

PEACE CORPS TIMES

A Quarterly Publication for Peace Corps Volunteers Serving Worldwide

Spring 1991



In Commemoration of the 30th Anniversary of the United States Peace Corps

By the President of the United States of America

A Proclamation

The generous spirit of the American People has produced in this country a great and long-standing tradition of voluntary service. During the past three decades, that tradition has been carried on with dramatic and far-reaching effort by the members of the United States Peace Corps.

Established in 1961 to reach out to foreign countries and to help meet their urgent needs for skilled manpower, the Peace Corps has brought a wealth of practical assistance to individuals and communities throughout the world. Since 1961, more than 125,000 Americans have served as Peace Corps Volunteers in more than 100 countries. Peace Corps volunteers have not only helped to fill immediate and dire human needs but also helped to promote sustainable, long-term development in areas such as agriculture, business, education, urban development, health care, and the environment. They have done so by combining valuable material aid with efforts to help others gain the knowledge and skills needed to help themselves.

As Peace Corps volunteers well know, the needs of people in the world's emerging democracies and less developed nations are not simply material. In addition to the physical hunger found in some impoverished nations, there exists among many peoples an intense hunger for peace, hope, and opportunity. Genuine social and economic development that is rooted in respect for human rights and human potential requires recognizing the worth of all individuals and helping them to help themselves. Accordingly, there is a humanitarian tradition in this country that has inspired citizens of other

countries to join in new programs such as the Peace Corps.

For example, the Peace Corps has helped to build schools, roads, and bridges in many countries.

State of the Union Address, 1991

part of the trend is a tribute

The trend is a tribute to the Peace Corps.

NOW, on March 1, 1991, the Peace Corps is celebrating its 30th anniversary. Americans to observe and activities designed to help the universal cause of peace and human progress.

IN WITNESS WHEREOF, I have hereunto set my hand and the Seal of the Presidency of the United States of America, at the City of Washington, D.C., this first day of March, 1991.

- Peace Corps' birthday!
- In Desert Storm's wake

George Bush

'Rededication to Youth' theme

As we celebrated our 30th birthday March 1, I announced that this anniversary year will be dedicated to increasing Peace Corps' awareness of, and commitment to solving, the problems faced by youth throughout the world. Malnutrition and disease continue to claim their toll in children. Hundreds of young people live alone on the streets of cities. Hope for the future for thousands of juveniles about to enter adulthood is dismal for lack of education.

I am well aware that much of the work in which you are currently engaged affects young people directly — and virtually all of it has at least an indirect affect on them. What I hope we can accomplish together during this milestone year is to bring greater focus to youth concerns worldwide and to make additional resources available to addressing them.

The need for rededicating our efforts to resolve the needs of infants, children and adolescents in nations around the world is tremendous. An estimated one-fifth of the world's population is between 10 and 18 years of age, with 87 per cent, or 830 million, living in the developing world. The countries where these boys and girls live — already struggling with slow economic growth, mass urban migration, unemployment, social conflict and natural disaster — are hard-pressed to provide youth adequate basic services. Conditions facing these young people are likely to worsen as impoverished countries have meager budgets available to deal with social needs while the number of youngsters continues to expand.

Certainly, Peace Corps is not a newcomer when it comes to working with youth. From its inception, Volunteers have worked in 4-H, scouting and sports programs as well as serving youth by helping train primary and secondary teachers. In recent years, a number of our overseas posts have begun to concentrate increasingly on the troubled and forgotten youth, school dropouts, the unskilled and unemployed, and those who fall outside the scope of traditional youth services and programs.

Meanwhile, we have an excellent example of what can be done to alleviate the plight of children with our newest Peace Corps program in Romania. When the crying needs of the children of Romania became known throughout the world, people acted immediately. Volunteers now in training there will be working in state-run institutions to help build a better future for abandoned and developmentally disabled children.

In order to meet the increased global challenges posed by these immense problems, a Peace Corps youth development coordinator's position is being established. This individual will be given the vital mission of promoting projects

and activities to improve the lives of young people throughout the Peace Corps world, including exploring ways to use World Wise Schools and Fellows/USA programs as resources for this effort.

In my third year at the helm of the Peace Corps, I hope you will join me in a "rededication to youth" effort. Our commitment to this task can only enrich the lives of children every where. As we press ahead with this goal, perhaps we

can gain immense wisdom from Native Americans just as we acquire so much from our host country partners. Consider these words of Oren Lyons, faithkeeper of the Turtle Clan of the Onondaga Nation, one of the tribes of the Iroquoian Indians:

"In our way of life, in our government, with every decision we make we always keep in mind the Seventh Generation to come. It's our job to see that the people coming ahead, the generations still unborn, have a world no worse than ours — and hopefully better. When we walk upon Mother Earth we always plant our feet carefully because we know the faces of our future generations are looking up at us from beneath the ground. We never forget them."

In Peace Corps' "Rededication to Youth" year, we would all do well to keep the same faith.



Paul D. Coverdell
Director, Peace Corps



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PEACE CORPS TIMES

CONTENTS



HAPPY BIRTHDAY!

This year marks the 30th anniversary of the Peace Corps of the United States. The event was an occasion for jubilation when a giant birthday party was held on Capitol Hill in Washington following a White House ceremony. Turn to page 4 to read about the festivities.

WORLD WISE SCHOOLS

Some moving testimonials from teachers illustrate how well the World Wise Schools program is working. See page 13. You also will find a WWS survey on page 14.



BEST PHOTOS

PCV Steven P. Stechschulte, a fan of the Best Photo Contest, found this small boy selling yucca in corner of market in Semane, Yamaranguila Intibucá, Honduras, Central America. More Best Photos entries appear on the back cover of this issue.

ON THE COVER

Flanked by former Peace Corps directors, President Bush signs proclamation to commemorate the Peace Corps' 30th anniversary.

Letters to the editor

Peace Corps Times should be 'for PCVs'

I'm a Volunteer currently serving in my third Peace Corps country, so I've been reading the Times for years and, frankly, I'm sick of 'em. Not once in the last five years have I seen an article that deals with the depth and complexity of the challenges that face us as development workers.

The Peace Corps Times' rose-tinted views of development — smiling North Americans surrounded by

ecstatic and exotic peoples — leaves a lot of the story untold. If the magazine were entitled "Beaver Cleaver, PCV" or perhaps "Peace Corps Fluff" or even "The Peace Corps Company Brochure and Morale Booster," I'd understand the contents, but it states right there on the cover that the publication is "...for PCV's..."

Pablo Trupo
PCV/Bolivia

Response to networking idea 'phenomenal'

Profuse thanks for publishing my piece on the "Tio Network" in the last issue (Fall/Winter 1990-91) of Peace Corps Times. Response has been phenomenal. So far I have letters of excitement and interest from Ghana, Solomon Islands, Malawi, Poland and Senegal. I have encouraged Volunteers contacting me from these countries to organize their own Tio Lists, to be made available to other PCVs through their country offices (i.e. "Going to

Malawi?" "Write and ask the Malawi country office for Malawi's list.") and to notify the Peace Corps Times that their countries have Tio Lists so that you can update Volunteers on which countries are participating in the network...ensuring that the Peace Corps experience goes on and on.

Jonesy Moynihan
PCV/Thailand



Peace Corps photo/Bill Strassberger

LAUGHTER BEST MEDICINE — PCV Georgine Narazaki of Baton Rouge, La., shares laugh with young patient at Nepalguni hospital in Nepal. She was a staff nurse at Children's Hospital in San Francisco before joining the Peace Corps.

Jubilee!

Peace Corps celebrates its 30th anniversary

Birthday event marked with cake, presidential proclamation

By James C. Flanigan
Editor, Peace Corps Times

Glowing tributes to more than 125,000 Peace Corps Volunteers who have served in over 100 countries were heard March 1 as the Peace Corps marked its 30th anniversary.

Peace Corps Director Paul D. Coverdell presided over celebrations at the White House and on Capitol Hill in Washington. Other observances were held in Peace Corps host countries around the world.

"It is a great pleasure to welcome all of you here to help celebrate a milestone for the Peace Corps of the United States," Coverdell told an enthusiastic crowd gathered in the Russell Senate Office Building's stately caucus room in the nation's capital. "It was 30 years ago today that President John Kennedy signed the executive order which launched this wonderfully elegant mission that is so much a part of our lives."

U.S. Senator Edward Kennedy, brother of President Kennedy, said that family enthusiasm was running high as John F. Kennedy signed the executive order creating the Peace Corps because it was his first major official action.

"For him it was really the symbol of the whole New Frontier — what it is all about," the senator said. "The Peace Corps really has had a great 30 years and may the best be yet to come. I just wish my brother could be here to celebrate."

Sargent Shriver, who was tapped by President Kennedy to be the first Peace Corps director,

and Coverdell sliced a giant, two-tiered cake with a world globe as its centerpiece and flags of many Peace Corps host nations flying from its cream-filled ramparts along with the U.S. flag.

"I believe the new world order that President Bush talks about should be based on peace and that the Peace Corps should be at the heart of that order," Shriver said in a brief interview after the cake cutting. Shriver served as Peace Corps chief for five years.

Coverdell, who praised the work of past and present

'The generous spirit of the American people has produced in this country a great and long-standing tradition of voluntary service. During the past three decades, that tradition has been carried on with dramatic and far-reaching effect by the members of the United States Peace Corps.' -- President Bush

Peace Corps Volunteers over the years, said, "We'll never be able to measure all they have accomplished because it is, quite frankly, hard to quantify contributions

such as communications, understanding and friendship...But, like an artist, we know we are successful because people all over the world — from princes to paupers — admire our work."

Other praises were sung by U.S. Senators Christopher J. Dodd, of Connecticut, who served as a Peace Corps Volunteer in the Dominican Republic; Nancy Landon Kassebaum, of Kansas, whose daughter and

son-in-law were PCVs in Africa; and Robert Kasten, from Wisconsin, who said, "I'm proud of what the Peace Corps has done and what it is doing...Congratulations. Happy 30th birthday."

Other members of Congress at the event were U.S. Reps. Jim Leach of Iowa and Jolene Unsoeld of Washington State.

Earlier in the day, President Bush saluted the thousands of PCVs





Peace Corps photo/Brian Liu

Sargent Shriver and Paul Coverdell slice birthday cake as John Dellenbach observes.

former Peace Corps directors and the current director for their contributions to helping make the world volunteer organization a success.

At the White House ceremony in the Roosevelt Room were former directors Sargent Shriver, who launched the agency in 1961; Joseph Blatchford, who headed the Peace Corps from 1969 to 1971; Kevin O'Donnell, who was in charge in 1971 and 1972; and John R. Dellenbach, who guided the agency from 1975 to 1977.

"Peace Corps has come a long way and expanded a great deal in its proud history," President Bush said. "Today the Volunteers come from a more diverse population of Americans than ever before, and they're reaching out to an ever-widening circle of countries..."

"Because the Peace Corps has served with characteristic American generosity and ability, I am proud to offer my congratulations on this very important 30th anniversary, and my strong support and best wishes for the future," he said.

The president noted that while the Peace Corps is respected worldwide for its work, it also is performing "a number of valuable programs here at home" through initiatives like World Wise Schools and Peace Corps Fellows/USA.

"This trend is a tribute to the many past achievements of the Peace Corps, and it is a promising sign of more to come," he said.

Bush issued a presidential proclamation to commemorate the 30th anniversary "to honor Peace Corps Volunteers, past and present, for their many contributions to our country and to the universal cause of peace and human progress."

Coverdell used the celebration to announce that this 30th anniversary year will be a year dedicated to calling attention to problems of children and youth around the world. (See *The Director's Corner*, page 2.)

The Peace Corps director also used the occasion to honor 14 individuals with 1990 Peace Corps' Partners for Peace awards.

They were:

— Vera Blinken, president of the American-Hungarian Friendship Forum, who was instrumental in establishing the new Peace Corps program in Hungary.

— William Steere, president of Pfizer Inc., which has supported both the Peace Corps Fellows/USA graduate studies program and Partnership Program which aids overseas communities.

— Peter Hegener, president of Peterson's Connexion, a New Jersey-based database service which has assisted returning Peace Corps Volunteers who are in transition and looking for career opportunities.

— Arthur Kobacker, chairman of The Kobacker Co., which has underscored Peace Corps' small business de-

velopment initiative by setting up a revolving loan fund in Guinea that allows people to obtain small loans.

— Edward J. Piszek, chairman of the Liberty Bell Foundation, which spearheaded creation of the Peace Corps Partners in Teaching English program starting with a generous contribution to expand education activities in Poland.

— Michael Timpane, president of Teachers College, Columbia University, which pioneered the Fellows/USA program for returning Volunteers who work towards master's degrees while teaching.

— Dick Katzenbach, founding chairman of the Food Industry Crusade Against Hunger, another key supporter of the Peace Corps Partnership Program and sponsor of a major fisheries project in Burundi.

— John Sculley, chief executive officer of Apple Computer, which has provided computers to Peace Corps Volunteers in 55 countries.

— Kathryn S. Fuller, president of World Wildlife Fund, for working with Peace Corps to implement environmental education programs.

— William T. Shataugh, president of Asgrow Seed Co., for donating seeds to Peace Corps host countries over the last seven years.

— Rosamaria Durand, executive director of International Book Bank in Baltimore, for donating thousands of books to Peace Corps' overseas programs.

— Marjorie May, of Pen Argyl, Pa., a former Peace Corps Volunteer who served in Malaysia, for promoting world understanding by continued support for the Peace Corps Partnership Program.

— Sperry Lea, president of the Helen Sperry Lea Foundation of Washington, D.C., for becoming a leading advocate for organizing a Fellows/USA program at George Washington University.

— David T. Kearns, chairman of Xerox Corp., for supporting the Fellows/USA program since its inception at



Peace Corps photo/Brian Liu

**Senator Dodd said of his Peace Corps service:
'No other event has been as meaningful.'**



Peace Corps photo/Bill Stranberger

Senator Kennedy recalled President Kennedy's enthusiasm over Peace Corps' creation.

Teachers College, Columbia University, in New York City.

A special citation was presented to Henry Fernandez, who helped pioneer the Peace Corps' Fellows/USA initiative as head of the first fellows program at Teachers College, where returned Volunteers have enrolled in graduate studies while teaching in inner-city schools in Harlem and Brooklyn.

The 30th anniversary celebration continued a few days later on the University of Michigan campus in Ann Arbor, Mich., where John Kennedy first mentioned the creation of a peace corps while he was campaigning for president.

When Peace Corps' director, Paul Coverdell, traveled March 6 to the birthplace of the world service organization, the memories came echoing back of the night that Kennedy first spoke of a corps of young Americans going abroad to serve others.

"So why do we consider this to be the birthplace of the Peace Corps?" Coverdell asked in an evening address to students and faculty in Rickham Amphitheater on the Michigan campus. "Quiet simply, because it was here that words were transformed into a living, breathing idea. It was here that a concept caught fire and moved people to action."

Marianne Means, a columnist for the Hearst Feature Service in Washington who covered the 1960 presidential election, was there the night of Oct. 14, 1960, when Kennedy stood on the University of Michigan Student Union Building in the night air delivering impromptu remarks to a group of students who had gathered to see him.

"I was present when Kennedy initially challenged young people to give two years of their lives to serve the poor abroad in a rambling, unprepared campaign speech well after midnight before 10,000 restless students at the University of Michigan," Means recalled in a 1988 newspaper column. "Startled by their enthusiastic response, he mused afterward, 'I think I hit a winning number.'"



**While running for president, John F. Kennedy challenges Michigan students to serve overseas.
Inset: Former PCV Susan Downs joins in Peace Corps fête on Michigan campus this spring.**

"Within a month of his inauguration," she wrote, "Kennedy had received more inquiries about the Peace Corps than about any other issue. Nothing has fired the public imagination like it since."

"How many of you are willing to spend 10 years in Africa or Latin America or Asia working for the United States and working for freedom?" Kennedy asked the early morning crowd of Michigan students. "How many of you who are going to be doctors are willing to spend your days in Ghana? On your willingness to do that, not merely to serve one or two years of service, but on your willingness to contribute part of your life to this country, I think, will depend the answer to whether we as a free society can compete."

Inspired by Kennedy's speech, students on the Michigan campus organized a petition drive seeking establishment of such a program. Within weeks, 1,000 had signed it.

In his remarks at the Michigan institution, Coverdell announced the launching of a Peace Corps Fellows/USA program at the University of Michigan. Joining him will the president of the university, James J. Duderstadt.

Under the fellowship program, recently returned Peace Corps volunteers will study for master's degrees at the university's Detroit branch while teaching in the Detroit school system.

Cecil G. Miskel, dean of the Michigan School of Educa-

tion, said that Detroit public schools have indicated interest in hiring as many as 15 returning PCVs for the fall of 1991 to address teacher shortages in science, mathematics and special education.

During Coverdell's visit to Michigan, he also appeared in Detroit with Michigan Gov. John Engler to announce that Michigan is being designated a World Wise State as part of the Peace Corps' World Wise Schools program. Under the program, participating schools in the state will be matched with PCVs overseas to help students of those schools become more globally aware.

The events in 1961 that led to the establishment of the Peace Corps took place with rapid-fire precision. In his inaugural address on Jan. 20, 1961, Kennedy set out the Peace Corps philosophy.

"To those peoples in the huts and villages of half the globe struggling to break the bonds of misery, we pledge our best efforts to break the bonds of mass misery, we pledge our best efforts to help them help themselves," the new president declared.

Three days after signing the executive order March 1, 1961, creating the Peace Corps, Kennedy named Sargent Shriver as its first director. Then, on Aug. 30, 1961, he hosted a White House ceremony in the Rose Garden to recognize the first PCVs departing for service in Ghana.

Congress approved legislation Sept. 22, 1961 formally

authorizing the Peace Corps with a mandate to "promote world peace and friendship" around the globe.

As part of this year's celebration marking three decades of Peace Corps service, the Peace Corps is encouraging Returned Peace Corps Volunteer groups and World Wise School classrooms to join in planting 125,000 trees in observance of the jubilee and in recognition of the number of PCVs who have served.

There will be local and regional commemorations and celebrations throughout the year. The National Council of Returned Peace Corps also expects more than 7,000 RPCVs to join in the National Council's 30th anniversary celebration Aug. 1-4 in Washington, D.C.

"As we enter the last decade of the 20th century, the world is vastly different from the Cold War world of the New Frontier (when John Kennedy was president)," Coverdell said in the Michigan speech. "It is a world in which old barriers of political ideology are crumbling, but new divisions based on religion, ethnicity and culture are emerging.

"It is a world of increasing economic freedom and opportunity, but also a world of increasing environmental limitations to economic growth," he said. "And, it is a world that grows smaller with each passing day, creating the opportunity for greater cooperation between the various peoples of the world, but also far greater risks if that cooperation fails."

Here is the resolution that Congress passed for the 30th anniversary of the establishment of the Peace Corps:

"Whereas, on March 1, 1991, the Peace Corps of the United States of America concludes 30 years of promoting world peace and friendship, making available Volunteers to help the peoples of other countries to meet their needs, and promoting mutual understanding between such peoples and the American people;

Whereas over 125,000 Americans have served in the Peace Corps in over 100 countries around the world;

Whereas Peace Corps programs and the efforts of individual Volunteers have added significantly to mutual understanding between the people of the United States and the peoples of other countries;

Whereas Peace Corps Volunteers work with their host country counterparts in seeking long-term solutions to complex human

problems through efforts in education, agriculture, health, the environment, urban development and small business;

Whereas Peace Corps Volunteers have returned to their communities enriched by their experiences, more knowledgeable of the world, and more understanding of the challenges of building a lasting peace;

Whereas former Peace Corps Volunteers continue to maintain friendships with the people of the countries with whom they served, thereby furthering the goals of international understanding and peace;

Whereas former Peace Corps Volunteers continue to engage in volunteer-related activities in the United States, including activities that meet educational and other needs in the United States;

Whereas Peace Corps Volunteers are now serving in more countries than ever before in all regions of the world; and

Whereas the response of Americans to the Peace Corps' call to serve continues to exceed the Peace Corps' recruiting requirements:
Now, therefore,
be it

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled,
That, on the occasion of the thirtieth anniversary of the establishment of the Peace Corps, the



Senator Nancy Kassebaum

Congress (1) commends the Peace Corps and all those who have served as Peace Corps Volunteers for the great contributions they have made to world peace and understanding, to the betterment of the lives of the citizens of the countries

where Volunteers have served, and to our own country, (2) reaffirms the United States' commitment, through the Peace Corps, to help peoples in countries around the world meet their needs, and (3) urges the President to issue a proclamation commending Peace Corps Volunteers for their service in the promotion of world peace and understanding."



Directors -- past and present -- enjoy anniversary cake at birthday party.

Peace Corps photo/Brian Liu



DESERT STORM

Persian Gulf conflict causes temporary suspension of five Peace Corps programs

PLANS ARE IN PLACE for Peace Corps Volunteers to return to a half dozen countries from which they were withdrawn on the eve of the Persian Gulf war.

Peace Corps called home its Volunteers from Morocco, Tunisia, Pakistan, Mauritania and Tanzania just prior to the Jan.

15 deadline imposed by the United Nations for Iraq to leave Kuwait. Earlier, the Peace Corps program in Yemen was temporarily suspended and Volunteers recalled.

PCVs will be reinstated in Morocco and Tunisia in late June and they will return to Yemen in early July. Discussions are still under way about resuming the program in Pakistan although conditions are reported highly favorable to have the Peace Corps program there reinstated. Meanwhile, staff is in place in both Mauritania and Tanzania so that PCVs in these two African nations can be reinstated in late May or early June.

The pullouts came in countries with significant Muslim populations when U.S. officials expressed concern about the safety of Americans because of the U.S. role in the war against Iraq. The temporary suspensions brought mixed reactions from the PCVs with some questioning the action while others agreed with it. Responses were tempered by the particular locations where Volunteers were serving and their personal view of the Middle East situation.

Some PCVs who were brought home demonstrated in front of the White House.

"When I first got the message, I was shocked," PCV Kristin Lamson was quoted in the New York Times. Lamson, 24, was serving as a teacher in Tanzania. "I thought it was a joke," she said of

the news. "I didn't feel I was in danger at all."

"The hardest thing was not being able to say goodbye to my

Moroccan family and friends," another PCV, Chanel De Laney, 24, said in the New York Times article. "They were the most wonderful people I've ever known."

Peace Corps Director Paul D. Coverdell said that he found it ironic that the Persian Gulf war ended just as the Peace Corps was observing a significant milestone — its 30th anniversary — but noted that it proves "we still have plenty of work to do" to alleviate want and frustration.

"The juxtaposition of these two events calls attention to the fact that the Peace Corps' mission of promoting world peace and friendship has never been more vital," Coverdell said. "The war in the Persian Gulf has made us all aware of the blessings of peace — and has made me personally aware of the tremendous significance of the work our Volunteers are doing throughout the world."

"I cannot help but think that the surprising stability in Islamic nations such as Morocco and Tunisia during this recent time of war may in some small way have been due to the fact that thousands of Peace Corps Volunteers have served

World Notebook

in those nations — giving their citizens a different impression of Americans than they might otherwise have," he said.

Jerry Leach, director of the PACEM (Pacific, Asia, Central Europe and Mediterranean) Region, said that the first new Trainees will be placed in Morocco, Tunisia and Yemen in October. There are tentative plans to have a new training program in operation in Pakistan in January of next year.

John P. Hogan, acting director of the Africa Region, said that up to a dozen experienced PCVs each will be back in Mauritania and Tanzania by this summer. Twenty Trainees for education and water sanitation programs in Mauritania will arrive in June and 15 Trainees who will be assigned to natural resources and environment sectors will be in place in Tanzania by September, he said.

Jon Keeton, director of international development for the Peace Corps, reflected on the situation after attending an American-Arab Affairs Council conference in Atlanta just as the war was coming to an end in the Middle East region.

"If any area of the world needs greater understanding, it is in the Arab countries," Keeton said. "When Volunteers have returned to America from serving in these countries, they have talked about their experiences overseas. In doing so, they have enriched our understanding here at home of this vital part of the world."

Of the 133 PCVs withdrawn recently from Morocco, 20 to 30 have accepted assignments elsewhere. Two of the 68 PCVs brought out of Tunisia have gone to Romania, where a new Peace Corps program is being established. Of the 43 coming back from Pakistan, five were invited to Sri Lanka while one each was placed in Botswana, the Dominican Republic, the Marshall Islands and Micronesia.

The Peace Corps has "demonstrated that the United States is not a hostile nation," Coverdell recently told the Chicago Tribune. "It is interested in world peace." Coverdell added that in the wake of Desert Storm the Peace Corps has "a new mission, which is to help lead the peace offensive and to help be a healing instrument."

Toasting thirtysomething



NICK ARROYO/Atlanta Journal & Constitution

CELEBRATING ANNIVERSARY — Peace Corps Director Paul D. Coverdell greets former President Jimmy Carter at a 30th anniversary celebration of the worldwide

citizens corps in March at the Carter Center in Atlanta. Several hundred former PCVs and their families turned out for the event which included a birthday cake.

PCV dies in Namibia truck crash



Volunteer David Edwards

A memorial service was held in March in Namibia for Peace Corps Volunteer David Edwards, 33, of Griffen, Ga., who died instantly Feb. 2 while riding in the back of a truck which crashed on a rain-slickened gravel road. Four other people were also killed in the accident.

Edwards was on a school-sponsored trip when the 8-ton vehicle tipped over and flipped on its side while traveling along a grade. Twenty-seven people riding in the open bed of the truck were tossed out.

In addition to the five fatalities, 20 passengers were seriously injured and three were only slightly injured. Another PCV was not seriously hurt. The truck was going to pick up supplies from Outjo, Namibia, when the accident happened.

Edwards was a third-year Volunteer who arrived in Namibia on Aug. 1, 1990, after previously serving as a teacher in Liberia from Dec. 28, 1988 to May 4, 1990. A member of the first group of PCVs to be assigned to Africa's newest nation, he was sworn in on Sept. 22, 1990, in Rundu, in northern Namibia. He taught English for one term at Tsumkwe Secondary School in Bushmanland before being

transferred to Braunfels Agriculture School, near the town of Khorixas in Damarland.

In both schools, Edwards was immediately seen as a teacher who cared for his students and was willing to spend much of his personal time helping them with after hours study time as well as organizing extra-curricular activities for them, according to his friends and associates. He played soccer with the students and staff at both schools and coached the girls' netball team in Tsumkwe. He introduced chess to his students at both locations.

Edwards also was a talented musician who shared his music with those with whom he came in contact. He wrote original songs about his friends and fellow PCVs which he presented to them as gifts. Accompanying himself on his guitar, his songs often dealt with real issues. They were written in an entertaining satirical style.

Many of those with whom he worked remembered him. His headmaster at the school told a Peace Corps staff member, "Even though David has not been here very long, he was already 'one of us' and we mourn his death."

Nahas Angula, minister of Namibia's Ministry of Education, Culture, Youth and Sport, wrote, "The work he did among our Damara and Bushman children in Tsumkwe, and the fine relations he was forming at his new assignment in Braunfels mean that there are many Namibian children and teachers for whom the American Peace Corps will always be David Edwards."

Peace Corps Country Director Lloyd Pierson, who saw Edwards shortly before he died, said, "He was highly commended by both headmasters of the two schools where he worked in Namibia. He was known as a young man with a special talent of being able to connect with children and talk to them....He was often seen walking through the village, accompanied by a group of his students. He will be remembered by the children and their parents as a teacher who really cared."

Peace Corps Director Paul D. Coverdell called Edwards "an exemplary Peace Corps Volunteer whose service made a significant difference, especially to the young people who will cherish his friendship and counsel throughout their life."

Before joining the Peace Corps, Edwards was in the U.S. Marines and also taught at a high school in New York.

Survivors include his parents, Robert and Ann Edwards, of Griffen, Ga.; his brother, Robert, an attorney in Atlanta, and his sister, Susan, who currently is living in Paris.

Costa Rican quake hits area where Peace Corps members serve

All 158 Peace Corps Volunteers and 38 Trainees serving in Costa Rica were safely accounted for after a powerful earthquake struck the Central American nation the night of April 22.

The tremor, which measured 7.4 on the Richter scale, left dozens dead, hundreds injured and thousands homeless. Panama also felt the brunt of the quake, but no PCVs were living in the Panamanian region that was hardest hit. The quake also registered as far away as Honduras although there were no reports of any significant damage there.

San Jose received some damage and power was out for several hours, but the heaviest loss was near the central southeastern coast of Costa Rica.

All but one of the more than three dozen PCV candidates

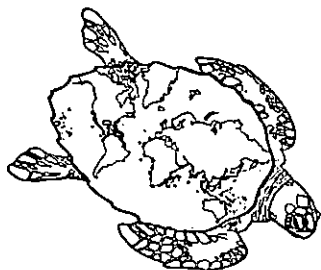
at the training site just outside the capital city were quickly accounted for by Peace Corps personnel. An older Trainee from Puerto Rico was on a site visit at the time to Limón province, where the epicenter of the quake was located, but his whereabouts were soon established.

Dr. Robert Eugene Drickey, a physician who is the country director in Costa Rica, conducted a field check of Peace Corps Volunteers in mountainous areas outside the capital. His efforts were hampered by blocked roads and fallen bridges. After making several flyovers of the heavily affected Limón area, he had to use a bike to confirm the welfare of two PCVs living in one remote village.

Earl McClure, regional director for Inter-America, said that skilled PCVs such as carpenters may be brought in from other neighboring countries to assist in recovery efforts.

Kayaking for conservation

Journeying along Costa Rica's coastline to save sea turtles



Paddling 600 miles by kayak, four Peace Corps Volunteers recently completed a 47-day journey in which they spread a message of sea turtle conservation along Costa Rica's Pacific coastline.

From Nov. 29 to Jan. 17, PCVs Stephen Snyder, Douglas Lowthian and Theresa Sofarelli, along with RPCV Charles Forester, embarked on the 1990-91 Expedición de las Tortugas Marinas in an attempt to educate Costa Rican children about their environment.

Pushing off from Cuajiniquil, on the Guanacaste shoreline, the foursome visited 18 coastal communities. Traveling in bright banana-yellow kayaks for up to 12 hours a day, the group educated hundreds of coastal children and adults with self-designed education sessions of songs, games and puppet shows.

"Between 25 and 30 kids arrived for each session," explained Forester. Each two-hour session was designed to educate children and adults about the life cycle of sea turtles, their natural history and biology. The goal was to stimulate thought about ways to protect the nearly extinct tortoises. The scarcity of the sea creatures is because of natural factors as well as man-made ones such as turtle-egg poaching.

"Based on the looks on the faces of the children, and their responses during the 'conversation round table' that closed each program, I believe we were quite successful in getting our message out in a fun way," said Lowthian.

The expedition gave the PCVs a greater appreciation for the beauty of the coast while revealing the consequences of extensive development and tourism in the region. Along the way, the travelers often met coastal fishermen who continually commented on their poor luck and how they must travel farther out for their catches.

The expedition concluded in mid-January in Zancudo, Puntarenas. However, plans for continuing the environmental awareness program are already in progress. The Volunteers, now all

RPCV's, have formed Sirena, a private U.S.-based non-profit group that plans to promote similar expeditions throughout Latin America and distribute information such as a children's turtle book, which Snyder wrote, and fund-raising T-shirts.

FELLOWS FINISH TOURS — Three former Peace Corps Volunteers recently finished nine-month stints under the 1990 Peace Corps Fellows International program. Selected out of 28 nominees for on-the-job training to prepare them to become Associate Peace Corps Directors (APCDS) were Joe Green, from Chicago, who served as a Peace Corps Volunteer in Swaziland; Tony Pinder, of Philadelphia, who was a PCV in Ecuador; and Jimmie Wilkes, from Washington State, who served as a PCV in Jamaica. Green was assigned as an APCD for youth development in Jamaica upon completion of his fellowship. As part of the fellows program, he was a member of a research team sponsored by Partners of America and Michigan State University which toured Belize and the Dominican Republic and completed a temporary assignment in Jamaica. Pinder, who left in February for Equatorial Guinea to become APCD for administration there, spent a month in Senegal training under an experienced Peace

Corps administration officer and traveled to Paris to meet officials at the Peace Corps regional administrative management center. Green and Pinder also spent two weeks in recruiting offices in Minneapolis and Atlanta, respectively, to work on attracting more minorities into the Peace Corps. Wilkes is the new program and training officer in the Solomon Islands. She has a master's degree in business administration from the University of Wisconsin, owned her own business and trained small enterprise development PCVs in Jamaica. She spent the last six months of her fellowship in the Solomon Islands as a training coordinator before assuming her APCD post as PTO.

MURALS BIG HIT — As a school health education Volunteer in the Central African Republic,

(Continued on page 25)



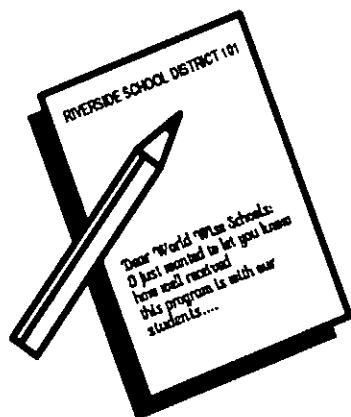
A Costa Rican boy sketches a sea turtle in sand.

Letters from school



SPONSORED BY THE PEACE CORPS OF THE UNITED STATES

*Teachers offer
their praises
about program*



Letters from teachers around the country provide moving testimonials to the success of the Peace Corps' World Wise Schools program.

Ernie Florence, a teacher of eight boys with behavior disorders and learning disabilities at Bardwell Elementary School in Aurora, Ill., wrote that the World Wise Schools program has ignited a learning curiosity that he didn't think was possible.

Listen to what he has to say:

"I have been teaching B.D./L.D. students for 16 years. It has always been a struggle to spark their interest in geography and language. At least, until this year! The most exciting, innovative and enriching experience in my career began when my classroom was linked with Peace Corps volunteer Terry Kay in Nepal. The World Wise Schools program has pumped new life into my classroom."

"The year began with an exchange of introductory letters between myself and Terry. My boys were initially reluctant to write so we began with short letters and cards. Since that time all kinds of wonderful things have happened."

"Terry's mother, Renee Marsh, visited our classroom and met the boys. She was then planning a Christmas trip to Nepal. As a class project the boys collected aluminum cans and spare change to send gifts to Terry with Renee. During this time the boys continued to write, make cards and learn."

"Terry has sent numerous postcards, individual letters to each child, and pictures. The boys now consider her their own friend. Renee sent postcards to them during her trip. Upon her return from Nepal, she brought gifts from Terry. Last week, Terry's sister, Diane Lin, came to our school to visit. She brought each boy a letter and card from Terry, Nepalese money, and a Hindu necklace. She also brought gifts for myself, my assistant and my principal."

"I have never seen these kids so excited! My boys just wrote thank-you letters to Terry for everything. Believe it or not, I had to request a couple of the boys to stop writing because of the time factor. Boys who could barely write a paragraph at the beginning of the year are now writing letters a page and a half in length! It is amazing to see the improvement in their written language skills and knowledge of the world around them. They are excited about learning! I owe all this to Terry, her wonderful family, and the World Wise Schools program."

"Terry Kay should be commended for her effort and participation in this program. She has gone above and beyond the call of duty to make this successful. She is one special person to whom I am very grateful."

"Last, but not least, the Peace Corps should be commended for initiating this program in our schools. It really has brought the world into my classroom. I will never, ever forget this school year! What a special time it has been. Thank you! Thank you! Thank you."

Florence, in a postscript, says that his enthusiastic class is now planning a trip to a Hindu temple.

Like brightly colored mosaics, letters from teachers like Florence form an image of a vibrant program that is making a difference in classrooms across the country. Just a few years ago the nation's governors were publicly concerned

(Continued on page 15)

World Wise Schools Survey

Thank you for helping us to improve World Wise Schools by answering these questions. You play a key role in this important Peace Corps initiative and you have our sincere appreciation. Please feel free to use additional paper if necessary.

Country of Service _____ COS Date _____

1. How have you benefited from World Wise Schools? _____

2. How do you think your U.S. students benefited? _____

3. Length of time for you to get a letter? _____
A package? _____

4. Do you have any addressing or packaging tips for teachers? _____

5. How much time does it take letters/packages to reach the United States? _____

6. Is it difficult/costly for you to send World Wise Schools mail? _____

7. Did you write first, before the teacher wrote? _____

8. Besides letters, did the class send anything such as photographs? _____

9. How many letters did you write? _____ Receive? _____

10. Do you plan to visit your classroom after your service ends? _____

11. List special World Wise Schools class activities you developed:

12. Any advice for a new Volunteer about World Wise Schools?

13. Any advice for a teacher participating in the program? _____

NAME (Optional) _____

COUNTRY OF SERVICE _____

Thank you for completing this important questionnaire.

Return to World Wise Schools Survey, Peace Corps, 1990 K St. NW, Washington, DC 20526

that American young people were woefully ignorant of the world around them, but the letters from World Wise Schools classroom teachers share the common thread of a new and valuable learning experience.

Because of the flexibility of the World Wise Schools concept, the program works as well for a classroom containing students with learning disabilities and one designed to challenge students in gifted and talented programs.

Bonnie Marshall, a teacher at the Owen Goodnight Junior High School in San Marcos, Texas, has found the program a good way to introduce her group of high achievers to the world outside their classroom.

"I felt the World Wise Schools program met the goal of having my students understand the global society of our present and future world," she said in a letter to Shirley R. Puchalski, director of World Wise Schools. "I have been pleased with the quality as well as the open-ended discussions the lessons stimulated."

Teacher Linda Dunning in West Jordan, Utah, said

'It never occurred to me that I would learn, or that my students would give me different perspectives on themselves, or...that I would effect change and my students would, too!'

World Wise Schools opened doors for her as well as her students.

"I started all this for fun and because they seemed so illiterate about the world in general," she said of her students.

"It never occurred to me that I would learn, or that my students would give me different perspectives on themselves, or...that I would effect change and my students would, too!" she wrote.

That desire to have her students learn, and have fun doing it, led Dunning to enroll in World Wise Schools. She and the Peace Corps Volunteer who took the time from a busy schedule to correspond with her students have provided her young students a unique opportunity to grow.

"The letter (from Linda Dunning endorsing the World Wise Schools program) was seven pages in length and accompanied 25 hand-made and decorated 'love boxes' made by the children in (her) special education class," Puchalski said. "Each box was filled to the brim with toys, crayons, trinkets, coloring books, paint sets, soap and cloths, and new toothbrushes donated by a local dentist. Bright colored drawings and messages such as 'To a boy from Brian' covered the outside of each box."

The boxes have since been shipped to Peace Corps Volunteer Patricia Bossany in Thailand. She is the PCV matched up with the students in Utah.

"It is significant that these children come from economically disadvantaged homes where some have also suffered abuse, either physical or emotional, and they still found some things to share with Thai children," Puchalski said.

Launched in the fall of 1989 as a pilot program, World Wise Schools started after national surveys drew picture after picture of a nation that had little knowledge of geography and was pitifully lacking in global awareness in general. An

almost endless list of examples have been cited to illustrate the point. They range from millions of American adults who couldn't find the United States on a map to a sizeable percentage of students in a Southern high school who were unable to name Mexico as the country that borders their state.

World Wise Schools goals promote the study of geography and cultural awareness as well as demonstrate the importance of volunteer service among young people. In addition to addressing those goals, the WWS program has had some unintended benefits. For one, it has helped students improve writing skills.

Teachers have also said their students have come away from the World Wise Schools experience with better feelings about themselves because, in many cases, they have made new friends and gained a sense of accomplishment.

It's more interesting to learn about another country when you know someone there or when it becomes more than just lines on a map, the teachers maintain.

Although World Wise Schools is less than two years old, it has matched 2,026 PCVs from most of the Peace Corps' host countries with a equivalent number of classes in all 50 states. The program is designed so that PCV participants not only help meet the Peace Corps' third goal of making Americans more globally aware but it also helps satisfy the second goal of forging an understanding of Americans by people elsewhere.

While the correspondence between Peace Corps Volunteers and students is at the heart of the World Wise experience, the Volunteer is supported in number of ways. Video magazines dealing with countries where Volunteers serve are distributed to participating schools. Printed instructional material is sent to World Wise Schools teachers. Instructors also are sent quarterly newsletters so program information and ideas can be shared.

Most importantly, PCVs are introducing U.S. students to a world that many never knew existed.

Postage costs to be paid back

Volunteers participating in World Wise Schools will receive reimbursement for their postage expenses under a new policy developed in response to concerns expressed by PCVs about the postage costs.

"We were aware that the expenses posed a burden on the Volunteers because of the small stipend they receive," World Wise Schools Director Shirley R. Puchalski said. "Personnel throughout the agency worked with us to achieve a solution."

"We hope the resolution of this problem will allow more Volunteers to participate in World Wise Schools," she said. "The Volunteers' participation means a great deal to many students in the United States."

Funds from the World Wise Schools budget will be allocated to each Volunteer, who must bring postage receipts to the cashier at his or her post for reimbursement, she said.

ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange



A Costa Rican apple grower shows nursery plot to VOCA volunteer Milton Schilde (right) and PCV Eric Corzine (center).

FARMER-TO-FARMER

Apple production in Costa Rica

Experienced U.S. agriculture professionals are sent as volunteer consultants under the Farmer-To-Farmer program to assist host-country farmers and Peace Corps Volunteers with whom they work. These consultants serve for 4 to 16 weeks in a broad range of agricultural disciplines: animal husbandry, horticulture, fisheries, agroforestry, grain storage, irrigation and apiculture among others. Through this program, PCVs in agriculture and related projects receive focused skill training while providing the cross-cultural linkage to enhance transfer of knowledge from specialists to counterparts and host-country farmers.

Farmers in the mountainous area around Copey, Costa Rica, began planting apples about eight years

ICE ALMANAC

Director, General Support Division &
Managing Editor—David Wolfe

Editorial Assistant—Christopher Broadway

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

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to Peace Corps/ICE, Room 8684, 1990 K St. NW, Washington, D.C. 20526.

ago. With little technical assistance since then, however, these producers have been trying to apply their experience with growing more traditional crops to apple production. For instance, with a longer history of coffee production in the area, many growers have been administering to their apple trees the same fertilizer, mineral and pesticide applications as they use for coffee.

Oklahoma Volunteer Eric Corzine went to Copey under the Peace Corps' small enterprise development program to work with the multiple service cooperative, Coöpe Copey, to which the apple producers belong. While assisting with organizational and management issues within the cooperative, Corzine was not able to respond to the farmers' technical questions on improving apple production and handling.

This was a situation tailor-made to utilize the resources of the Farmer-to-Farmer program. Going through the Peace Corps office in San Jose, Corzine contacted the Farmer-to-Farmer unit of the Office of Training and Program Support in Washington and requested that a VOCA volunteer who was an experienced apple producer be sent to work for several weeks with the farmers of Copey.

The Farmer-to-Farmer program is a collaborative effort. It is administered by Volunteers in Overseas Cooperative Assistance, which recruits appropriate VOCA participants in response to requests initiated by PCVs. Project managers (APCDs) help the PCVs outline specific objectives for the desired technical assistance. The Farmer-to-Farmer staff in Washington corresponds with the APCDs and PCVs to clarify technical and logistical questions, then works with VOCA in recruiting and briefing the VOCA volunteer. Funding for the FTF

program, provided through U.S. Agency for International Development, covers all travel and living expenses for the VOCA participants.

In the Costa Rica case, VOCA found RPCVs Milton and Carol Schilde in upstate New York, where they have been apple farmers since 1952. In 1975, after returning from a Peace Corps tour in the Philippines, the Schildes began a retail farm market with apples and apple products. They jumped at the opportunity for this VOCA assignment. As soon as the Christmas retail season was over, they headed down to Costa Rica and Copey for six weeks.

During their stay, the Schildes made 37 farm visits and conducted workshops with 110 of the members of the Copey apple growers' cooperative. These workshops and demonstrations covered many topics, including:

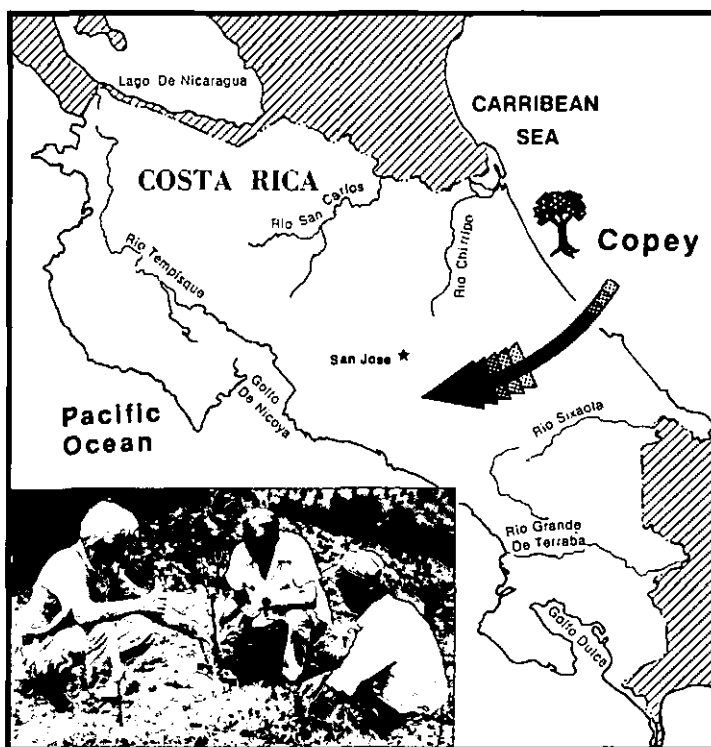
- The need to plant better pollinating varieties of apples (the main variety currently used is self-sterile);
- How and why coffee tree and apple tree cultures differ;
- How improved soil management will increase nutrient uptake by the tree and reduce fertilizer costs;
- The role of bees in apple pollination;
- Tree pruning and shaping.

By holding the sessions in informal settings with groups of farmers in their fields, the atmosphere encouraged questions and discussions. Farmers who attended several meetings or whose farms were visited more than once helped explain things to others and demonstrated pruning on their own trees. Corzine said the Farmer-To-Farmer Program was highly useful because the VOCA volunteers could explain problems and solutions from the perspective of one experienced farmer to another.

In addition, the Schildes made several recommendations for the co-op to expand its role in assisting the producers. These suggestions included providing a cold storage room;

act as a collection, sales, and input supply center; and act as a grading and packing facility.

Schilde recommended that a follow-up visit be planned for 1992. This assignment would address the post-production problems of handling, grading and marketing apples. At present, the farmers can sell all they produce. However, as supply catches up to demand in a few years, the farmers will have to learn better handling techniques. They will also have to learn how to grade apples by condition and quality, and then process off-grade fruit into apple sauce, jelly, cider, vinegar and other products.



Both Corzine and the Peace Corps staff in Costa Rica thought that the FTF program was beneficial. "The value of the VOCA volunteers' work to the project was high in that the work was more hands-on and longer-term than other more traditional consultancies. The FTF assignment, being community-based and PCV-initiated and coordinated, then carried out by the VOCA volunteers themselves, put little extra workload on the staff in Costa Rica to facilitate.

"We had a very positive reaction towards the Schildes' work here in Costa Rica," the staff reported. "After some initial culture shock they adapted well to their surroundings and did some very worthwhile work."

The first VOCA/Peace Corps Farmer-To-Farmer assignment took place with the Tunisia bee-keeping program in March of 1988. Since then VOCA volunteers have assisted

Peace Corps with 51 FTF assignments in 23 countries, providing more than 1,500 consultant-days at no cost to the agency.

The following comments from PCVs and staff are examples of the response the FTF program is receiving in the field:

Guatemala/Livestock Development Project

"VOCA volunteer Cathy Knott was very knowledgeable on every subject that came up. She had lots of alternatives and new ideas for us, especially with hay storage and finding alternate food stuffs and using materials that were going to waste. Cathy was very professional and eager to work with people on a one-to-one basis. She was careful not to go against local norms and customs, and was sensitive to the different lifestyle here...I think my work and the benefits here were greatly increased by Cathy's visit." — Carla Young, PCV/Guatemala

"Mrs. Knott's selection was excellent; her presence was very valuable. Her work and attitude were perfect for our needs. Technicians, agricultural representatives, Volunteers and APCDs all appreciated her recommendations. We all (are grateful for) the support given to our country." — Victor Hugo Garcia, APCD/Guatemala

Central African Republic/School Gardens Project

"(VOCA Volunteer) John O'Sullivan has done a terrific job here. I'm really impressed at how he was able to get in here, do a quick assessment, and start doing quality training almost within hours of arrival here...What a find! Former PCV, fluent French, doctoral degree, and still with his feet on the ground...He really was able to make a palpable contribution to our gardening program in just three short weeks, and the morale among gardening Volunteers has gone way up because of the direction he was able to offer." — Michael Blake, country director, CAR

Niger/AFSI - Small Animal Husbandry

"VOCA veterinarian Linda Schultz completed her highly successful one-month consultation for the AFSI (Africa Food Systems Initiative) program on January 12...Everyone was highly impressed with her technical knowledge and her ability to offer useful advice. Linda's visit...helped to build on AFSI's reputation with local officials as a serious and professional program. Her final report will be an excellent resource for AFSI in the future...the Volunteers greatly appreciated the technical support that she provided, and we look forward to future assistance from FTF." — David Levin, APCD, Niger

Sierra Leone/Land Management

"Greetings from the village of Mayoso in Sierra Leone. I'd like to extend a warm thanks to the staff of the VOCA FTF assistance program. The (VOCA Volunteer), Mr. Tom Land, was of great assistance to the wildlife staff, and to the communities surrounding the wildlife sanctuary. Mr. Land offered his expertise not only to the problems facing the sanctuary, but devised several short- and long-term plans to benefit the surrounding communities financially while improving the natural resources within the sanctuary. His skills at grassroots development with a natural resources emphasis greatly contributed to our management plan for both the

wildlife sanctuary and the surrounding communities." — Jim Anderson, PCV/Sierra Leone

If you need more information about the Farmer-To-Farmer program, contact your APCD or write to the FTF Program Coordinator, Office of Training and Program Support, Peace Corps, Washington, D.C. 20526.

Books, books, books



Peace Corps' Information Collection and Exchange offers the publications listed here on a first-come, first-serve basis to Peace Corps Volunteers and staff. To find out if they are appropriate for your project, please see the abstracts in The Whole ICE Catalog. To request any publication, write to Peace Corps Information Collection and Exchange, 1990 K St. NW, Room 8684, Washington, D.C. 20526.

AGRICULTURE

- AG016 Introduction to Agribusiness Management
- AG171 A System for Monitoring and Evaluating Agricultural Extension Projects
- R0041 A Complete Handbook on Backyard and Commercial Rabbit Production

APPROPRIATE TECHNOLOGY/ENERGY

- AT005 Development and Dissemination of Appropriate Technologies in Rural Areas
- AT032 Food Drying
- EN096 Wind Energy Activities in Africa

COMMUNITY DEVELOPMENT

- CD004 Community Organization and Rural Development: A Learning Process Approach
- CD019 Evaluation Sourcebook for Private and Voluntary Organizations

ENVIRONMENT

- FC119 Tree Planting Practices in Tropical Asia
- FC131 Farm and Community Forestry

HEALTH

- HE167 Measuring Change in Nutritional Status: Guidelines for Assessing the Nutritional Impact of Supplementary Feeding Programmes for Vulnerable Groups
- HE172 Nutritional Planning in the Developing World
- HE212 Cleanliness Brings Health/La Proprete Apporte la Sante (flip chart)
- R0027A Fiches d'Education Sanitaire (Africa)
- R0027B Health and Sanitation Lessons (Afrique)

SPECIAL EDUCATION

- SE015 Education and the Employment Problem in Developing Countries
- SE038 Special Olympics Instructional Manual
- SE044 Disability Resources: A Directory of North American Organizations Active in Central America and the Caribbean

Reaching Out

PCVs have taught 5 million around world



Nation's human resources help mold economic, social future

By Mary Schleppegrell

More Peace Corps Volunteers serve in education programs than in any other single program area. Since 1961, more than 5 million students around the world have been taught by Peace Corps teachers.

Currently, nearly 2,000 Volunteers in 58 countries are teaching English, mathematics, science and vocational skills, working with the disabled, training primary and secondary classroom teachers, and assisting communities in the development of nonformal education and youth-related activities.

In addition to PCVs who are assigned to the education sector, nearly all of Peace Corps' 6,000 Volunteers are involved in educational activities to varying degrees, sharing their expertise or organizing communities to learn new skills.

Education programs are very popular with host country governments and continue to lead requests for Volunteers in new countries where Peace Corps will serve. But do education projects really make a difference in the development of host countries? How do they promote development? What about development of people versus development of infrastructure?

In the past, it was believed that the best way to help a country develop was through construction projects such as roads, irrigation and factories. However, experience in development assistance has demonstrated that without skilled people, a country cannot maintain expensive projects or use financial aid to encourage further growth.

It is the human resources of a nation, not its material

resources, that ultimately determine its economic and social development. Financial and natural resources are passive factors; human beings are the active agents who build organizations that carry national development forward.

No machine can be operated properly and no agricultural project can be successfully accomplished without people who are trained and knowledgeable. The most important contribution to development comes from improving the skills of people. It is people that make the difference in development and it is education that makes the difference for people.

Educating people brings many benefits, some of which go beyond even the particular skills that are learned in the classroom. While it is generally acknowledged that education contributes to development by helping people realize their individual potential, not everyone recognizes the economic and social benefits that education brings to a developing country. But studies by the World Bank and other institutions consistently show that education contributes to development not only by improving the lives of the individuals who are educated, but also by creating larger economic benefits for the society as a whole.

The value of education

Formal education supports economic development in many ways. Developing countries with high literacy rates grow faster economically than those with low literacy rates. The benefits of education can also be seen in improvement of health, agriculture, business and use of natural resources.

Education of women, in particular, has wide social benefits. Women who are educated tend to have smaller families. More education enables a woman to be more economically productive during her child-bearing years, encouraging her to have fewer children. In addition, the education of a woman results in improved health and nutrition for her family as she learns home economics and child care skills.

Education also contributes to increased agricultural



Schleppegrell

production. World Bank studies show that farm productivity increases by an average 7.4 percent when a farmer has completed four years of elementary education. Educated farmers learn farm planning and management skills, record-keeping and use of credit. They are able to read instructions for applying new technologies and innovations. They also learn skills for storing, processing and preparing food. Further, they learn about how cooperatives function and about programs and services provided by local and national governments. Education makes farmers more willing to experiment and to apply new agricultural practices.

Education also contributes to the expansion of business, including manufacturing and exports, and to a society's capacity to adapt to changes in technology and demand. Education provides prospective entrepreneurs with skills in management and business planning, cost accounting and market analysis. It also provides knowledge about government services, taxes and use of credit.

Education usually has powerful ripple effects throughout a nation's economy. Environmental education, for example, can have wide-ranging benefits in better use of natural resources, waste management and application of appropriate technologies.

Education helps individuals realize their potential in ways that cannot always be traced precisely and which often have broader value for the society as a whole. The higher individual earnings received by educated people contribute to improving the general standard of living in a country because they have a multiplier effect on the economy, creating demands for manufactured goods and forging links between the city and the countryside. This makes education good both for the individual and for the country.

Improved education also increases the ability of a developing country to learn from others and to participate in scientific and technical advances in the world. Education contributes to development in many ways, bringing a variety of individual and social benefits.

Peace Corps' contribution

Peace Corps has both development and people-to-people objectives, and Peace Corps education projects contribute to both these goals. Peace Corps Volunteers assigned to education programs work at a grassroots level in classrooms around the world, reaching children in primary schools, adolescents

in secondary schools, and young adults in teacher training institutions and universities.

In non-formal settings, education PCVs work with youth and adults, teaching important life skills and fostering community development. They help students understand science and mathematics and learn vocational skills. They share new methods of teaching and help host country students to develop skill in English, an important tool for international communication.

Thousands of education Volunteers work in a great variety of cultures and circumstances, touching the lives of many individuals and, through them, contribute to the broader development efforts of host countries.

The greatest impact on pupils' achievement in developing countries comes from better teaching and better teaching tools. Peace Corps education programs make a major contribution through collaboration with host country teachers, by introducing new methodologies, and through the development of new materials and curricula. The improvement of educational systems is a major contribution Peace Corps makes toward development efforts.

Education programs are valued greatly by host countries, which recognize the major contribution of education Volunteers. For example, Peace Corps has provided vital assistance to several countries as they expanded their school systems in order to implement policies of guaranteed free education up to the secondary education level. Studies of students in countries where Peace Corps has taught find measurable differences in skills and attitudes that can only be explained by the influence of Peace Corps teachers.

Many governments believe that formal education is the area in which Peace Corps can be of greatest assistance to them. Governments recognize that science, math, English and other fields where Peace Corps educators work are very important to national development.

These governments want continued support from the Peace Corps in meeting their development goals within the education sector. The many Peace Corps Volunteers who are currently working in classrooms and nonformal educational projects are providing this important support.

Mary Schleppegrell is an education specialist with the Peace Corps' Office of Training and Program Support.

ICE publishes three new training manuals

Peace Corps' Information Collection and Exchange has recently published three new manuals of special interest to Peace Corps Volunteers and staff.

They are:

Language Training Reference Manual

The "Language Training Reference Manual" (ICE Publication No. T0056) will be invaluable to anyone involved in Peace Corps language training, including curriculum development, teacher training or materials development. Along with ICE's "Language Learning Strategies for Peace Corps Volunteers" (ICE Publication No. R0069), this manual should keep Peace Corps language training at the head of the class. It is available to resource centers and Peace Corps language training staff.

Suelos, Siembras y el Uso de Fertilizantes

"Suelos, Siembras y el Uso de Fertilizantes: Un Manual para

Trabajadores del Desarrollo" (ICE Publication No. R0075) is the Spanish translation of ICE's classic agricultural training manual "Soils, Crops and Fertilizer Use" (ICE Publication No. R0008). Translated and put into computer format for ICE by Peace Corps/Paraguay, this manual will be extremely valuable for PCVs working in agriculture in Spanish-speaking countries, both to share with their counterparts and as an excellent technical Spanish vocabulary builder. Available to all PCVs working in related projects.

Aquaculture Training Manual

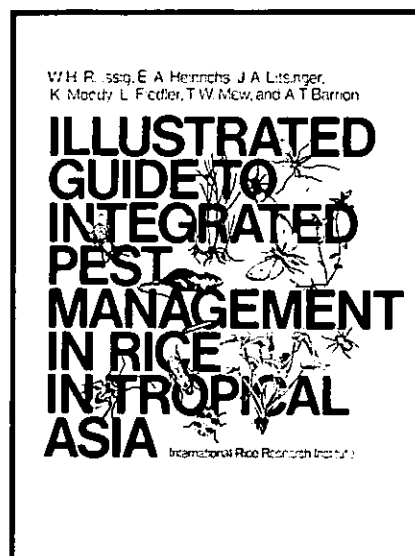
"Aquaculture Training Manual" (ICE Publication No. T0057) describes the Peace Corps' aquaculture training program as it has evolved over the last 25 years. Edited by Harry Rea, former Office of Training and Program Support fisheries specialist, it is intended to provide a basis for future Peace Corps aquaculture training programs. Available to in-country resource centers and staff only.

PUBLICATIONS

Tap a wealth of information

Peace Corps' Information Collection and Exchange has received the following publications since the Fall/Winter 1990-91 edition of ICE ALMA-NAC. They are available free through ICE for Peace Corps Volunteers and staff. RP preceding the Whole ICE Catalog number indicates Volunteers must demonstrate the publication relates to the projects they are working on; RC indicates ICE distributes the publication to in-country resource centers. The price and publisher of each title are included for the benefit of non-Peace Corps readers.

AGRICULTURE



(RC) AG234 — **Illustrated Guide to Integrated Pest Management in Rice in Tropical Asia**, W. H. Reissig, E. A. Heinrichs, et al. 1988 (International Rice Research Institute, P. O. Box 933, Manila, Philippines) 411 pp. \$33.30.

Provides instructive and comprehensive information to integrated pest management (IPM) workers in rice fields in tropical Asia. However, methodology is appropriate for other geographic areas and could be adapted to Africa and Latin America. Briefly explains the structure of the rice plant and

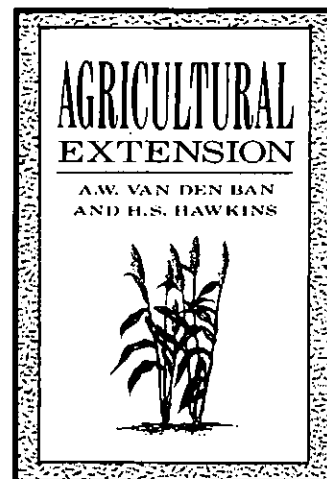
its stages of growth. Describes insect pests of rice and the distinct damage done by each type. Sections address crop production methods, insect-resistant varieties of rice, natural enemies of rice insect pests, pesticides, and the biology and management of major groups of rice pests (insects, diseases, weeds and rodents). Concludes with integrated control measures for an entire rice pest network and description of IPM strategies for implementation at the farmer level. Outstanding graphics throughout.

(RC) AG241 — **Recognition and Management of Pesticide Poisonings**, by Donald Morgan. 1989 (Health Effects Division, Office of Pesticide Poisonings, U.S. Environmental Protection Agency, Washington, DC 20460) 207 pp.

A practical handbook which provides recently available information on the health hazards of pesticides currently in use, and current recommendations for treatment of poisonings and injuries caused by them. Gives the chemical names of pesticides and cross-references them with their appropriate commercial trade names. Symptoms and signs of poisonings are given for each class of pesticide in order to facilitate diagnosis and identification of the appropriate treatment.

(RP) AG242 — **Agricultural Extension**, by A. W. van den Ban and H. S. Hawkins. 1988 (Longman Scientific & Technical, Longman Group UK Limited, Longman House, Burnt Mill, Harlow, Essex CM20 2JE, England) 328 pp. \$14.95.

Although written primarily for use in undergraduate and postgraduate agricultural courses, valuable insights are provided about the functions of extension organizations. Discusses extension philosophies, strategies, methods and organizations. Chapters about ethics, extension methods, planning extension



programs, evaluation and action research, management of organizations, and the role of agricultural extension are followed by discussion questions and guides for further reading. Thorough coverage of these topics provides various options and scenarios for improving the effectiveness of extension work. Designed to enhance decision-making based on local situations, culture and value judgments. Useful for extension in-service training programs. Although focused on agricultural education, it includes related topics in such areas as health, nutrition and small business development.

FISHERIES

(RC) FH107 — **How to Make and Set FADs (Fish Aggregating Devices)**, by M. Ben-Yami. 1989 (Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, 00100 Rome, Italy) 68 pp. \$21.

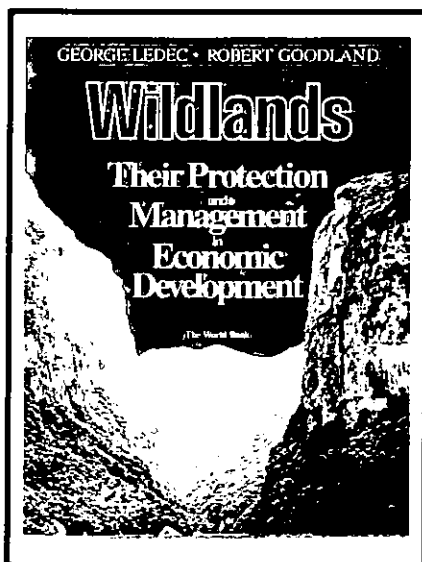
Intended for fishermen and/or generalists in marine fisheries. Designed to alleviate the large amounts of time fishermen spend looking for fish by introducing the concept of fish aggregating devices (FADs). Teaches how to make and set a few different types of FADs, explains various ways of ultimately catching the fish they attract, and examines their level of profitability. Easily understood text with numerous graphics. Written particularly for

small-scale or artisanal fishermen, but appropriate for use at fishery schools or training extension workers.

NATURAL RESOURCES/ FORESTRY

(RC) FC074 — **Role of Forestry in Combating Desertification**, 1989 (FAO, Via delle Terme di Caracalla, 00100 Rome, Italy) 333 pp. \$31.50.

Offers results of the Expert Consultation on the Role of Forestry in Combating Desertification conference held in Saltillo, Mexico in 1985. The conference proposed to review and assess the state of knowledge, in 1985, of the field of forestry in arid zones as it related to rural development and control of desertification; discuss research and application of existing knowledge; exchange ideas and experiences; outline actions needed; and design a framework to orient possible development programs at national, regional and international levels. Results are presented as formulated strategy on the role of forestry in desertification; list of main objectives of arid zone forestry programs; and action proposals to enhance rural development. Specifically examines production, utilization and processing systems; conservation and restoration systems; and related policy, institutions and socio-economic factors.



(RC) FC077 — **Wildlands: Their Protection and Management in Economic Development**, by George Ledec and Robert Goodland. 1988 (The World Bank, 1818 H St., NW, Washington, DC 20433) 278 pp. \$17.95.

Intended to show how wildlands contribute substantially to economic

development and the well being of human populations with particular attention given to long-term benefits. Seeks to clarify the issues and tradeoffs of World Bank policy, to include provisions for some kind of wildlife management with any development project that affects wildlands as it is implemented in specific cases worldwide. Also addresses some of the practical considerations to establishing and administering protected areas. Appendix provides details on the status of wildlands in project areas around the world as well as annotated listings of information sources, organizations and international agreements. Includes glossary of related terms.

Reforestation in the Pacific Islands

United States Peace Corps
INFORMATION COLLECTION & EXCHANGE
Manual M0033

(RP) M0033 — **Reforestation in the Pacific Islands**, edited by Sandy Dechert and John Maxwell. 1987 (Peace Corps/ICE) 220 pp.

Designed as a reference and technical information tool for community development workers and others interested in forestry and reforestation projects specific to the South Pacific region. Presents in clear, non-technical language background and "how-to" information on basic issues surrounding problems about deforestation as well as initiation and planning of reforestation projects at the local level. Addresses causes and effects of deforestation; potential of forestry projects for improving quality of life and environment; environmental, sociopolitical and economic factors in implementation; forestry systems, particularly agroforestry systems, applicable to the Pacific; and techniques and field methods for es-

tablishing and maintaining successful projects. Appendixes include information on international organizations offering resource assistance; descriptions, propagation and care of tropical timber, fuel and fruit species; health and safety tips; and nitrogen-fixing trees. Prepared for Peace Corps by Rogers, Golden & Halpern, Inc.

SMALL BUSINESS DEVELOPMENT

(RC) SB136 — **Rural Credit: Lessons for Rural Bankers and Policy Makers**, by K. P. Padmanabhan. 1988 (IT Publications Ltd, 103/105 Southampton Row, London WC1B 4HH, UK) 138 pp. \$17.

Useful for individuals concerned with rural credit issues in donor agencies, governments, central banks, non-governmental agencies and academic institutions. Examines the views of two schools of thought, "banking school" and "development school," in relation to the role of rural credit in developing countries. Analyzes relevant case studies based in various countries. Discusses the process of financial intermediation, mobilization of resources and loan administration among other topics. Recommended for small business development Volunteers for working with counterparts.

TRAINING

(RC) TR030 — **The Winning Trainer: Winning Ways to Involve People in Learning**, by Julius E. Eitington. 1984 (Gulf Publishing Co., Book Division, P. O. Box 2608, Houston, TX 77252) 423 pp. \$39.50.

Intended to facilitate the training process, particularly application and retention, with less hardship and more fun. Packed with hundreds of exercises, games, puzzles, role play settings and group-in-action techniques to involve learners in learning. A veritable "how to" of participative training methods used in formal training situations (classroom settings). Useful as a reference to ensure that a good range of participative techniques are being employed in the design of a training program.

Helping achieve Peace Corps' goals

How does a Peace Corps Volunteer in Jamaica find out how to build a water storage tank out of curved concrete blocks?

How does a PCV in Poland find information on working with dyslexic students?

How does a Volunteer in Paraguay find out what colleges in the United States have graduate programs in agricultural economics?

How can a PCV in Zaire learn to set up an instructional materials center in his school?

How does a Volunteer in Swaziland get background information to describe the problems of her adopted country to her World Wise School pairing?

The PCVs in each of these situations can find the information they need in many different ways. One source which they can turn to is the in-country resource center (IRC) in their respective countries. At some Peace Corps posts the IRCs are called libraries or technical service centers, but their over-all purpose is similar: to guide PCVs and staff to the information they need in all aspects of their work. Most of the IRCs also serve to some extent as the "institutional memory" of the individual country post, making available documents about the country program as well as manuals, instructional materials and other sources that were developed by PCVs in that country.

In most countries, PCVs' counterparts and other host country nationals also have access to the IRC's resources.

Naturally, there's no way that a single place can have all the information that any Volunteer needs. The IRC is really one node in a wide network of places that have information relevant to the needs of PCVs and country programs. That network includes Peace Corps' Information Collection and Exchange (ICE) and other IRCs plus many organizations, including government ministries, private voluntary organizations, non-governmental organizations, colleges and universities in the host country and around the world that work with information useful to Volunteers.

ICE, as one of the "nodes" or contributors to the network, provides a number of different services to the IRCs, including:

- Magazine subscriptions in technical areas in which Volunteers are working. These include such magazines as "I.L.E.I.A. Newsletter" (from the Information Centre for Low External Input and Sustainable Agriculture), "English Teaching Forum," "Mothers and Children: Bulletin of Infant Feeding and Maternal Nutrition," "The Tribune" (from the International Women's Tribune Center) and many others.
- All books from the "Whole ICE Catalog," including those marked "Resource Centers Only."
- Other informational tools, such as the "Appropriate Technology Microfiche Library."
- Books and audio-visual materials on subject areas in



Peace Corps/Paraguay Librarian Marianne Fernandez Cadallero examines books from ICE with Amelio Gonzalez in Asuncion.

which individual IRCs have requested additional or specific information.

- Technical assistance, both in setting up and managing the IRC and in doing research for information not available in a host country.

- Training for people involved with the management and/or operation of the resource centers.

In turn, the IRCs help ICE collect manuals, case studies and other materials developed by PCVs to fill a specific need of their assignment. ICE often shares these materials with PCVs in other countries and development workers from organizations outside of Peace Corps who might find them useful. The IRCs also keep ICE informed of the specific needs of Volunteers in the country, so that ICE can continue to assist with filling those needs, either by providing direct material or technical support or by suggesting alternatives for solving specific problems.

ICE is eager to share with all IRCs ideas which other IRCs have found effectively help PCVs. Some of the ideas which we have found work very well for IRCs to help Peace

(Continued on page 24)

Lesotho PCV offers students tangible skill

Editor's Note: Consuella Brown, who teaches in the computer studies program at St. Joseph High School in Maseru, Lesotho, provides this issue's description of how Peace Corps Volunteers use computers in the field.

**By Consuella Brown
PCV/Lesotho**

My primary responsibility as one of the six teachers teaching computer studies on the secondary level in Lesotho is to prepare my Form D and E students — the equivalent of 11th and 12th graders — to sit for the Cambridge Overseas School Certificate (COSC) examination in computer studies.

Each teacher is given a curriculum syllabus by the local examinations council which outlines in detail the topics in a specific subject that should be covered within a two-year time frame. Thus, most of my time is spent introducing my students to such computer concepts as binary digits, operating systems, input/output devices, analog and digital computers, programming languages and data processing.

In addition to the technical part of the COSC examination, each of my students is required to submit a computer project written in a language of his or her own choice. Therefore, I try to provide a practical element in my classes by teaching students how to program in such languages as BASIC, LOGO and Microtext as well as how to use a word processor, a database management program and an electronic spreadsheet package.

As there are very few "computer people" in Lesotho, I also: (1) train teachers and other interested parties on how to use computer packages such as Wordperfect 5.0 and Lotus 1-2-3; (2) prepare student progress reports each semester; (3) provide technical information for funding proposals; (4) debug programs; (5) repair hardware, and (6) install computer systems at other schools in and around Maseru, the capital of Lesotho.

For the most part, I have enjoyed teaching computer studies. It has kept me incredibly busy. I truly feel as if I am

actually offering my students a tangible skill that they will be able to use for the rest of their lives.

However, this is not to say that I have not had my fair share of problems. I have had many. Namely, having to learn how to use British manufactured microcomputers — BBC master compacts — so that I could teach my students how to use them; and not having access to reference materials or computer experts when I needed answers to very technical questions.

I think that computers in schools could be a really good thing if they were used properly. Computers should be used as tools to enhance what students are already learning in their classrooms and not as something that preempts or replaces the traditional classroom experience. I think we should be much more concerned with helping every kid become computer literate (i.e. knowing how to use software, how to print a document, and how to turn the machine on and off) than insisting that students know how to program or to have a solid understanding of the electrical circuitry inside computer systems.

Ultimately, the challenge of using computers in an academic setting is to create a situation where students are using the machines as a way to perform certain tasks more accurately and more efficiently and not to introduce a machine that enslaves them and/or discourages them from thinking for themselves.

RESOURCE CENTERS

(Continued from page 23)

Corps Volunteers while in their host countries include:

- Contributing to the in-country newsletter information about organizations in the country and new materials available from the resource center.

- Presentations given by resource center librarians or managers at pre-service trainings and in-service trainings in order to let Volunteers know sources of information in the country that might be helpful for their projects.

- Demonstrations by resource center librarians or managers of equipment and materials which are available at the resource center.

- Volunteers serving on a resource center advisory committee in order to keep the personnel informed of PCV needs as well as what Volunteers might contribute to the resource center.

Some of the projects that ICE is working on now that will be available to the IRCs in the near future include:

- An updated ICE classification scheme which incorporates detailed classification of all of Peace Corps' programming areas including new initiatives as well as areas that are relevant to a particular country.

- A computer program, based on the "Filemaker" database management program which all Peace Corps posts have for automating the IRC's catalog of books and other materials.

Tell us about your computer experiences

What has your own experience been like? If you are using a computer in your work, we want to hear from you. Either short descriptions of your work or full-sized articles are welcome.

We are interested in knowing not only the technical details of your project but how it affects and involves the local community. Photographs and illustrations are also invited.

Send your submissions to ICE ALMANAC, U.S. Peace Corps, 1990 K Street, N.W., Room 8684, Washington, D.C. 20526.

PCV NEWS CAPSULES

(Continued from page 12)

Catherine Tinsley of Somerville, Mass., worked to improve the quality of health education in primary schools by propagating innovative teaching materials and techniques. She discovered one effective pedagogical technique is incorporating large visual aids into an otherwise dry oral lesson. Working with teachers, director and parents' association of Djambala Elementary School, she solicited funds through the Peace Corps Partnership Program to paint large health murals on interior school walls. The colorful murals brightened up sparse and drab classrooms which suffered from lack of light and visual aids. These images created visual stimuli to awaken student interest and helped build their awareness of correct preventive health care measures that are crucial to survival in developing countries where medical services are limited. The murals themselves became quite a hit with the neighborhood as adults as well as the children peeked in to admire them.

TOP-NOTCH CONDUCTOR — PCV Leo Florendo Jr., a science teacher in the Ha'apai group in the Kingdom of Tonga, works with the school band as one of his additional projects. A kingdom-wide celebration was held in December for the 25th anniversary of the enthronement of King Taufa'ahau Tupou IV and the assumption to the office of prime minister by Prince Tu'ipelhake. One event was band competition for both school and community brass bands. The band from Taufa'ahau/Pilolevu College, led by Florendo, won 1,000 in Tongan dollars in the school brass band contest and \$T46,880 for best college band. In addition, Florendo received \$T300 as best conductor. Florendo donated his prize money to his school to buy video and audio tapes of their victory performance. The grand prize money of \$T46,880 was to be used for a band tour of Fiji, New Zealand and Australia. For the record, the conversion rate is 1.26 Tongan dollars to the U.S. dollar.

PCVS HELP ORPHANAGES — Eighteen Peace Corps Volunteers arrived in early March in Bucharest, Romania, to help staff the country's impoverished orphanages. More than 100,000 children — many malnourished, sick and neglected — languish in the ill-equipped facilities. Most of the youngsters were abandoned by their parents — a legacy of the ousted communist dictator Nicolae Ceausescu's ban on abortion and birth control. U.S. Ambassador Alan Green Jr. told the Associated Press that the Peace Corps team includes specialists in early childhood development, special education and community outreach. Volunteers are undergoing extensive training in country before receiving assignments in May to six preschool orphanages in the northeastern region of Moldavia.

SEASONS REVERSED — PCV Patrick W. Brundage, editor of a Volunteer newsletter in Swaziland, writes from his "little slice of heaven on earth" — Ntjanini in rural Swaziland "to be exact" — to question the Peace Corps Times use of seasons to designate editions. He observes that his newslet-



PCV Catherine Tinsley shows child a health mural.

ter, Incwadzi Yetfu, also uses seasonal dating. "Note that the issue of IY that you are getting says 'Summer 1990' and you'll be receiving this as the Potomac makes up its mind to freeze solid its polluted waters," he says. "PC Times is also similarly dated. I believe this sort of dating is not to be desired. Why? Many of us Volunteers live in the southern hemisphere where summer's winter, spring's fall and the water (I'm told by folks with plumbing) does go the other way 'round from y'all up there in DC land. So, wouldn't it be more appropriate to use months for dating rather than seasons, which change as you move round this great small wide wonderful world?"

REUNION ON MALL — Thousands of former Peace Corps Volunteers are expected to celebrate the 30th anniversary of the Peace Corps on the Capitol Mall in Washington, D.C., this summer. The Aug. 1-4 event will be sponsored by the National Council of Returned Peace Corps Volunteers. RPCVs and staff who have served in 104 countries are invited to participate. The annual conference of the Peace Corps alumni organization is predicted to be the largest ever held. Activities will include prominent international speakers and a special "Volunteer Day" program.

Do you have news or views? Write the Peace Corps Times. Let us hear your opinions and comments or items of interest. Jot a letter to the editor or dash off a short story of interest. We'll look at photographs and illustrations too. The address is Peace Corps Times, 1990 K Street NW, Washington, DC 20526.



Helping solve America's toughest problems

These are heady times for the Peace Corps' university programs — particularly for the Peace Corps Fellows/USA program. At least 20 graduate schools and public school systems across the United States are expected to replicate the outstanding fellows program inaugurated at Teachers College, Columbia University, in New York City five years ago.

Today the Fellows/USA program is allowing returned Peace Corps Volunteers to work toward master's degrees while teaching in some of the nation's most challenging school districts. These range from inner-city schools to rural classrooms, and each partnership has its unique contribution to make to the program.

In New York's Harlem, former PCVs are teaching science and math at Boys and Girls High while they are also attending Teachers College at Columbia University to earn a graduate degree in education. Meanwhile, in the town of Milledgeville, deep in the heart of rural Georgia, RPCVs will be given the opportunity to work on an advanced degree at Georgia College while helping fill teaching shortages in some of that state's financially strapped rural schools districts.

Now plans are being explored to expand the Fellows/USA program beyond the field of primary and secondary education. Under this concept, RPCVs would continue their education at graduate schools willing to grant academic credit for some Peace Corps training and experience while the RPCVs work with underserved populations — the poor and immigrant communities of America — through non-profit organizations and human services agencies.

Under the traditional Fellows/USA program, San Francisco State University intends to place RPCVs who speak the Filipino language Tagalog and other languages, including Spanish, Chinese and Japanese, as teachers with specialist credentials in bilingual education. Meanwhile, the Bureau of Indian Affairs expects to place RPCVs as teachers on Indian reservations while they pursue higher degrees at Northern Arizona University and the University of New Mexico.

For nearly 30 years, PCVs have worked in more than 100 developing nations throughout the world — sharing skills through people-to-people programs designed to help others

help themselves. Under the Fellows/USA program, they are able to bring the skills they learn overseas home to this country to solve some of the USA's toughest problems.

Returned Volunteers will teach in schools where there is often little community support and where it is difficult to find qualified teachers. Their students' parents are often illiterate and the school buildings are frequently old and in poor repair. The dropout rate is high.

As the Peace Corps expands the Fellows/USA program, it will include opportunities in health, agriculture, the environment, business and urban development as well as education. Some RPCVs will work in health clinics in big cities and in small rural towns. Still other RPCVs can work in community development programs — helping immigrants assimilate into the host country culture, teaching them the native language and how to start small businesses, and provide other human services.

Most Americans are familiar with the Peace Corps' legacy. They remember when President Kennedy sent the first Peace Corps Volunteers to teach English in Ghana. They remember the newspaper stories about the courageous young Americans living in small African villages and helping farmers learn how to grow more food. And they remember the pictures of Volunteers inoculating children against harmful diseases.

But there is another benefit of Peace Corps service about which Americans know almost nothing — the skills the Volunteers bring back with them to this country. That is what the Peace Corps Fellows/USA program is all about — helping harness these skills and put them to work solving tough problems on the homefront.

Finding solutions to these problems and others will require our full attention and commitment. That is why the Peace Corps is asking the private sector to help support the Peace Corps Fellows/USA program and why we are reaching out to universities and to our returning Volunteers. It is through partnerships such as this that we will help eradicate illiteracy, reduce the number of dropouts and improve health care for the poor. It is through partnerships such as this that we can work to help all Americans share in the American dream.

Peace Corps Fellows/USA — it's the toughest job you'll ever love — again.

Peace Corps excellent training for future career opportunities

By Nedra Hartzell

Returned Volunteer Services

Each year the Office of Returned Volunteer Services sends information to Peace Corps Volunteers and staff abroad about current marketable careers. Some of the nation's leading news and business publications have provided a sampling of hot job prospects.

Money Magazine published a list of fast-track careers in its June, 1990, issue. Included in its roundup of leading professions were chef, health care cost manager, computer graphics artist, environmental engineer, software developer, international lawyer, industrial designer, physical therapist, management consultant, infertility doctor, mechanical engineer, human resources manager, special events marketer, operations research analyst and bankruptcy lawyer.

Six of those careers also appeared in the 20 occupations on the hot track as cited by U.S. News and World Report in its September 17, 1990, issue. The weekly news magazine selected as its top picks chef, computer software developer, management consultant, environmental engineer, human resources manager and corporate bankruptcy lawyer. Also included in U.S. News' list were international accountant, financial planner, health services administrator, manufacturing quality manager, international marketing specialists, medical internist, fund-raiser for nonprofit organization, geriatric nurse, paralegal, retail buyer in speciality store, pharmaceutical salesperson, biomedical researcher, special education teacher and waste management recycling coordinator.

Adapted with permission from December 1990 issue of Career Opportunities News, Garrett Park Press, Garrett Park, MD 20896.

The Peace Corps experience has been described as excellent training in two recent articles. In the November/December 1990 issue of Foundation News, RPCV/Costa Rica Anne Fitzgerald wrote that traits whetted through Peace Corps service have served RPCVs well in careers with philanthropic organizations.

"Careers on the line. Can we help you find a job?"



Patience, cultural sensitivity, and listening abilities "are more important than ever for conscientious grantmakers in a society that has become permanently pluralistic, inevitably global," Fitzgerald noted. Those traits, and others — such as open-mindedness, flexibility and doing more with less — are necessary for successful Peace Corps service, and are needed and marketable in U.S. settings as well.

Fitzgerald interviewed 14 returned PCVs now working with foundations in the U.S. Each former Volunteer cited his or her Peace Corps experience as helpful and instructive with the process of philanthropy. Being able to step outside the usual evaluative parameters of a proposal, to "respect other people's ways of doing things," and to understand the dynamics of grassroots support and initiatives were the Peace Corps legacies common to the RPCV interviewees.

Success: The Magazine for Today's Entrepreneurial Mind profiled international opportunity-seeker and businessman John Moore in its November 1990 issue. Currently living in Lome, Togo, West Africa, where he is running several successful businesses, Moore offered advice to those thinking about investing in Africa.

"Look to former Peace Corps Volunteers who have served in the country" as a way of assembling "a first-rate core management team" was one of Moore's suggestions.



Enter the Best Photo Contest

PCVs worldwide want to see what YOU are doing!

Send us your favorite picture and say hello to the world. To enter, send your best photo entry to the Peace Corps Times today. Don't worry, you will get your pictures back. Make sure to write your name, COS date and return address clearly on the back of each photo submitted. We welcome color or black-and-white prints and slides, but make sure your picture is clear and in focus. Contest judges favor well composed pictures which feature a Peace Corps Volunteer involved in some activity with their host country friends and associates. Mail to Peace Corps Times Best Photos Contest, 1990 K St. NW, Washington, D.C. 20526.

Best Photo Contest

Edited by Brian Liu

"Playing doctor"

Horse racing is serious business in Costa Rica -- even if pre-schoolers ride their mothers' broomsticks. Volunteer Claire Fleming plays veterinarian as she makes sure these "horses" are in good condition at a "Children's Day" celebration in Venado de San Carlos.



"Good shot!"

PCV Brendan Corcoran, a star pole-vaulter at Yale before joining the Peace Corps, shows basketball techniques to elementary school children in rural area just outside of Quetzaltenango, Guatemala. Volunteer Brian Biery caught this action on the school courtyard in his camera's lens.



"Signing"

Deaf student Esther Leon and deaf PCV Denise Brown sign "I love you" to one another at School for Deaf in St. Lucia, Eastern Caribbean. The exchange was recorded on film by another deaf student, Sharna Gabriel.