means of communication and currency for advancement. Students who cannot speak English are barred from urban jobs and training programs. Proficiency in English is necessary for students wishing to qualify for higher education.

Angela accepted this secondary project and worked through the Partnership Program to coordinate the creation of two libraries stocked with realistic, village-based English texts. So that the books would be properly used and survive her departure, one teacher from each of two area schools was also to be sent to a training course in Colombo.

Liz Meyer assumed the role of coordinator in the States, hoping to involve others in raising the \$251 needed for the libraries and training. She contacted friends whose names Angela had put on a mailing list and put an article about the project in the newspaper. Six weeks after the campaign began, the Meyers had collected over \$800. Though most donations were small,

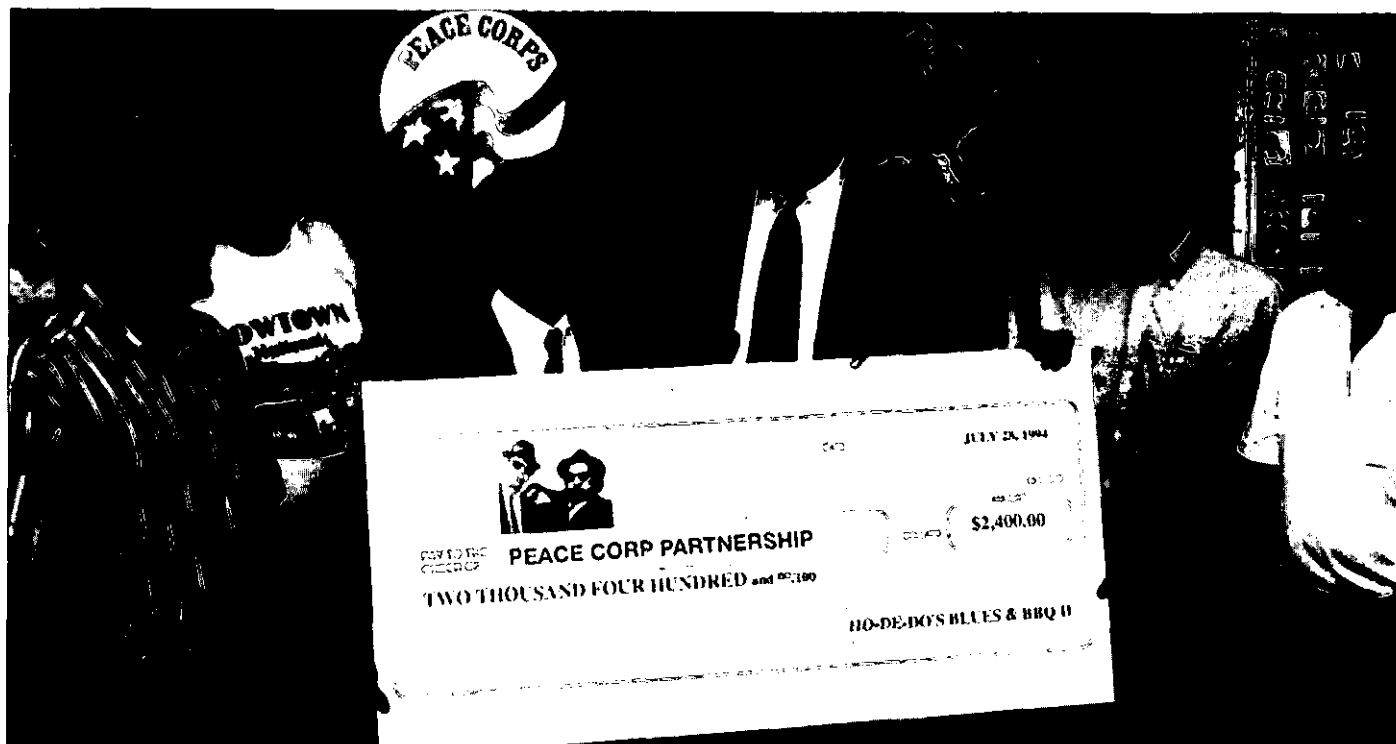
their accumulation was great. The Meyers "couldn't keep the money from coming in." So much was raised that they were able to support a second project and part of a third for other Volunteers in Sri Lanka.

When the funds reached Sri Lanka, Angela and her community counterpart headed to Colombo, the capital. They purchased books, and then organized the libraries and opening ceremonies to celebrate their new resources. After putting these books into use, Angela and her community saw students' average score on O-level English exams rise between 10 and 30%. Because of the success and renewed confidence brought on by this project, a special English camp for the students at Angela's school, as well as students from schools served by other Volunteers, was established.

According to Liz Meyer, "this project was the best thing Angela did in Sri Lanka." Adds Angela, "there is no dust settling on these books."

The Palmers

ANDREW PALMER LIVES IN Bobete, a mountainous area in central Lesotho, home to 800. While most people in Bobete work individual plots as farmers, they often come together for community projects—as in the construction of a clinic, sheep-shearing facility, water supply



Mel Adam, head of the Kansas City recruitment office, accepts a \$2,400 check from the Ho-De-Dos, a blues band from Kansas. The band held a Bar-Be-Cue (spelling ours) to raise funds for a Volunteer project in Paraguay.

tank, and gravel road. However, finding funds to build a new school for their district, along with community space and church facilities, had eluded them for years.

Andrew's parents Bob and Patty Palmer live in Mississippi. As they read Andrew's letters describing the poor state of school and church facilities in Bobete, the Palmers were moved by the needs of this community. When Andrew submitted a proposal for building a new school, they responded to this request "as part of what we stand for."

At the existing school, two-hundred students were attending class in a cramped two-room building. Three teachers were responsible for all classes, grades one to seven. The proposed school for Bobete would include two large rooms and new school desks. Under the guidance of Andrew and an appointed community leader, a school committee set up a budget and arranged for project participation from the

Catholic Archdiocese of Maseru in Lesotho's capital. The Archdiocese agreed to contribute the cost of transporting construction materials and hiring a professional builder, approximately 40% of the total project cost. The Ministry of Education was contacted to ensure that an additional teacher would be available for the new school.

Even given all of this in-country cooperation, a sum of over \$10,000 was still needed. The Palmers would have to find the remainder of the funds to realize the project.

Armed with the proposal and Andrew's accompanying letter, Bob Palmer led the way as they got down to the work of contacting...everybody.

Family, friends, church members and business associates were all within the realm of possibility and persuasion. Little did the Palmers know the extent of the goodwill and support they had accumulated over the years. Donations came in both large (\$2,500) and

small (\$25). Since October 1993, over \$13,500 has been raised in support of the new school in Bobete, an amount far exceeding their initial goal.

When asked to explain this success, Bob Palmer simply states that "the proposal touched the hearts of many people." He knew that when others read about the project and saw Andrew's photos of this faraway community that they would "understand."

In most families, there is only one Peace Corps experience. However, the Partnership Program gives every member of every Peace Corps family a chance to participate in far away communities. And in the future, when Jeff Bornemeier, Angela Meyer, and Andrew Palmer start telling their grandchildren one of those Abe Lincoln stories beginning with the line, "When I was a Peace Corps Volunteer..." their family and friends can echo their claims. ■

Natalie Niklas, a former Volunteer in Guinea and formerly an assistant with Peace Corps Partnership, is currently residing in Cote d'Ivoire.

**HOW CAN YOU
START A
PEACE CORPS
PARTNERSHIP
PROJECT?**

**see page 34
for details!**

Something to Believe In

MUSICIAN SHAWN COLVIN SAYS THAT "THERE WILL ALWAYS BE SOMETHING TO believe in." I suppose it is our choice whether or not we want to believe in that something. I am in Yoro, Yoro, having just come down from my site. I came because the daughter-in-law of the family I live with had a miscarriage on Monday afternoon. She was five months pregnant.

As a health Volunteer, I work in education, teaching midwives, village health workers, and mothers how to have healthier children. In October, when Melvina told me that she was pregnant, I was torn. In a way I was happy for her because she wanted a child and I was happy for me. Finally, a woman and an unborn child I might actually be able to help. I was torn because she was so young and so helpless herself. However, little by little I began to get excited about the baby, "Ricardito" as she called it.

We talked all the time about nutrition, vaccinations, etc. She was eating well, taking a daily vitamin and seeing the nurse regularly. She was doing everything I advised her to. That is, everything that I had learned would lead to a healthy pregnancy and a healthy child.

Then, on Sunday night she came to me and told me that she had a heavy pain in her stomach since Saturday morning. She had too much *pena* (embarrassment) to tell me before. I looked in all my health books but found nothing that was particularly useful. I tried to comfort her, gave her some tea and told her to see the nurse first thing Monday morning.

The next morning, she called me to her room and told me that she was bleeding. I sent Ricardo, her *marido*, (husband) to get the nurse, who had spent the night in the next village. I told her not to get up until he came back and then left to cut coffee. I was worried, but knew that there was nothing else that I could do. We were trained in education and prevention, not in treatment.

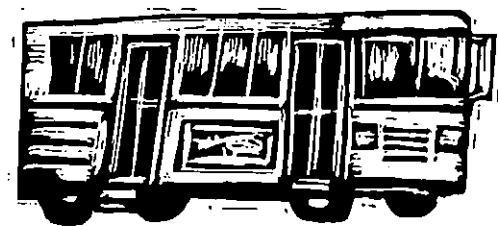
While I was up in the mountain, a boy came and told me that a woman had been taken from Guarda Raya in a hammock. I knew right away that it was Melvina. I felt sick to my stomach. I hurried down the mountain, knowing that she was already gone, but I needed details. I needed answers, something to take away the pain I felt. All the way down I repeated "*pobrecita* Melvina, (poor Melvina)" my mantra for the moment. When I arrived in Guarda Raya, I was told that when she left she was in so much pain that she couldn't stand up. I spent the rest of the day talking with her mother-in-law, Natalie, and listening to the radio in hopes that Ricardo would send a message.

The following day, a man came and told us that Melvina had lost the baby, a girl. The word spread quickly and soon everybody had a comment or an opinion. The general consensus was that it was what God had wanted.

The idea that things happen because God wills it is easy and comforting. One can say that and fall back into one's routine, sure that there was nothing anyone could have done to change the situation. In my books, the scientific view is presented. Miscarriages are often Nature's way of cleaning up her mistakes. This can also be a comforting viewpoint. Things happen because of science. They make sense. Although I can understand both of these views, I cannot fully believe in either of them. I am left in the middle, stranded, comfortless. I guess that the "somethings" that there are to believe in just don't work for me right now. I hope that they do for Melvina. I will see her tomorrow and I am not sure what I will do or say but perhaps I will be able to help her, not as a believer or a non-believer, but as a friend.

Sarah Grinnan is a Volunteer in Guarda Raya, Yoro, Yoro, Honduras.

Boarding the Bus



BOARDING THE BUS.
Should be easy. Shouldn't be a big deal.
That's what you'd think.
Which bus to take? Too full.
Too old. Too fast. Too scary.

This one is gonna stop. Okay, I'll get in. Where?

I want shotgun, but it's taken. It's everybody's favorite.

Back seat's easy—no one trips over you. But I get off early, and I'll trip over them.

Don't wanna sit there—I'd be in charge of the door—pain in the neck.

Spot there, between two men—yuck—not up for the hassle right now.

Little girls are safe seatmates—they just wanna touch your hair. But there are already five of them in that seat.

If I sit there, that woman is gonna have me hold one of her babies; I'm not in the mood for slobber.

High school boys are not bad, as long as you give them an evil eye.

A young woman defiantly spreads out a little more in the seat she's commandeered all for herself. She dares me to ask her to move.

Oh well—decision taken care of—the grey-haired, sparsely toothed woman near the back moves her parcels, scrunching herself up smaller, and all but shouts, "Hey white girl, come. Sit. Let me go."

Brooke Langston is a Volunteer in St. Kitts, Eastern Caribbean.

FieldBook

Tips for Making the Most of Your Tour

Plant Problems? Garbage Overload? Maybe you need a compost bed!

ARE YOU TRYING TO GROW VEGETABLES IN a sand pit? Does your soil have the consistency of clay? Is your fertilizer just not doing the job?

Maybe you should consider starting a compost pile of your very own.

The idea may sound difficult at first, but in fact it is very simple and can be done with the odds and ends laying around going to waste.

The first thing you have to do is scout out a good location. It must be a level spot with good drainage—you don't want your compost pile getting water logged. A shady spot is also good, if possible, because too much direct sunlight can dry out the pile too quickly.

The next step is to build a suitable enclosure. Although this is not absolutely necessary, it will make it much easier to build and maintain the pile as well as prevent any bits from blowing around.

You can use whatever is most accessible to build the bin, but remember it has to withstand decay from the compost. Bricks, concrete blocks, and wire are all good for construction, but if you must use wood try to use a hardwood that can resist decay. Then again, if you don't have that choice, use what you can.

Your bin should have three sides with a removeable fourth side for turning and removing the pile. Be sure to leave slats or holes so air can get in to nourish the mixture.

You won't want a bin that's too big—it will be too difficult to turn, but you also don't want one that is too small—it will dry out quickly. The best size is about four by four feet wide and four feet high. If you need more compost try having two small ones side by side. Don't worry about a floor or a cover, the earthworms coming up

and the rain coming down will both help you.

Once you've got everything set up, you'll need to start scavenging for things to fill it with. You can put almost anything natural into the pile. Weeds, chopped up corn stalks, seaweed, nutshells, fish waste, tobacco, feathers, pine needles, and table scraps all make great additions. Large sticks, whole bones, and animal fat should all be avoided due to slow decomposing though. And diseased vegetables and plants should also be avoided.

Now you can begin to build your pile. Start by spreading a six to twelve inch layer of collected material. Try to vary the stuff as much as possible, especially concentrating on mixing wet and dry items together to encourage the decomposing. Next add a layer of manure and a one-half to one inch layer of top soil or soil-sand mixture. This will help to hold the pile together as well as absorb odors. Continue layering until you reach the desired height.

The rest depends on how much time and effort you want to put into it.

If you're in a hurry and need the compost soon you can turn the pile every three days, being sure to keep it moist of course. This will give you usable compost in about two weeks.

If you are not in any rush but would like the compost sometime this year you can wait and turn it in three weeks and then again in two weeks. This should give you usable compost within three months.

If you really don't need it anytime soon you can turn the pile every three or four months and get a usable product in about a year.

To tell if it's ready look for a uniformly dark color and crumbly texture with a woody odor. If you've got that then you are ready to go!



Yoga

Who says you're not flexible enough?

ARE YOU SICK OF always talking about irrigation and forestry? Getting a stress headache from not understanding what people are saying in your new language? Join people like Candace Bergen and Kareem Abdul-Jabbar by taking a few moments a day to relax with yoga. This 4,000 year-old discipline will set your soul stress free and increase your flexibility without all the muss and fuss and mental fiddling about whether or not it's appropriate or safe to jog or power-walk in your community.

Something to Look Back On

Good things for your scrapbook

ONE OF THE FIRST AND MOST common questions (get ready, it will last a lifetime!) people will ask about your Peace Corps experience is "what did you do?" An impossible question for two years spent in a foreign country and environment. There are a number of ways you can tackle this question, but one of the easiest and most rewarding ways is with a scrapbook. It can serve as a memory book for you and a story book for anyone who's interested.

The best time to start is obviously at the beginning, but that doesn't mean it's the only time to start. Even if you only have a month left you can still compile a book of memories and mementos.

A scrapbook can take any form you want—visual, written or both. It's the perfect excuse to become a pack rat. Just save any little thing you will want to remember or show back home and paste it in. You can use a photo album, a book with blank pages or even loose paper. It is entirely up to you. The only thing you have to remember is be creative, make it as much a book of you as a book by you.

1

Your favorite local recipes.

2

A poem written by you or for you about your stay

3

A schedule of a typical or unusual day

4

Letters from home

5

Articles from local papers or magazines chronicling significant events

6

A description of something you discovered that you didn't know before

7

Pictures and postcards

8

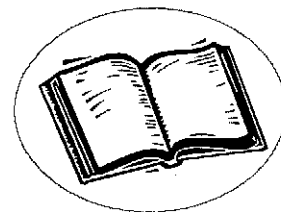
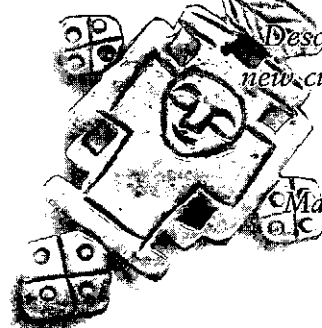
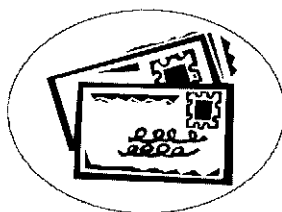
Receipts for meals, tickets, souvenirs

9

Descriptions of your reactions to new customs as you encounter them

10

Maps, either bought or made, to chart your journey



Mefloquine: A prophylaxis you can live with!

BY ANDREW FONTANEZ

"I HAD A TEMPERATURE OF 104.3° FAHRENHEIT FOR 3 days. I lived in a cold sweating, painful aching hell, lapsing in and out of a delirium that, when coherent, I could only wish that I would die."

"The hottest issues are work, sex, and mefloquine!"

"I have hard times with bad dreams one or two nights a week."

"VSO Volunteers don't have to take mefloquine."

"Let me see the data!"

Recently there has been much speculation concerning the efficacy of mefloquine, an anti-malarial drug used by Peace Corps Volunteers. Much of this has not been grounded in scientific fact. Some Volunteers

have felt inclined to change their medications and dosages. This is dangerous and can lead to malarial infection. Volunteers should not experiment with these medications; it could prove fatal. I invite you to take a look at the facts listed in this article and please consult your PCMO to answer questions that you may have.

Malaria is a parasitic organism. There are four types of malaria that affect humans: *Plasmodium falciparum* (the most dangerous), followed by *P. vivax*, *P. malariae*, and *P. ovale*. *Falciparum* malaria causes most cases of life-threatening malaria in adults, and is often resistant to chloroquine, making it doubly dangerous.

The mode of transmission is the female *Anopheles* mosquito that is found worldwide. Mosquitoes that are carriers of the malaria parasite can inject the parasites into the bloodstream and enter the liver within a half hour of the initial bite. Once in the liver the parasites transform and multiply, they then exit the liver and re-enter the bloodstream where they continue to feed on red blood cells and continue reproducing.

CURRENTLY, THERE ARE 6 DRUGS THAT HAVE BEEN USED AS ANTI-MALARIAL CHEMOPROPHYLAXIS AT SOME POINT:

MEFLOQUINE
(LARIAM ®)

DOXYCYCLINE
CHLOROQUINE
PHOSPHATE
(ARALEN ®)

PROGUANIL
(PALUDRINE ® UK)

PYRIMETHAMINE-
SULFAD
OXINE
(FANSIDAR ®)

FANSIMEF
(A COMBINATION OF
MEFLOQUINE AND
FANSIDAR)

Periodically, the infected red blood cells explode and flood the bloodstream with a new batch of parasites, thereby initiating the process over and over again. This ever-expanding blood infection causes the many symptoms of malaria.

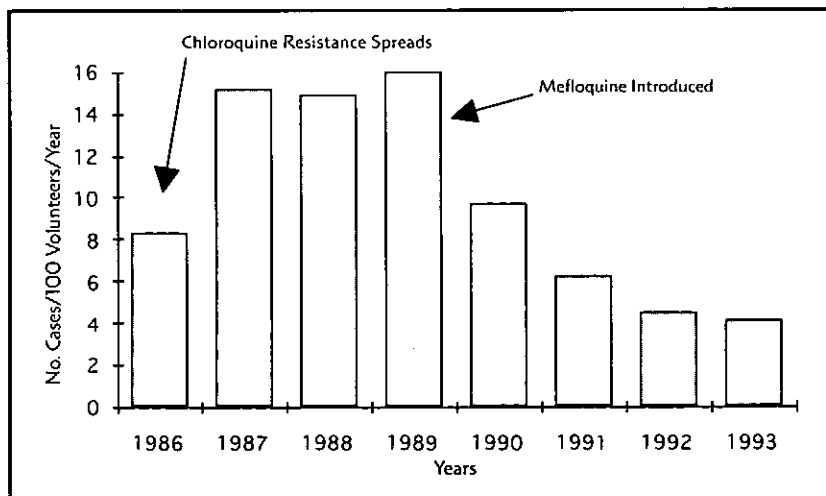
The time from initial infection to the onset of clinical symptoms vary from 12 - 30 days depending on the strain of *Plasmodium*.

The following is by a noted international health physician describing symptoms:

"Getting malaria makes you feel like you have the flu—only worse. Before an attack of malaria begins, you may have one or two days of 'not feeling well' and during this time notice headache, fatigue, loss of appetite, and a low-grade fever. The acute attack starts abruptly with chills (the cold stage), soon followed by a high fever (the hot stage), lasting two to six hours. During this time you may also notice pains in your chest, stomach, joints and muscles. The attack ends with two to three hours of heavy sweating. If you are not treated promptly, symptoms will recur and complications may develop, especially if the attack is caused by *P. falciparum*."¹

Since 1961, Peace Corps has employed the best available methods to contain the number of cases of malaria outbreaks among Peace Corps Volunteers. The strategy combines utilizing the most effective preventive chemoprophylaxis available as well as mechanical interventions such as the use of mosquito nets.

For many years, Peace Corps Volunteers serving in malarious areas were prescribed a drug called chloroquine. Chloroquine proved to be an effective anti-malarial agent. Misuse and over prescribing, in addition to mutations of the parasite, led to the rise of chloroquine resistant strains in most parts of the world. Chloroquine



resistance is highest in Africa, Southeast Asia, Papua New Guinea and nearby islands. The incidence of malaria rose among travelers and expatriates; this prompted scientists to begin searching for alternatives to chloroquine such as mefloquine and doxycycline.

Since the introduction of mefloquine in 1989, the rates of falciparum malaria have decreased dramatically in Africa among Peace Corps Volunteers. This information strongly argues that mefloquine offers more protection against malaria than chloroquine or the combination of chloroquine/paludrine.

Volunteers may receive different or misleading information concerning the use of mefloquine. This may be due to the fact that some health care providers are not familiar with the most current information on malaria prophylaxis. Peace Corps is mandated to provide the best health care available and implements the recommendations of leading experts in the field.

A common complaint surrounding the use of anti-malarials are their side-effects. The most common side-effect is gastro-intestinal disturbance. Rare or questionable side effects include headache, dizziness, blurred vision, vivid dreams, and hair-loss. One must remember individuals tend to react differently to various medications. Aspirin, for example, can cause many of the same side-effects that have been reported in anti-malarials.

Many adverse reactions can be avoided by varying the time of day that the drug is taken. For example, if vivid dreams are the complaint, the Volunteer could take it in the morning rather than at bedtime. Temporary hair loss, which is a frequent PCV complaint world-wide, is caused by stress, poor diet, medication or adverse environmental conditions such as extreme heat. Anti-malarials themselves do not appear to be a significant cause of hair loss.¹ Many of these side-effects will disappear after several weeks of usage, and are almost never severe enough to necessitate stopping the drug. PCMOs can assist in working through many of these problems and are an effective resource for Volunteers.

Long-term use of chloroquine and mefloquine is both safe and appropriate. No delayed toxicities have been found, and persons taking either medication for several years do not need to have any special blood tests or examinations. Many expatriates believe that they will develop immunity after one or two bouts of malaria. This is not true; even life-long residents of malarious



Don't be casual about it, you could become a casualty.

areas have only partial immunity to the local strain, and frequently become ill when traveling or when their resistance is overwhelmed.

Of course the best defense against contracting malaria is not to get bitten by an infected mosquito. There are many ways in which one can reduce his/her risk of exposure to malaria. Besides using an anti-malarial prophylaxis, there are several mechanical measures one can employ:

- Use mosquito nets, especially ones impregnated with insecticide. These are a cheap, effective barrier to mosquitoes, not to mention protection from scorpions, chagas bugs, spiders, and other not-so-friendly characters. Also, while often costly, screening windows and doors will make your life much more insect free.
- Use repellents such as DEET® or smoke/candle repellents. Please note that the long term exposure to these products may be harmful.
- Wear protective clothing. Don't give mosquitoes a place to get at your skin.
- Avoid being outside during prime mosquito feeding hours. These vary according to local conditions.
- Near your home, eliminate standing bodies of water such as used tires and cans that collect water. Litter and leaky faucets are prime culprits for reservoirs of the mosquito population.
- Most importantly, stick to your regimen. Don't skip taking your medication. This seriously reduces your body's defense to malarial infection. Don't be casual about it, you could become a casualty.

If you have comments regarding this article, please feel free to write us; we would enjoy hearing from you. ☐

Notes:

- ¹ World Health Organization (WHO), 1993.

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MAMA: ZZZZZZZZZZZZZZZZZZZZ
ZZZZZZZZZZZZ ZZzzzzzzzzzz!!!
HUJA! (Running about and screaming hysterically) Mamá! Mamá! LA GENTE de Talanga want to kill me.
MAMA: Hide yourself, my love. Quick. Shh zzzz. Keep quiet.
LAGENTE: (enter VERY angry carrying a big fly swatter) ¿Where are those mosquitoes? I'm going to kill them. They've

caused me plenty of sickness. ¿Where are they? (paces about with anger showing in every move) I'm really mad. (doubles up fist and shakes it) I'll use something else. (walks away muttering to himself)

HUJA 1: LA GENTE will come back. Mamá, I'm afraid.

MAMA: I know. Let's hurry to the street. There's lots of dirty water there. It's a perfect place. (they go and find other zancudos already there)

HUJA 2 & HUJO: ¡Hola, Mamá!

MAMA: Hola, my children.

HUJA 1: I just love Talanga. There is so much dirty water we can live here safely.

MAMA: Talanga is a paradise for us.

HUJA 2: We have security. Nobody will bother us. There's peace.

HUJO: There's plenty of stagnant water. I like it here. I'm very contento.

HUJA 1: (extremely nervous) ¡Mama! LA GENTE de Talanga. The bad, bad GENTE de Talanga.

MAMA: Keep calm. We are secure here.

HUJA 2: No. Look, Mamá. LA GENTE are cleaning the street. (leaves and the others follow looking back fearfully)

LA GENTE: (to the side) Aha! The streets are clean. No zancudos. Tranquillity!

MAMA: (leaving with the others, going toward the lagoon) Let's get out of here. If we don't, we're going to die. Let's go to the laguna. I want to see my nymphs and lay some more eggs.

HUJA 1: Stagnant water. Oh, how beautiful! Look!

HUJA 2: (looking at the nymphs in great wonder) ¿Mamá, what are those?

HUJO: (with a "put down tone") Nymphs. . . . Don't you know anything? There are eggs, and then nymphs, and at the last (very cocky) mosquitoes.

HUJA 2: (showing great doubt) ¿Is that true, Mamá?

MAMA: (in a tone of great tenderness and deep pride) Yes, little one. It's true. WE are special. We aren't like cows, dogs or the cats that have tender little babies nor like the birds who have little birds in eggs. Not us! We use metamorphosis.

LA GENTE: Hmmm (grins with self-satisfaction as he glances about, abruptly

ly jerks forward) What do I hear? What is that? (in wonder and disgust and disbelief) The sound of the zancudo. (searches about for source of sound) The lagoon. They are in the stagnant waters of the lagoon. (bitter, determined tone) I'm going to kill them. They are

It's the Life

BY BETTY J. ROSENTRATER

(mosquitoes)

Oh, how happy my life is
Each day holds more contentment
There is never a problem
In our lovely Talanga.

There's—
sewer water in the alleys
many great big stagnant puddles
thousand latrines all uncovered
water tanks that no one cares for.
It's— paradise.

WE'RE GOING TO LIVE

(people)

Miserable my whole life is
Every day becomes sadder
Those mosquitoes keep both'ring
In unhealthy Talanga.

There's—
sewer water in the alleys
many great big stagnant puddles
thousand latrines all uncovered
water tanks that no one cares for.
It's— very risky.

WE'RE GOING TO CLEAN.

(mosquitoes)

Miserable my whole life is
Every day becomes sadder
Those mean men are now ruining
Our Talanga so lovely.
WE'RE GOING TO DIE.

(people)

Oh, how happy my life is
Each day holds more contentment
There is never a problem
In our lovely Talanga.
WE'RE GOING TO LIVE.

WE'RE GOING TO LIVE IN GOOD
HEALTH!

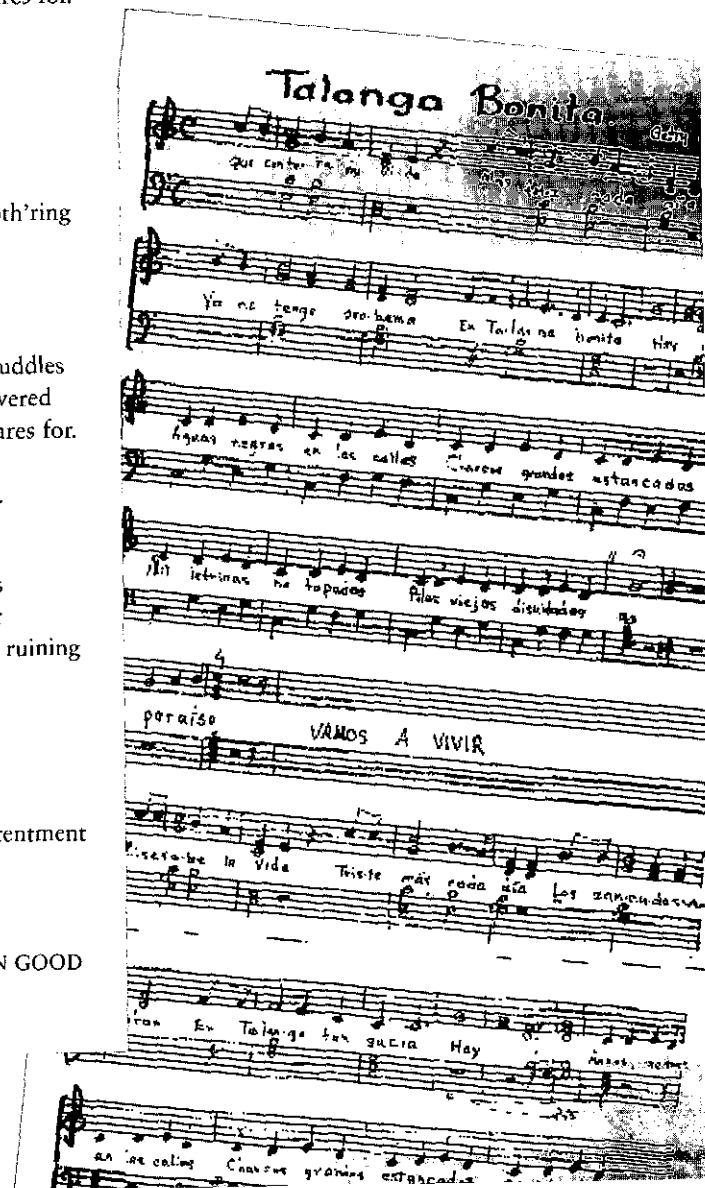
enemies. They cause malaria. I'm going to kill them. (looks at audience) Shhhhhhh. (leaves and returns with can of kerosene) Shhhh I have kerosene. I'm going to terminate them. (more and more emotion) I'm going to eliminate them. With this (points to can) the nymphs can't breathe. Adios. (rubs several itchy spots and sighs) Adios, itching. We're going to have peace.

HUJO: (with much emoción) Quick! Quick! Let's get to the outhouse. LA GENTE's coming. (all take off quickly showing nervousness)

MAMA: My nimfas! (sobs) They're all going to die. (wails) They can't breathe. (follows the others, weeping)

HUJA 2: ¡The horrid GENTE de Talanga! They put a top on this privy. We can't get in. (totally distraught) I have no home. I'm going to die.

Mamáaaaaa (falls) Mamáaaaaaaa



(fades to silence, dead)

MAMA: (searching about and finding small entrance) At last, a place. A very little hole under here to enter. zzzzzz (softly and contentedly) zzzzzzzzzz

LA GENTE: (pouring the kerosene on the stagnant lagoon) Liberty! Peace! Health! I'm the victor!! I'm going to the house. (walks to chair outside house, sits back in chair with arms crossed and eyes closed) Ahhhh. What a marvelous day. What a precious da— oh, no. The sound of another zancudo. ¿But WHERE? (walks about slowly tipping his head and listening) La letrina. (turning head toward audience as co-conspirators) Sorpresa. I have a surprise. (goes in house and gets bag of lime, walks out slowly and deliberately, powerfully) AHA!! (shakes some of lime into latrine) **MAMA:** ah ah ah (choking) Lime. I'm muriennnnnnnn

LA GENTE: Triumphant at last! And now mi siesta. (sits down again)

HIJA I: I'm hungry. All day long I've been fleeing from LA GENTE de Talanga. I'm hungry. I'm going to the house again. There's always blood there at night.

HIJO: (shaking head seriously) I have my doubts about that place.

HIJA I: I do too. But I know the little corners. It's worth the risk. let's go. (they leave for the house)

HIJO: (enraged) ¿What's this? We can't get into our very own house? ¿What TERRIBLE luck!

HIJA I: Sí, there's screen on the doors. En todos windows. How terrible LA GENTE of Talanga are. (angrily) ZZZ ZZZZzzz ZZZZZZZ

HIJO: Shhhhhh. LA GENTE comes. (in a soft voice) Let's go in behind. Shhhhhhhh. (follow LA GENTE stealthily)

LA GENTE: Life is beautiful without zancudos.

HIJA I: I'm hungry. Really hungry.

HIJO: Stupid. Wait.

HIJA I: I'm going to suck some blood. (she pricks and LA GENTE grabs his fly swatter, but the two hide behind him)

LA GENTE: (rubs the bite and sighs) Lucky for me I took my Aralén. O.K. O.K. I'm ready. (gets out mosquito sprayer and uses it) I prefer not to do this, but you forced me. (long, reluctant pause) An insecticide is your answer.

HIJA I: I can't move. I don't want to die. I don't want to. I don't waaa. . . . (crumples to the floor)

HIJO: (goes to the side slowly) Santa María. I have no future. The streets are clean and dry. The stagnant waters are covered with kerosene. The latrines are covered. The privy has lime. The house has screens. How are the mosquitoes going to live? What can we do? No. My little sister died from insecticide. What am I going to do?

LA GENTE: (without noticing or looking at HIJO) ¿What a day for Talanga!

HIJO: (with sad voice full of pain) My nerves are shot. I'm hungry. I'm going to stick that little baby sleeping in the little bed. (stands in confusion and frustration in front of crib covered with netting) What is this thing? The white thing over the crib. I can't enter. I'll die. A mosquito netting. (looking at the baby) Sleep well, little child of The People. Sleep well. I've bitten my last bite. I've sipped my last sip. Sleep well. (looks piteously at the child then falters and falls)

LA GENTE: (looking with pride at the sleeping baby) It was a hard fight, but we won. (raises hands and shouts) Forever live the people. POR SIEMPRE VIVA LA GENTE. ☐

New Publications from ICE

OUR NEW 1995 EDITION OF The Whole ICE Catalog is out, and by now all Volunteers should have received a copy. You'll see that we have added many new publications, particularly in the fields of environmental education and English language teaching. Another subject receiving considerable attention is AIDS education, which has become an important secondary activity for Volunteers. We have also added another main subject area to our list — Monitoring and Evaluation—to reflect the increasing importance of this activity to Peace Corps programming.

Since the latest edition of the Catalog was published, these new titles are now available:

FC 192

Understanding Soil Conservation Techniques (Technical Paper #58) by Fred Weber, Carol Stoney, and Dr. Edward Pytlik.

VITA: 1989, 15 pp. [ICE Class. No. A0920]

TECHNICAL PAPER EXPLAINING THE basics of both traditional and contemporary practices to prevent wind and water soil erosion. Utilizes pictures and sketches to describe such basic measures as wind-breaks, sand stabilization, cotton stripes, terracing, gully reclamation and conservation tilling, indicating how these techniques can be adapted to specific site conditions and current land use patterns. A good reference guide.

FC 193

Understanding Integrated Pest Management by David Pimental

(VITA) 1989 13 pp. [ICE Class. No. A1110]

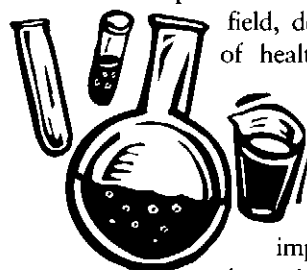
SHORT DOCUMENT THAT EXAMINES the complex nature of pest problems in agriculture and evaluates both chemical and non-chemical controls. Assesses integrated pest management as a technology for controlling agricultural and other pests, in terms of its value and accomplishments, and analyzes its future as a pest-control strategy.

HE263

Community Health and Sanitation
selected and edited by Charles Kerr

(IT Publications, Ltd.) 1990 317 pp. [ICE Class. No. C1400]

COMPREHENSIVE BOOK, WRITTEN BY experts in the water-sanitation field, detailing all aspects of health and sanitation among rural communities.



Emphasizes the essential link between

improved water supply and improved sanitation and hygiene as a means to achieve increased health benefits. Includes technical guidelines for an array of water supply, water treatment, and sanitation options. Makes a strong case for health education and partnership with communities, and presents guidelines for achieving this objective. Includes practical references and case studies. Appropriate for generalists and Volunteers working in all aspects of water/sanitation.

HE 264

Needs Assessment Strategies for Health Education and Health Promotion

by Gary D. Gilmore, M. Donald Campbell, and Barbara L. Becker.

Benchmark Press, Inc.: 1989, 199pp. [ICE Class. No. T0510a]

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

PRACTICAL HANDBOOK USEFUL IN health education and health promotion planning and program development efforts. Classifies and analyzes available needs assessment strategies and techniques, such as interviews, surveys, inventories and focus group discussions. Includes cases studies, which offer good examples of various combinations of strategies used in a variety of settings.

SB162

Getting Down to Business: A Manual for Training Businesswomen

by Uschi Kraus-Harper and Malcom Harper

1992 (IT Publications, Ltd.) 166 pp. [ICE Class. No. J4000]

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

EXCELLENT TRAINING MANUAL with detailed training sessions, case studies and role plays useful in providing both men and women with basic business principles. Sessions can be adapted for different cultural settings. Handouts are creative and informative.

SB164

Environmental Business Management: An Introduction
by Klaus North

1992 (ILO) 194 pp. [ICE Class. No. E0300]

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

EXCELLENT, CONCISE TREATMENT OF the "greening" of commercial enterprises. Most appropriate for bigger businesses, but also useful to educate small entrepreneurs about environmental issues. Explains how the environment affects business; provides management tools for making business "lean, Green and clean"; discusses such specific issues as dealing with wastes and pollution, and saving energy; and elaborates on the need to enlist outside support. Contains numerous forms and checklists for business managers' use.

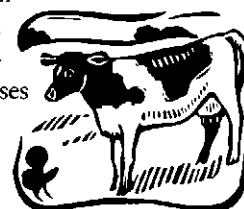
SB167

Small-Scale Food Processing: A Guide to Appropriate Equipment
by Peter Fellows and Ann Hampton

1992. (IT Publications, Ltd.) 158 pp. [ICE Class. No. A2700]

DISTRIBUTION TO PEACE CORPS IN-COUNTRY RESOURCE CENTERS ONLY

A GUIDE TO FOOD PROCESSING TECHNIQUES for developing countries. Part one describes agrobusiness techniques for different food groups (e.g. dairy products, beverages, etc.), including the suitability for small-scale processing, and the process and equipment required. Part two contains a directory, describing the features and the availability of equipment. Applicable to countries with food surpluses to increase income and employment in rural areas.



WD 108

Another Point of View: A Manual on Gender Analysis Training for Grassroots Workers (Training Manual)

UNIFEM: 1993, 106 pp. [ICE Class No. I0102]

WORKSHOP AND TRAINING MANUAL focusing on gender issues in development. Specifically relevant to the experience of community-based development workers. Helpful in the design and implementation of gender-sensitive development programs at the grassroots level.

Do You Know About the AT Library in a Shoebox?

WE'RE TALKING ABOUT THE APPROPRIATE TECHNOLOGY microfiche that are in your In-Country Resource Center. These microfiche contain the texts of over 1,000 books on everything from how to make a solar dryer to how to organize a cooperative business. The Appropriate Technology Sourcebook (AT033) provides reviews of the publications and serves as an index to the collection.

Now, Volunteers in Asia, which produces this library, has added over 100 new titles in an Expansion Set, publishing a new edition of the Sourcebook to accompany it. On request, IRCs can receive these materials from ICE, free of charge. Check to see if your IRC has the new set and Sourcebook. If not, encourage your IRC Manager to put in an order to ICE!

Chlorinating Wells In Morocco

EDITOR'S NOTE: Frequently, we at ICE have mentioned our interest in receiving technical reports from PCVs in the field which we can share with other Volunteers and staff. This article, developed by Rural Water PCV Randy Hammond and modified by OTAPS Water/Sanitation Specialist Joy Barrett, is a case in point.

Hammond produced a chlorination graph as a result of his work in Morocco. With contaminated water a problem in so many countries, we think the information is important to Volunteers generally. In investigating the problem and seeking a solution, Hammond like many other Volunteers has contributed to Peace Corps' technical knowledge and added another dimension to his assignment.

TRADITIONALLY, MOROCCANS have been disinfecting the water in their wells by using liquid bleach, which is sold commercially under the name "javel" and contains 12% chlorine. In order to disinfect the water properly, under certain conditions a high dosage of the bleach is necessary. This "shock treatment" is recommended for (1) a well that has just been worked on for cleaning, deepening, repair, pump installation, or pump removal and replacement; or (2) a well that is being chlorinated for the first time.

The graph shows what proportions are required. The vertical axis represents the depth of water in the well in meters. The horizontal axis represents the number of Liters (L) of 12% chlorine bleach that should be added to the well to produce a shock treatment of 50 parts per million (ppm). Curves represent well diameters ranging from 0.7 to 3 meters. The curves plotted assume perfectly cylindrical wells.

NOTE: Following a shock treatment, water should not be removed

from the well for 24 hours. After 24 hours water should be drawn to test whether the smell of chlorine is still present before it can be used for drinking.

Fifteen days following the shock treatment, and continuing on a regular basis every 15 days, the water should be disinfected at a lower level by adding an amount of bleach that produces a concentration in the well of 2 ppm. The amount of 12% chlorine bleach to be added to the well to achieve 2 ppm can be determined by dividing the shock treatment value (on the x axis) by 25. Following low-level treatment, water should not be drawn for 30 minutes.

Example #1

How much 12% chlorine bleach is needed to chlorinate the following well to 50 ppm?

Diameter = 1.2 m
Depth of water = 5 m

Referring to the curve for a 1.2 m diameter well, a 5 m depth of water corresponds to approximately 2.3 L of bleach.

Example #2

Using 12% chlorine bleach, chlorinate the following well to a concentration of 2 ppm (a low-level dosage).

Diameter = 1.5 m
Depth of water = 2.5 m

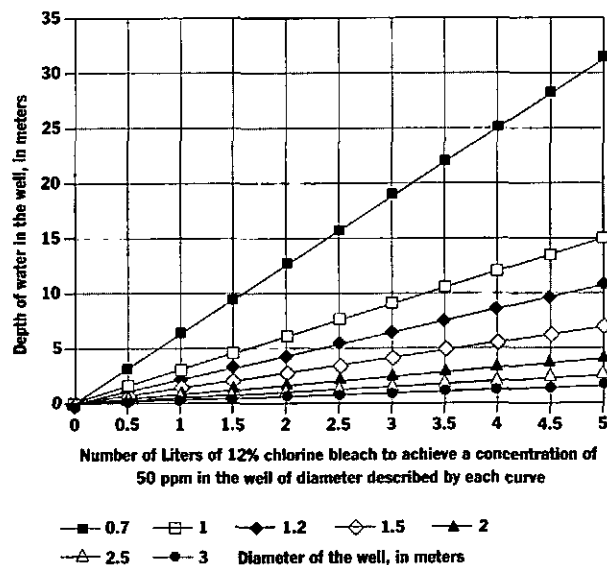
Refer to the graph. Dropping down to the x axis from the 1.5 m curve, we find a value of approximately 2 L will produce a concentration of 50 ppm.

Dividing 2 L by 25, we get a dosage of 0.08 L, or 80 milliliters (mL). This is the amount of 12% chlorine bleach required to produce a chlorine concentration of 2 ppm in the well described above.

Chlorination Outside the Parameters of the Graph

In some cases the graph may be inappropriate. The well may be unusually large or deep; or 12% chlorine bleach may be unavailable; or a chlorine concentration of other than 2 or 50

Disinfection of Traditional Wells Using Household Bleach (12% Chlorine)



ppm may be desired. In addition, the well may not be cylindrical. In any of these situations, the following equation may be used in place of the graph:

$$C = \frac{1000Vz}{10,000n-z}$$

where

C = amount of liquid bleach to be used, in Liters

z = desired ppm chlorine concentration

n = percent of chlorine in bleach (e.g. 6, 12, etc.)

V = well volume in cubic meters.

Logging On

WorldWide Schools enters the information age

BY BRIAN LONARDO

EVER WISH YOU COULD SHARE THE wonderful things about your Peace Corps country, its culture and its people with the rest of the

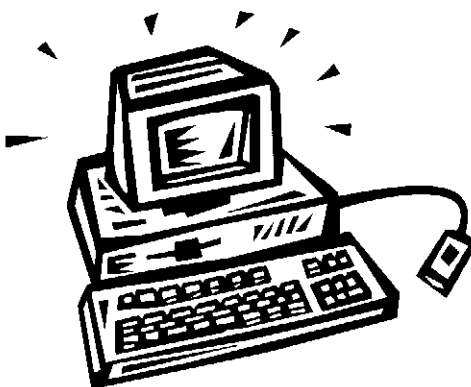
world? How would you like your description of a local custom, words from a poem, or village folk tale to be read by anyone in the world? Can you offer a student a unique view of your country of service that can't be found in any textbook or library?

Your knowledge can be valuable to WorldWide Schools as we launch Peace Corps into "cyberspace." We are looking for unique, descriptive, informative material about Peace Corps countries from PCVs, host country nationals, and staff to put on the Internet via our new on-line service.

We're setting up a computerized Bulletin Board Service (that's BBS in cyberspeak) that will allow anyone with a computer and modem access to a large database of information about Peace Corps and our host countries.

Here's an example: A college student interested in learning more about the Peace Corps can "log on" to our BBS and get application information, descriptions of programs, countries, and information about the type of degree and experience required for specific programs.

What does digging wells or farming



fish have to do with the "Information Superhighway?" Plenty! One of the goals of Peace Corps is to bring the overseas world back home to the people of the United States. This is the first time that such a wealth of information will be made available directly to the public at large.

Instead of copying information from an encyclopedia, a student doing a research project will get insight and knowledge he or she can get nowhere else.

What kind of material is useful? Think of it this way: there are vast amounts of information about each and every Peace Corps country. The

material we want should therefore be unique or "first person." A good example would be a letter from you or a local child describing your village or country and the way of life there.

Or perhaps you can provide recipes of local dishes, descriptions of local customs, familial structures, or even the weather! Also, pictures and maps—clear enough that they can be scanned—of dwellings, local dress or animals will be appreciated.

Basically, avoid sending anything that can be found at a local library in the United States.

Important: we will not post anything that is political, illegal, controversial or offensive in nature.

All materials must have your full name, social security number and country of service on them. (Your SSN makes it easy for us to look up your name and address on our database so we can send you a thank-you note.)

Please make sure the handwriting is legible.

If you want your materials returned to you, include your Home of Record address.

If you have information on disk, make sure it's in a generic format, i.e., ASCII or saved as text. (That means no fancy stuff—boldface, underlines, italics, weird fonts, etc.) We can read both IBM compatible and Macintosh disks in Washington.

Mail everything to Brian Lonardo, WorldWide Schools, 1990 K St., NW, Washington, DC 20526.

For PCVs already on the Internet (that's right, some are) send your information to Brian using the following address: blonardo@usa.peace.gov.

We look forward to hearing from you! □

Brian Lonardo, a former Volunteer in Benin, is information program manager for World Wide Schools.

Global Partners

How you can start a Partnership Project

BY NATALIE NIKLAS

MAYBE YOU'VE HEARD THE name before; maybe it's news to you. But whether you know it or not, the Peace

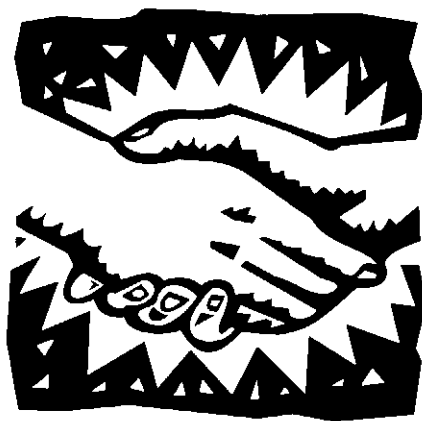
Corps Partnership Program exists to support Volunteers like you. For teachers wanting to help renovate their schools, for health workers planning training seminars, for small business advisers establishing community resource centers—the Partnership Program helps Volunteers find support for projects addressing problems within their host communities.

Emphasis in this program is put on *partnership*. Volunteers are the link between Partners—a host community and one or more supporters—focusing on the same project. Both groups contribute resources.

Here's how it works:

ONE: Members of your host community discuss their most pressing needs. Together, you evaluate options and determine the most feasible, appropriate means to address the problem. The community examines its finances.

TWO: Your group develops and submits a project proposal describing how the need can be met by combining host country and American resources. The proposal explains the need, objectives, budget and other issues related to the project. Included is the community's contribution of all available resources—time, labor, transportation, financial and/or material sup-



port—which should total 25% or more of the total project cost. Project organizers also try to obtain commitments from their government or other concerned organizations for any assistance that might supplement their efforts.

THREE: You review and discuss the proposal with the appropriate in-country Peace Corps staff member. Afterwards, it is signed by your Country Director. The proposal is then forwarded to the Partnership Office in Washington.

FOUR: Once accepted, your proposal is shared with hundreds of interested individuals, church groups, schools, businesses, service organizations, and clubs. If you suggest names and addresses of potential

donors—friends or relatives, your church or alma mater—the Partnership Program will contact them and provide information on your particular project and how they can participate. Although the program occasionally receives large grants to cover specific interest areas, its primary focus is matching groups within the U.S. with projects abroad that best complement their interests.

FIVE: The Partnership staff will notify you when full project funding is attained. Funds are authorized at that time and you may contact vendors, craftspeople or whoever else will help realize the project and inform them that the project has been sponsored.

SIX: Work on the project begins. U.S. Partners receive quarterly reports, both narrative and financial, until the project is fully completed. Most Partners also want to correspond with the community whose project they are supporting. This can mean exchanging group letters and photos, or cassettes and other items specific to the area; it can also mean having individual pen pals.

SEVEN: When work is finished, a final report is prepared for the Partnership Program and forwarded to all donors.

Think of the Partnership Program as both a funding and community resource. By directly connecting overseas groups with Americans interested in development, it asks both groups to go beyond the typical donor-donee relationship. Because local communities formulate and financially invest in the project, it is more likely to succeed and contribute toward lasting and sustainable development. Americans are encouraged to correspond with their overseas Partners, and become more informed about other people and cultures. As the joint project progresses, a true partnership is formed. ■

Natalie Niklas, a former Volunteer in Guinea and formerly an assistant with Peace Corps Partnership, is currently living in Cote d'Ivoire.

Partnerships In Action

CREATIVITY IS THE NAME OF the game in answering the needs of Volunteer communities. Runner-up candidates are feasibility and flexibility. Consider how these Volunteers and their communities examined their needs and developed small-scale, but highly effective ways to solve them. Projects sponsored by Partnership donors are as varied and imaginative as you and your community are!

Ecology and Health Foundation Lead Screening Program

Volunteer Julia Jowers has teamed up with Poland's Ecology and Health Foundation to develop a study to provide information about the extent of childhood lead poisoning in Warsaw. This project arises from growing national and international concern over lead poisoning and in recognition of conditions in Poland which can contribute to high blood-lead levels. Blood lead levels in children ages 1-3 are tested and information distributed to parents. The project has recently received a great deal of national attention in Poland. Parties in both Poland and at the Centers for Disease Control in the U.S. are interested in the results of this study as it is the first of its kind in Poland.

Women's Community Center and Vocational School

The city of Cape Coast (pop. 75,000) boasts one of the most active community women's groups in Ghana. In January, 1990, over 1,000 women from all sectors of society joined together to form the

Women's Committee of Cape Coast Christian Council. This organization proposed the creation of the Cape Coast Ecumenical Center for Women which will provide five main services for members: vocational training, credit facilities, a resource center, business and literacy courses, and a meeting place. Volunteer Kristin Johnson, working with the Women's Committee, sought support to furnish and equip the Center and to purchase start-up supplies for the Center's income-generating batik (tie-dye) business. Batik sales will eventually finance the Center's long term maintenance.

Woodside Bakery Building Expansion

Woodside Bakery is one of four workshops run by the Jamaica Council for the Handicapped. There is no verbal communication between bakers as they are deaf and mute. Workshop trainees come from the school for the deaf which is located next to the bakery. Woodside's bakery goods are in great demand; therefore, training provides each apprentice with a marketable skill and an opportunity to become self-sufficient. The Council for the Handicapped is working with Volunteer Ann Shimer to fund an expansion of the facility which would bring more apprentices into the baking program.

Batalay Oyster Culture Water Quality Testing Equipment

The fishermen of Batalay and the Philippine Department of Science and Technology (DOST) noticed a steady, yet dramatic, decrease in

marine productivity over the years. This decline prompted them to consider alternative strategies to maintain their sea harvests. In February 1994, DOST initiated a program on the island of Catanduanes to create mussel and oyster plantations in an effort to establish new aquaculture projects. The Philippine Department of Agriculture donated fresh stock and the community constructed the necessary rafts to initiate the testing phase of the project. In order for the plantation to enter its implementation phase, the community is working with Volunteer Sonja Raub to secure water quality testing equipment to ensure the safety and productivity of their crop.

Kelo High School World Map Project

As part of a global effort to enhance both the aesthetic environment and the educational resources in developing communities, Peace Corps Volunteers have long been involved in organizing their communities to paint a world map on walls of local schools. Known as World Map Projects, these endeavors are cost effective, technologically appropriate resources for students studying subjects like geography, history and the natural sciences. Kelo High School, in conjunction with Volunteer Krysia Cierniak, seeks to install a painted world map on the wall of its newly constructed library in a town of 25,000 in southern Chad to bring the rest of the world a little bit closer to its students.

Déjà Vu

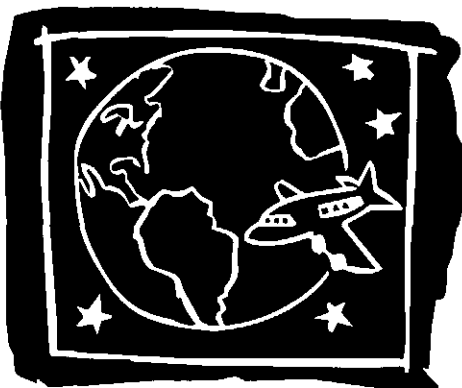
An RPCV finds Peace Corps alive and well in the U.S.

BY KEVIN MCKONE

I ARRIVE AT MY SITE FOR THE FIRST time. The rain is pouring while my new principal shows me the house I am to live in for the next two years.

There are a few dead cockroaches, some mildewy furniture and a small propane heater sitting against the wall in the living room. It is raining so hard, and the sky is so dark, that I really can't see much. I nod my head and tell him, "This will be fine."

Sound like the beginning to an all-to-familiar trip overseas? Guess again. This was to be the beginning of a two-year teaching assignment in rural America. Let me step back in time just a little. Three years ago—and yes—time does fly, I found myself on a small island in the middle of the South Pacific teaching math and physics. One of the first things that became apparent was that everybody knew everybody, and in most cases were related. Since I was brought up in big-city USA, this was a completely new experience for me. I had a lot to learn about rural life. Most of the teachers were related to the students and each other in some way; religion played a very important part in community life; and like a lot of rural areas it was lacking many resources, especially when it came



to schools.

I now find myself still teaching math and physics, but in rural Mississippi, as a Peace Corps Fellow. The similarities I have found to my Peace Corps assignment are striking. After my current principal here in Mississippi showed me my new apartment/garage, he was very eager to show me around town. "And over here is a relative of mine who will be glad to help you with...." Déjà vu big-time, and this was just the beginning. Upon arriving at my new country school, I learned I had no lab equipment! You think I'm lying? And physics has been offered for I don't

know how many years!

Wrapping paper, ribbons and small teddy bears literally littered the lab shelves. "Where are the textbooks" I kept asking. "Oh, we'll get them to you," I was told cheerfully. "Yeah, but it's already the second week of school." As the weeks progressed and the teachers quit asking me about my religion, I could only chuckle when they would tell me that they had graduated from this same school some 20 years before and their children were recent graduates or currently enrolled. I'm amazed by the number of teachers who are related to students, students related to students, etc. Again, big déjà vu.

As when I was overseas, I now have a principal whom I respect, a dedicated staff who do a great job with few resources, quiet surroundings and a temperate climate. The kids are indeed wonderful, as they were on the island. Discipline problems are rare, drugs and gangs are non-existent. The kids are getting a great education and I no longer criticize the backwards education system overseas nor the purported one in rural America.

My job, these last eighteen months has been so similar to my two years on the island that, really, sometimes I just have to laugh. Corporal punishment, chemicals draining into the ground, seriously, things I didn't think I'd ever see again. From the importance of religion in a small community, to the scarcity of educational resources, and the never-ending relations among rural folk, a lot of things have remained the same. Back on the island we had a few more computers (but no electricity—go figure) and the termites weren't as prevalent, but all in all, many things really aren't that different. ■

Kevin McKone just completed his first year as a Peace Corps Fellow at the University of Southern Mississippi.

Writing Your Résumé

How to make your Peace Corps experience work for you

BY KRISTIN WENNBORG

AFTER TWO YEARS ABROAD AS A Volunteer, coming back home to enter the job market can feel a little like, well, joining the

Peace Corps. Exciting. Challenging. Intimidating. A leap into the great unknown. But just as you mentally readied yourself for life overseas, here's a few things to think about as you prepare for your "work life" after Peace Corps. The first step is to think creatively about what fields and issues you would like to be involved in. If you can, buy some time to research the job market and to find out what skills you value most in yourself.

Maureen Doherty, director of Career Counseling Services in Virginia, says, "Take part-time or temp work if you have to, but give yourself time to do the research you need to find out who you are, what you want to do, and where you would be happiest."

Many career counselors suggest setting up informational interviews with a variety of sources. This way, you can discover what's important to you in the workplace, but you can also find out what organizations need and how you can meet those needs. And you never know where an informational interview may lead. "Most nice jobs are hard to find because they're with smaller and more obscure companies," says Don Brezinski, director of career planning at The American University in Washington, D.C.

Next, think skills, skills, skills. Irene Mendelson, president of BEMW, Inc., Counseling and Training Associates, has counseled several Returned Volunteers and says, "Don't clutter your mind with job titles. Think instead about what functions you've performed in your work, and think of those functions as building blocks that can be used in all different shapes for all different kinds of jobs."

She suggests Volunteers do a skills analysis test, available in many career guidance workbooks as well as at the Returned Volunteer Service Center at Peace Corps headquarters in Washington. Another method is to write down everything you've ever done and determine the skills needed to accomplish them.

Be sure to describe the skills you've "earned" in general terms. Fred Voss, director of International Programs for the American Society for Training and Development, suggests, "Volunteers should forget about the nitty gritty of their project—unless it directly applies to a job they want—and translate their experience into general business terms."

Mendelson advises Volunteers to emphasize the following skills, regardless of their project: communication, persuasion, teaching and training, technical skills,

organizational, management and supervision skills. These are what career counselors call "macro-skills." They're different than "micro-skills" like accounting, but just as important.

Cross-cultural skills are some of the best "macro-skills" Volunteers have going for them in today's job market. Most companies in the United States have multinational operations and diverse work staffs, and Peace Corps experience is a clear indication that a person has an open and knowledgeable attitude towards other cultures.

Mendelson says, "The workplace is moving toward diversity now. Not everybody thinks and works alike, and people carry different assumptions. One of the skills Peace Corps Volunteers can play up is their experience working in a culturally diverse environment."

Language skills are also a plus, but not as crucial. "Foreign language skills tend to be more job specific, needed if the job requires it," says Mendelson. "Language can be an in," states Brezinski, "but they have to be backed up with skills."

And don't forget that Peace Corps service illustrates that timeless "macro-skill" called initiative. "These are people who have taken proactive steps to operate in another language and culture, and to master a skill in their work overseas," says Brezinski. "It's not easy getting into Peace Corps, and Volunteers show a willingness to take a risk by serving overseas for two years."

Even after two years out of the country, Volunteers may be uniquely suited for the American workplace. Brezinski claims that the old "to-do" list is practically obsolete in any job. "It's problem-solving and crisis-management, every day. Peace Corps service shows that you can overcome obstacles and think on your feet. You can't survive in the workplace without those skills." ■

Kristin Wennborg is a press officer in the Office of Communications.

Pat Cloherty

This top venture capitalist is bullish on Peace Corps

BY SARAH BOTT

HEARING MEGABUCKS VENTURE capitalist Pat Cloherty talk about her work is a little like watching a roulette wheel in a

casino. The stakes are high, the lights are flashing, and the audience waits in anticipation. But instead of a spinning wheel it's the gears in her head that are turning and the buttons on her phone that are flashing. Her energy level is so high that it feels like fresh oxygen is being pumped into the room. The financial world wonders who she'll back next. Will she score? Or will the money seep regretfully down the drain?

Make no mistake—venture capitalism is high stakes investing. And Cloherty is a high roller. As president of one of the nation's largest venture capital firms, she is constantly on the lookout for entrepreneurs whose businesses have prospects for high and rapid growth. Some of the companies her company, Patricof & Co. Ventures, has helped finance include Apple Computer, American Photographer magazine, America Online, and Office Depot.

But the person so many companies pin their hopes on looks not like the hard-boiled business executive you'd imagine, but disarmingly like a grown-up Anne of Green Gables. Her reddish hair is pulled back into a barrette and

she fiddles with the string of pearls around her neck while she talks.

She looks like she could still be a Volunteer.

In Peace Corps, Cloherty's assignment as an Agriculture Extension Volunteer in Brazil had her working to develop 4-H clubs, preparing local kids for their responsibilities as future farmers, homemakers, and community leaders. Back then, Volunteers were divided up by sex: the men built the latrines, worked on the roads, and helped improve the livestock and crop yields. The women taught nutrition, sewing, health and hygiene, and grew demonstration gardens. Flexibility, the mantra of Peace Corps, gave Pat and the other women a chance to pitch in with engineering projects and, on occasion, castrate farm animals.

Cloherty, who sidelined her plans for graduate school as the nation got caught up in the wave of Peace Corps idealism, never regretted joining the Peace Corps.

"It was exactly the right thing for me to do," she says now.

When vacation time came, Pat and two friends headed up the coast from Rio de Janeiro, looking for a good

beach and some R&R.

"Volunteers have reputations for being mooches," she says, pointing out one of the more common pieces of Peace Corps lore. "So we were always trying to get something for free.

"First we hitched a ride from some Volkswagen salesmen," says Cloherty, "but we decided it would take too long to get where we wanted to go by car.

"So what we did next won't surprise you," she says. "We hitched a ride with the Brazilian Air Force. We told them we were American missionaries and could they please give us a ride in their plane?"

Peace Corps Volunteers have some nerve.

"They thought we were too funny, these American girls. They even put us up in a hotel suite!"

When she stops laughing, she shakes her head. "It was hard to leave Brazil. They were great years."

But traveling, it turns out, had brought other opportunities to the ambitious Cloherty.

While traveling on a train across Brazil, Pat met a representative of the Ford Foundation.

"He told me about Ford fellowships to different schools in the states and gave me the forms to fill out. I filled them out and sent them in." The end result was a fellowship to Columbia University in New York, where Cloherty earned a MA in international affairs and another in comparative education in 1968. She spent the next couple of years back in Latin America, first working for a social science research firm in Cuernavaca, Mexico, and next on a presidential Latin American policy review mission led by Nelson Rockefeller.

By 1970 Cloherty realized that she had a taste for adventure and at 28, she helped form Patricof & Co. Ventures, which today manages more than \$1.4 billion in venture invest-

ments. Just three years later she became interim chief executive of one of Patricof's major investments, Childcraft Education Corp., the maker of educational toys.

Noticed outside the highly competitive circles of the New York financial world, Cloherty was selected by President Carter in 1977 as deputy administrator of the Small Business Administration. There she oversaw agency programs and played a key role in developing policies that would expand the scope of the private venture capital industry.

When she returned to New York in 1979 Cloherty took the ultimate business risk and started her own firm. Fifty-Third Street Ventures, founded with partner Daniel Tessler, specializes in venture investing and fund management. Cloherty kept up with Patricof & Co., though, and nine years later rejoined the company as a general partner and senior vice president, while still maintaining an interest in her own firm.

Last year she became President of Patricof. She is responsible for day-to-day operations at the firm, which has offices in London, Madrid, Munich, New York, Palo Alto, Philadelphia, and Zurich. Her work involves planning for growth as well as tending to the investments of the firm and its associates. To the promising entrepreneur, Patricof offers the critical ingredients: capital, equity financing, and strategic financial advice.

How does Cloherty decide who to bet on?

"For every deal we do, we review about 100 more," she says.

Twelve years ago she helped found the Committee of 200, a network of America's top businesswomen. The Committee's membership ("about 350 now") spans the country, drawn from almost every type of business and industry. Committee women are business powerhouses—they either own a business with an annual volume of at least \$10 million or run a corporation or corporate division with more than a \$50 million budget. In its ranks are Lillian Vernon (founder of the compa-

ny that ships over 500 pounds of home and garden supplies to Peace Corps staff every year); Ellen Gordon, president of Tootsie Roll Industries; Katherine Graham, chairman of the board of The Washington Post; and Christy Hefner, president of Playboy Enterprises.

Private investors aren't the only ones competing for Cloherty's time. This year she was appointed by President Clinton as Director of the Fund for Large Enterprise in Russia. She also sits on the boards of seven corporations and three non-profits.

But she hasn't forgotten about the 4-H clubs she helped started 30-years ago in Brazil. When business brought her back to her Peace Corps host country last year, Pat took advantage of the phone system that didn't exist when she lived there to call some local friends. She wondered if they'd remember her.

The operator was able to track down the cousin of one of her old col-

leagues, and before long she was on the phone to someone she hadn't talked to in three decades.

"It was like it was yesterday," she says, incredulously. "He wanted to know how my dog was!"

Awards from Inc. Magazine and the National Association of Small Business Investment Companies hang modestly on the wall, decorations amidst the piles of Foreign Affairs journals that sit in a short tower on the coffee table and stacks of proposals that wait on the floor hoping to be read.

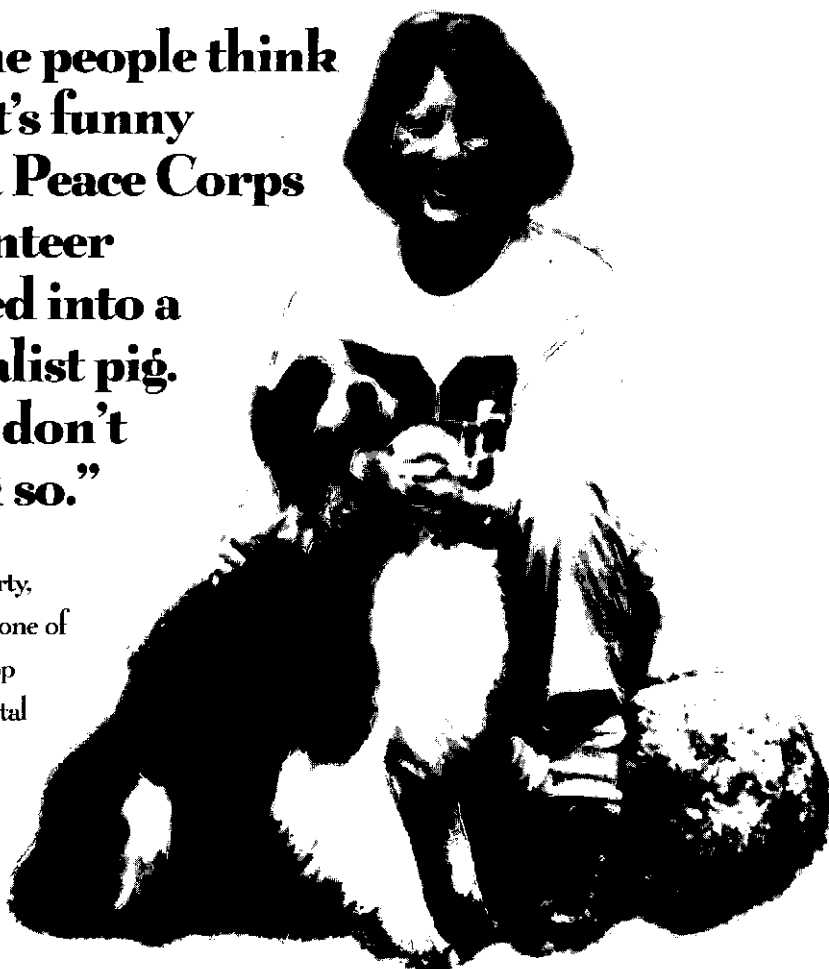
"Some people think it's funny that a Peace Corps Volunteer turned into a capitalist pig," Cloherty grins. "But I don't think so. This is a scrappy business and Volunteers are scrappy."

"And besides," she crows with delight, "I'm the only capitalist pig I know who can castrate a pig!"

Sarah Bott is the Editor of Peace Corps Times.

**"Some people think
that it's funny
that a Peace Corps
Volunteer
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But I don't
think so."**

**—Pat Cloherty,
president of one of
America's top
venture capital
companies.**



Reviews

BOOKS, MUSIC AND OTHER ART OF THE PEACE CORPS WORLD

Great children's books with second language learners in mind



CHILDREN'S BOOKS are not just for the kiddies. According to teacher, author and Returned Peace Corps Volunteer Betty Smallwood (Fiji, 1969-71), a flood of children's literature with third world settings has recently emerged which is entertaining and useful for teaching English as a second language to students of all ages. "There are books that are called children's books that are not at all childish. They teach bright, universal themes, and their simple, limited text provides them [adults] with something they can master." Using multicultural children's books, she added, Peace Corps Volunteers in the education sector may not only give the gift of literacy but also create a "window to the world" through which students may better understand other cultures as well as their own.

In 1991, Smallwood published a virtual encyclopedia of multicultural children's books entitled **Literature Connection: A Read Aloud Guide for Multicultural Classrooms** (Addison-Wesley Publishing Company). In it, she lists several books which benefit multicultural classrooms based on the quality of their illustrations, how well their illustrations correlate with the text, the predictability of the text, the amount of text per page and the maturity and universality of their themes. She also provides great tips for preparing productive lesson plans and reading exercises in Peace Corps schools.

The following are just a few books Smallwood praised:

Mufaro's Beautiful Daughters (Lothrop, Lee & Shepard, 1987), written by John Steptoe, integrates the European

folk tale Beauty and the Beast with the colorful landscape, clothing and artifacts of Zimbabwe. This Caldecott Honor award-winning book is for intermediate and advanced English as a Second Language (ESL) students in grades two to four and five to eight.

Intermediate and advanced ESL students (grades two to four and five to eight) may take another trip through fairyland with the story of **Ye-Shen** (Putnam Publishing Group-Philomel Books, 1982), China's version of Cinderella. Written by Ai-Ling Louie and illustrated by Ed Young, it is a beautiful addition to any multicultural classroom.

Peek through another window of Chinese culture and you will find He Liyi's **The Spring of Butterflies and Other Folktales of China's Minority Peoples** (Lothrop, Lee & Shepard, 1985). Exquisitely illustrated by young Chinese artists Pan Aiqing and Li Zhao, this

book introduces intermediate ESL readers and students to the customs and language of the minority people of China with magical stories of good versus evil, the endurance of true love, and the triumph of poverty over wealth.

In addition to the works suggested by Smallwood, there are a number of children's books written

by RPCV's which also display the magic of literature and its ability to bring countries and cultures together. **It Takes a Village** (Scholastic, 1994) by Jane Cowen-Fletcher (Benin, 1981-83) depicts a day in the life of a young African girl and the lessons she discovers while caring for her younger brother. The latest book by Karen Lynn Williams (Malawi, 1980-83) entitled **Tap-Tap** (Clarion Books, 1994) immerses beginning to advanced ESL readers (and students ages four to ten) into the bustle and color of Haitian village life. **When Africa Was Home** (Orchard Books, 1991), also written by Williams, tells of an American boy who suffers the hardship of adjustment after moving into the strict, civilized society of the United States from the wild and free hills of Africa, which for three years he called home. This book is also enjoyable to readers ages four to ten and/or beginning to advanced ESL students.

—Sarah Branham



PCV Cara Middleton with Mihallem, a girl from her Paraguayan village.

"Tale of a Tail"

A St. Lucian folk tale, or *Tim-Tim*, "Tale of a Tail" narrates the adventures of *Compere Lapin*, a wily rabbit who always manages to outwit other animals, including *Compere Chien*, a dog. *Tim-Tims* were once an integral part of St. Lucian communal life, handed down orally through the generations. In her collection of Caribbean folk tales, *Give Me Some More Sense*, Jacintha A. Lee recaptures this rich storytelling tradition.

ONE DAY GOD INVITED ALL horned animals to dinner on the other side of the sea. All the animals wanted to go, especially *Compere Chien*. Unfortunately for him, he had no horns. He walked through the woods trying to work up a plan. He eventually met *Compere Lapin*. He told Lapin, 'let we go to dinner too.'

They went to the place and got their horns stuck on. For the rest of the day *Compere Chien* sat in one place, his head in the air, but Lapin made use of his horns. He went into a garden and started digging out carrots. As a result his horns got lost.

When he returned to where he had left *Compere Chien*, he did not find him. This was because Chien was already on board the boat which was then far out at sea.

'There is one animal on board who eh got horns,' *Compere Lapin* shouted.

The Captain hearing this could not believe his ears, so he asked Chien who was closest to him, 'What did the person on ground say?'

Chien replied, 'He eh say nothing.'

Compere Lapin seeing that no attention was paid to him, shouted again, 'You have a dog on board. If you think I lying let all them animals shake their horns.'

All the animals shook their horns except one—*Compere Chien*.

The Captain told him, 'Shake your horns.'

Compere Chien shook him very

slowly. He knew that if he shook any faster his horns would come off.

The Captain shouted, 'Shake faster!'

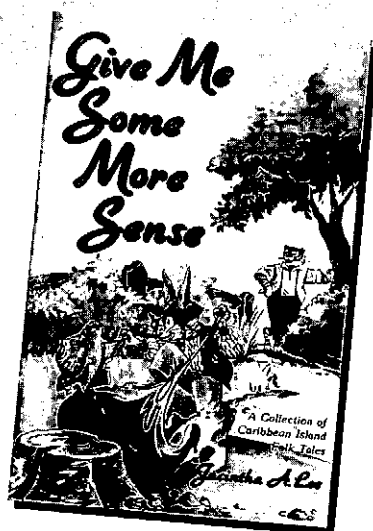
Compere Chien shook so quickly that what he feared happened — his horns popped off, and both he and the horns fell into the sea.

Compere Chien swam until he reached land. He searched the whole day for Lapin. He said to himself, 'I go fix him up, I go fix him up, I go fix him up, that Lapin, when I meet him he going to see.'

After searching for a long time, he was rewarded. He noticed *Compere Lapin*'s tail sticking out from a hole in the ground. Taking hold of Lapin's tail he pulled with so much force that poor Lapin's tail came off, leaving only a very short piece.

This is why, up to this day, all rabbits have extremely short tails.

Jacintha A. Lee is an APCD on St. Lucia, in the Eastern Caribbean.



The Beat Goes On



THE INDIGENOUS music that's been wafting through your window along with the breeze for much of your tour has become a mainstay in the music scene stateside.

World beat, as it's called, is indeed all the rage. And as such grooves as reggae, soukous, and zouk rise in popularity, so does the demand for even fresher traditional music.

Bhangra, a form of music of the Punjab in northern India, is currently making its debut with the I.R.S. release, **What Is Bhangra?** The album, a compilation of eight different artists, is beat intensive and has already taken off in the U.K. "rave" scene.

Zaskakan, a group which hails from the island of Reunion in the Indian Ocean between Madagascar and Mauritius is entering the fray with their first international release, a self-titled album on the Mango label. Wildly eclectic, Zaskakan combines traditional vocals, rhythms, string instruments, and hard percussion with electric guitars and keyboards. Recorded in Dakar, the album features vocal accompaniments by Senegalese superstar Baaba Maal.

Salif Keito is showing the world just how far he has come since he sang with the railroad station/hotel band in Bamako two decades ago. His latest release, **The Mansa of Mali: A Retrospective (Mango)**, will be an essential addition to your collection of this amazing talent.

Anyone who ever heard Nigeria's King Sunny Ade in person knows that even the best of his albums never did him justice. After a hiatus of several years, the juju-master is back with **Live at the Hollywood Palace (I.R.S.)**. It is sure to be one of the hottest records of the year; you will not believe the dizzying, breakneck pace he's setting these days.

But we don't have to tell you what's hot. Who knows, maybe you'll be the talent scout for the next world beat superstar.

—John Coyne
and Patricia Cunningham

The Struggle to Achieve a Voice

AT GOMOGURU SECONDARY THE CONDITIONS ARE EXCEEDINGLY POOR (A DESCRIPTION which I'm certain fits all of our schools). This is what my Form 1 class must face everyday: two very broken desks for the whole class of thirty-five students, broken windows, very few textbooks, no exercise books, a dirt floor, no door, no chalk, and a teacher whose eyes must betray and reflect the misery witnessed in the lives of his students. This is especially true for those students seated on the ground in the back of the room in the dirt, huddled in the corner in silence.

Those students are always the girls. Those students who ask without asking, for us to believe in them so that they might believe in themselves.

I decided to try what I thought was a fair solution: on one day the boys would occupy the "privileged position," and on the next day the girls got their turns. The students' responses? The girls hesitated to move even an inch from their corner, and the boys refused to do as much from their seats.

When Gladys came out for a site visit, I felt it was time for both the girls and the boys to hear, not only me talking about respect for girls (for their education and for their lives), but also to hear and to see a woman speaking on these subjects.

In the afternoon, Gladys and I, the girls and the boys all went outside and sat under a tree. For one hour Gladys talked, asking the girls what they wanted to be when they grew up. The girls' responses were quite telling—so many of them said they wanted to be her—Gladys—although they admitted that they didn't know who she was or exactly what it was she did. All they seemed to know, in all that they didn't say, was that here, standing before them, was a woman who had achieved something for herself. She clearly had respect for herself; she thought for herself; she spoke for herself. And they—these girls—could do all these things, have all these things, be all these things too, if only they tried.

And the boys listened.

And I watched.

And Gladys spoke some more.

And when Gladys showed the students her business card, letting them know who she was and what exactly it was that she did, I caught the look in one of the girl's eyes. And this time it was not a look of misery, of desperation, but of hope. And deep down, in this girl's eyes, I could see her struggling for air. And deep down, I could see her climbing her way out of the trap by which her culture held her fast. And deep down, I could see that no one wanted anything more than to be what she herself chose to be. And I thought to myself: "Who should deny anyone something that deeply yearned for? Who should deny anyone that right?" And the very next day in class, as this same young girl sat up front, in one of the two very broken desks, her voice reflected that which I had been privileged enough to see in her eyes the day before. Trying to answer one of my questions, she spoke, so softly that I could barely hear her. So softly, almost imperceptibly. So softly.

But she found her voice.

And she spoke.



Daniel Crose is a Volunteer in Zimbabwe.

Thomas Barakatt

A life of great adventure

BY LARRIE WARREN

SUNDAY, MAY 8, 1994, THOMAS BARAKATT, Peace Corps Volunteer in Western Samoa, died in a swimming accident while visiting other Volunteers on the island of Savai'i.

Tragically, the accident occurred the evening of Mother's Day. Thomas had spent the earlier part of the day visiting his home-stay Samoan family, where he had given a gift to his Samoan mother. Later in the day, Thomas had prepared a dinner of pumpkin soup for other Volunteers who had gathered together on this weekend.

Thomas, a native of San Jose, California, began his Peace Corps service in January of 1993. He was a teacher at Avele College, an all boys high school outside of the capital city of Apia, where he taught accounting and economics. The commitment Thomas gave went far beyond his school. At a memorial service at Avele College for Thomas, his pre-service training host father from the village of Samatau stated, "During the new Peace Corps cross-cultural training I chose Thomas as my 'son', thus making my *aiga* as his Samoan family. I chose him because he was humble. Last weekend, he gave my wife and my sister Mother's Day presents before he went to Savai'i. Every time he came 'home', he wanted to greet everyone in the family, and when he left, he said good-bye to each one of the family. It was his usual way of coming and leaving home."

His first year in Samoa, Thomas bicycled the coastal road all the way around the big island of Savai'i with his friend and fellow Volunteer Fritz Kuhlman. Together they snorkled and dove the reefs and volcanic pools of the islands.

These are the types of adventures that Peace Corps Volunteers throughout the world seek out in an attempt to enjoy life to the fullest. Thomas lost his life in his last adventure. There are those who think adventures of this sort are foolish. Those like Thomas could simply never live any other way. ■

Larrie Warren is the Country Director in Western Samoa.



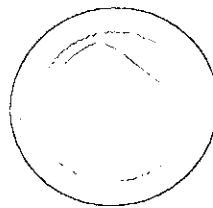
**It doesn't matter
what you call it.
Use it.**



rubber



johnson cover



sombrero



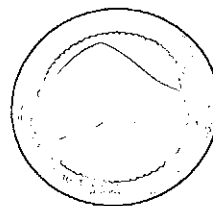
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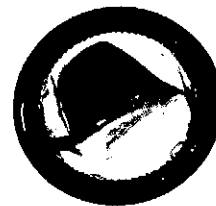
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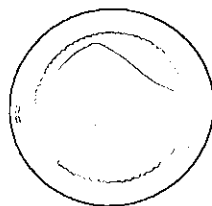
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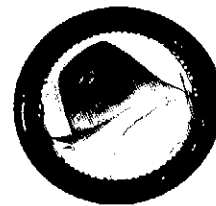
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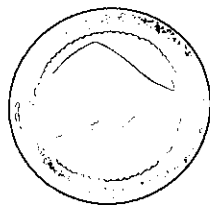
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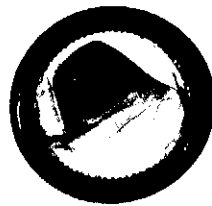
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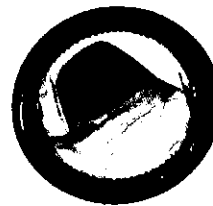
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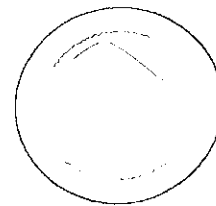
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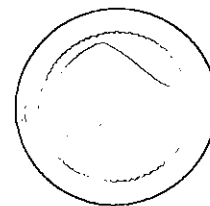
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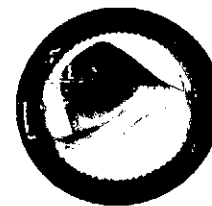
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pocket pal



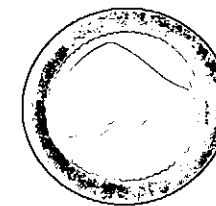
jimmy



gummi



umbrella



condom

Available from your Peace Corps medical office.

Artwork provided by the Whitman-Walker AIDS Clinic