

PEACE CORPS TIMES

A Quarterly Publication for Peace Corps Volunteers Serving Worldwide

Spring 1990



INSIDE THIS ISSUE:

*A look at North Africa --
Morocco & Tunisia*

THE DIRECTOR'S CORNER

A truly amazing life-and-death drama

In early May, I visited Fiji, Tonga and Papua New Guinea. While in Tonga, I had the opportunity to meet Volunteers and staff who had participated in a truly amazing life-and-death drama. I would like to share this remarkable story which demonstrates the tremendous dedication of our Volunteers, the superb professionalism and talent of our staff, and the importance of international cooperation.

While swimming in the Pacific Ocean, Peace Corps Tonga Volunteer Michael Weaver, 26, who is from New York State, was swept into a whirlpool and trapped under water for about 5 minutes before a large wave threw him up in the air and dropped him back to the surface. Two young Tonganese men pulled him onto the beach. A colleague, who had been swimming with him, immediately began mouth-to-mouth resuscitation and Michael regained consciousness for a short while. A number of his fellow Volunteers then transported him to a hospital in the capital, Nukualofa.

Given the length of time that Michael had been under water, the primary medical concern was that a lack of oxygen could cause brain damage or the onset of respiratory distress. Dr. George Aho, Peace Corps physician at the hospital, put a tube into Weaver's lungs and began administering appropriate medication. Breathing assistance was also required, but because there was no functioning ventilator anywhere on the island, hospital staff and Michael's fellow Volunteers started providing breathing support for him using an Ambu bag, which has to be pumped manually. They took turns hand-pumping this equipment for 20 minutes each at first and then, as they tired, in 10-minute intervals, for more than 14 hours.

At approximately 5 a.m. EDT on Friday, May 4, Jimmy Austin, the medical officer on duty for Peace Corps in Washington, D.C., received a call from Dr. Aho relaying information about the accident and the situation in Tonga. Austin in turn contacted International SOS Assistance, an air medical emergency evacuation operation, to arrange for a flight to Tonga.

As time passed the supply of oxygen at the hospital dwindled. Back in Washington, Medevac nurse Ann Eller worked with Michael Klein, of SOS in Philadelphia, who was still trying to arrange an air ambulance flight. SOS was working through its offices in Singapore. Eller also contacted the U.S. Air Force Military Command at Scott Air Force Base in St. Louis to determine if any military flights

were in the area of Tonga. Unfortunately, there were none. By now, the energy of the Volunteers at the oxygen pump was lessening.

The Peace Corps medical officers in Fiji and in Western Samoa each located tanks of oxygen and made heroic efforts to get them on board commercial flights to Tonga, but to no avail. Finally, SOS succeeded in arranging for a World Access air ambulance from Sydney, Australia and the American embassy in Wellington, New Zealand was successful in contacting Air New Zealand Flight 82 which was en route to Tonga. The pilot of that flight provided a five-hour supply of oxygen and offered ground assistance to the evacuation air ambulance crew.

I am happy to report that I visited Michael Weaver in Liverpool Hospital in Sydney on Tuesday, May 8, where he was recovering. He was out of intensive care and was in excellent condition and spirits. In fact, he told me he was bored and wanted to get back to work.

I cannot say enough about the efforts of everybody involved. Congratulations and sincere thanks to Dr. Aho, Tonga Country Director Vinnette Jones, Peace Corps Washington medical staff personnel Jimmy Austin and Ann Eller and, of course, to Michael's fellow Volunteers who stayed with him those many hours. This was a wonderful example of the Peace Corps spirit which is so much a part of this agency.



Paul D. Coverdell
Director
United States Peace Corps



Peace Corps Times

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Morocco is like stepping back in time for some Peace Corps Volunteers serving there. Old sections of ancient cities remain much the same as they were centuries ago and many rural areas are still locked in the past, but signs of modernization are all about. One of the latest Peace Corps contributions is in veterinary medicine. **Page 4.**

TUNISIA

The past and present blend together in Tunisia. Peace Corps Volunteers are making a difference in a variety of ways -- teaching English, coaching sports teams, offering tips on dairy and cattle herd management, stemming soil erosion and organizing youth groups. **Page 8.**

WORLD WISE SCHOOLS

Nearly 1,100 Peace Corps Volunteers have been paired with elementary and junior high schools back home in the United States. The idea is to upgrade world awareness among school children. By next year, the goal is to involve essentially all 6,100 Volunteers in the program. **Page 21.**

CENTRAL EUROPE

One hundred and twenty American men and women -- 60 in Hungary and 60 in Poland -- will arrive in Budapest and Warsaw in June to begin training for the first Peace Corps program ever in Central Europe. Details, **page 19.**

BOLIVIA

A group of 11 experienced Peace Corps Volunteers is pioneering a new program in Bolivia. It marks the first time PCVs have been in the South American nation in 19 years. More are due later this year to train for service there. Turn to **page 14.**

PEACE CORPS FELLOWS

A top-notch teaching fellowship program is catching on across the United States. There's a questionnaire for interested PCVs accompanying this update. **Page 30.**

Letters to the editor

She helped 'sign' way

As a former Nepal Peace Corps Volunteer, I read with great interest the article on "Nepali Sign Language Dictionary" in the January-February issue of the Peace Corps Times.

The article mentions that "the first school for deaf children in Nepal was established in 1966...with the help of a Peace Corps Volunteer." You might be interested to know that the Peace Corps Volunteer is Mrs. Susan Hammerman, who is secretary general of Rehabilitation International.

When Susan and her husband first went to Nepal they were teaching in the Far Western Region. The school for the deaf started as a summer project, when Susan came to Kathmandu because the school in which she and her husband were teaching had a semester break.

Margaret Karp
UN Children's Fund
3 United Nations Plaza

C.A.R. reunion set

There are many country-specific organizations of RPCV's, e.g., Friends of Niger, Friends of Brazil, etc. I am an RPCV from the Central African Republic (C.A.R.), which does not yet have such an organization. I am sure that there are many C.A.R.-RPCVs who feel as I do, that my Peace Corps service in the C.A.R. was the best two years of my life, and would like to share their experiences. I am planning a reunion for C.A.R.-RPCV's in July. If interested, please write:

Friends of C.A.R.
Ben Schroeder, President
1700 Poplar Lane NW
Washington, DC 20012
(202) 726-6298

Tim Egan, Vice President
3755 S. Webster Ave.
Green Bay, WI 54301

Dedication cited

It has been six months since the tragic death of PCV Margaret Schutzius, a TEFL teacher in Chad. We are concerned that up until now there has been no mention of her death in the Peace Corps Times.

Margaret was a dedicated Volunteer serving in a difficult country. She



was one of the seven original PCV's to reopen the Peace Corps program in Chad after several years of civil war and was returning home upon completion of her service. Unfortunately,

she was on the UTA flight from N'Djamena to Paris destroyed by terrorists on Sept. 19, 1989.

We were under the impression that all PCV deaths were mentioned in the Peace Corps Times and that a short synopsis of the Volunteer's service was given. Is this, in fact, the case? If so, could you please do this for Margaret?

Thank you in advance for your consideration.

Missy McClatchy,
Koumra, Chad

Russ Standlee,
Doba, Chad

John Morton,
Doba, Chad

See story, **page 20.**

ON THE COVER

United States Peace Corps Volunteer Cheryl LeMaster of Sun Valley, Idaho, guides a young blind boy at a rural blind school outside Fez in Morocco. She is building self-reliance for sightless youngsters at the institution so they can walk alone with use of canes.

COUNTRY PROFILE

Stepping back in time in Morocco

By James C. Flanigan
Editor, Peace Corps Times



ap. Tap. Tap. The staccato tap, tap, tapping of the cane echoed rhythmically off the concrete surface inside the narrow confines of the L-shaped courtyard. Peace Corps Volunteer Cheryl LeMaster patiently instructed the young blind boy to walk independently with the use of a makeshift red-and-white cane made from a curtain rod. She gave firm but gentle commands in Arabic as she instructed her charge at a rural blind school just outside Fez in Morocco.

On this particular day before her lesson began, several sightless boys played soccer in the small courtyard. As they darted around corners without any assistance, they seemed to possess human sonar. They cocked their ears as the ball swept toward them and enthusiastically kicked it at the moment it reached their feet.

Despite the exuberance displayed by the children, the world of the boys and girls is confining. LeMaster showed the spartan quarters where the boys and girls live. The walls are bare. Cots where they sleep are crowded together in small rooms equipped with tiny lockers. She hopes to spruce up the surroundings as time goes by.

LeMaster, 28, from Sun Valley, Idaho, commutes daily by bus from downtown Fez, where she lives, to the school. During the 20-minute ride on the packed public vehicle, she reads Newsweek magazine to catch up on world news.

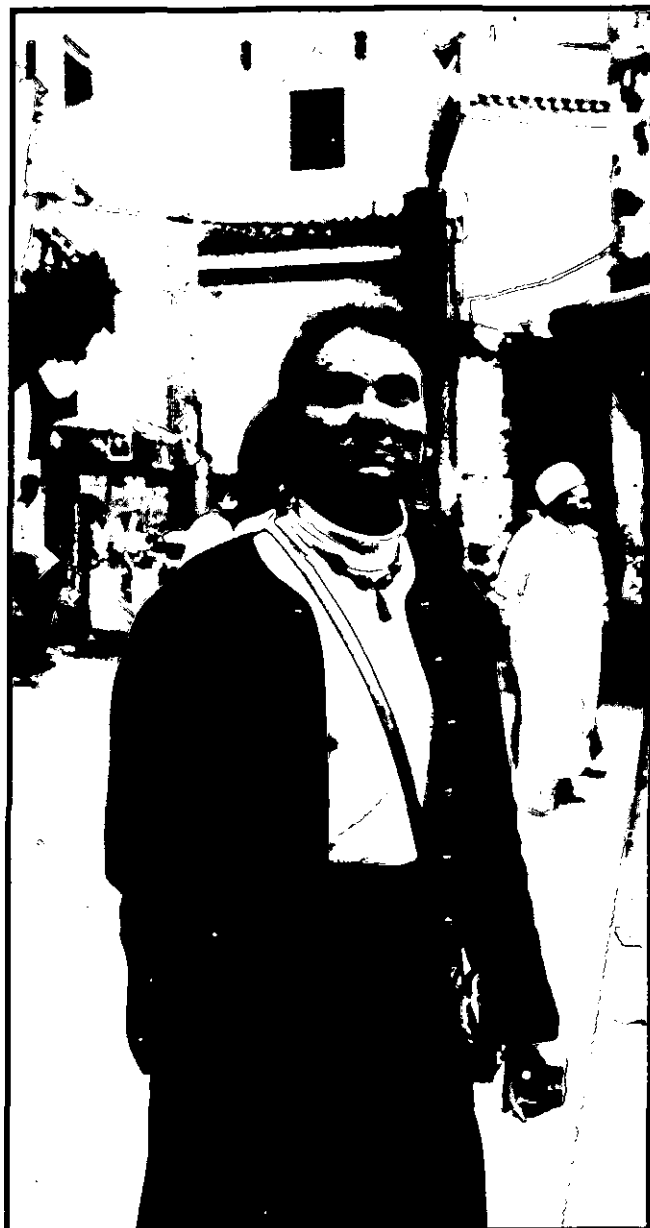
"This is like a candyland to me," she says of her lifestyle in Fez. "It's amazing to be in a town that was founded in the 9th century. I just can't conceive of it sometimes."

Even though LeMaster is serving in North Africa, she quickly discovered how small the world really is far from home. The only other Volunteer in Fez, Beth Marie Fredericks, 26, also is from Idaho.

Fredericks, who teaches morning and afternoon English classes as part of a business curriculum at the Fez Chamber of Commerce, studied languages at the University of Idaho in her home town of Moscow, Idaho.



Govier reads in courtyard of her home.



LeMaster strolls along ancient streets in Fez.

Fredericks and LeMaster are among approximately 165 Peace Corps Volunteers currently serving in Morocco, where more than 2,500 Americans have served since 1963. Education continues to be the largest program. Some handle special education assignments like LeMaster's work with handicapped. Other programs include rural water development, health assistance, wildlife management and agriculture.

The two women Volunteers in Fez spend about 800 dirhams (approximately \$101) a month each for rent. Fredericks leases a small apartment next door to an American couple living in Fez. Its only a short stroll to the chamber office from there. Posters of the Teton Mountains of Idaho and Morocco are hung on the wall in her small living room along with family snapshots. LeMaster lives in a third-level apartment in a commercial building a few blocks away. Among her wall decorations is a United States map with a yellow slip over Idaho which displays a hand-drawn heart and a scrawled legend which reads: "There's no place like home."

Shopping is usually done in a local market filled with fruits and vegetables.

"We eat like kings and queens here," Fredericks says. "In Gabon, I hear they eat a lot of rice."

In their free time, Fredericks and LeMaster try their hand at Idaho western swing to country music on the rooftop of LeMaster's apartment high above the bustling streets of Fez. They also have musical jam sessions, some of which they have tape recorded. Fredericks used to play for the Washington-Idaho Symphony Orchestra.

One song's lyrics goes:

*"You may love, and dream wherever you will go,
But your heart belongs to Idaho.
Yes, your heart belongs to Idaho."*

Fredericks keeps up with current events by listening to the British Broadcasting System and reading Newsweek. Happy to not have a telephone or television to interrupt her, LeMaster devours books such as "Women and Islam" and "The Conquest of the Sahara" by Douglas Porch.

While LeMaster lives in the modern section of Fez, she likes to wander into the medina, the old walled city, where time has stood still. Only two-legged humans and four-legged animals, generally donkeys, can traverse the medina's maze of narrow streets teeming with people and filled with small shops. The atmosphere there has not changed for centuries.

LeMaster, who managed the Duchin Lounge — popularly known as the "the Doo Da Lounge" — in Sun Valley, also taught as a substitute teacher in the Blaine County

*"This is like a
candyland to me...It's
amazing to be in a town
founded in the 9th century.
I just can't conceive of it
sometimes."*

Schools in nearby Hailey, Idaho, before joining the Peace Corps.

Like many others before her, she pulled out copies of the National Geographic to read about Morocco when she learned she was going there.

"I'd never been out of the country before except Canada," she says.

While LeMaster didn't have any previous language experience, she is doing just fine communicating in Arabic after six months plus several months of training earlier in Morocco's capital of Rabat.

...
A thin crescent moon was pinned to a black velvet sky stitched with 1,001 stars as we began a series of visits with Peace Corps Volunteers in Morocco. Beneath this "Arabian Nights" canopy, Peace Corps Volunteer Leader Elizabeth Stephens of Corpus Christi, Texas, threaded her way through rush hour traffic in Rabat to the home of David and Merry Fredrick. Fredrick is wrapping up five years as Peace Corps country director in Morocco.

The evening provided an opportunity to meet several



Dr. Mia Hay exams sick dairy cow.

Volunteers, including two of nine veterinarians who are spending a year in Morocco as Associate Volunteers under a new animal care program. Dr. Stu Spencer, who is from Seattle by way of the University of California in Davis, and Dr. Carolyn Prouty, from Bethesda, Md., have both been in the country six months.

Prouty, who attended Cornell University before practicing veterinary medicine in Virginia, is living in Tendirra, a



Fredericks shops at market in Fez.

town of 7,000 near the Algerian border, where she carries out field work with nomadic sheep and goat herders.

A chance to see some of the other veterinarians in action came a few days later in Ouarzazate, a major desert town on the edge of the Sahara in the southeast corner of Morocco. Dr. Miriam Ann Hay, who worked at the Douglas County Animal Hospital in Alexandria, Minn., before going to Morocco, has a Moroccan counterpart, Dr. Senhaji Mohamed, with whom she makes calls to farms as far as 50 miles away. They care mainly for sheep and goats and some dairy cattle.

Dr. Frank Douglas, a veterinarian who sold his private practice in Galesville, Wisc., after 37 years to join the Peace Corps, and his wife, Betty, were visiting Mia Hay and her husband, Steve Long, an agronomist who previously served as a volunteer in Nepal from 1983 to 1985.

The Douglasses live in a remote community of 3,500 called Skhour R'hamna approximately 100 kilometers north of Ouarzazate. Douglas was in Ouarzazate to act as a consultant on health and reproduction of dairy herds and the opportunity quickly came to go into action. One dairy farmer had put out the word that he had a sick cow.

Drs. Hay, Douglas and Senhaji consulted in a barnyard over the wobbly animal. They unanimously agreed that the diagnosis was colic and an injection was the solution. Their reward for their consultation came in the form of mint tea which the farmer's wife brought out to the barnyard on a silver tray and laid down on the ground in thanks to the healers.

The appreciation was repeated at the next stop, where the doctors confirmed a cow was pregnant, but this time the tea was served inside the host farmer's home along with pastries.

Carmen Stauss, a two-year Volunteer from Lawrenceburg, Ind., who is working in animal husbandry and extension, joined the two veterinarian Associate Volunteers as they made their calls.

"I'm also involved in several projects with the farmers in the milk cooperative," she said. "We are making cassette tapes on basic animal production techniques in Arabic and Berber to be given to the farmers in the program. We also are working on a herd-health program."

On another section of the desert not far out of Ouarzazate, Angelo Darby of Brook Park, Ohio, was replacing a pump on



Angelo Darby replaces pump on well.

a community water well of a small village. Before becoming a rural water development specialist in the Peace Corps, Darby spent 10 years installing swimming pools for a Cleveland firm. Shortly before going into the Peace Corps, he earned a degree in political science and he is thinking about going to Japan next to teach English.

Randy Kolstad, a health and sanitation Volunteer from another site, was visiting Ouarzazate and was spending the day lending Darby — fondly known in the field as "a water baby" — a hand at the well. Versed in Berber instead of Arabic, Kolstad has been busy making health presentations at local clubs, chlorinating wells, promoting latrines and guiding a health resource center to completion at his own location.



PCV Sonja Malone of Cantonment, Fla., is lab technician.

"The whole idea is to get the people to realize that health problems can be prevented, they don't have to be endured," Kolstad says.

As a secondary project, Darby has installed an irrigation system at a public school in Ouarzazate to water a vegetable garden on the school grounds. He also has made several more significant improvements to the school's lavatory and improved its drinking supply.

Strains of the sound track from the movie "Amadeus" floated through the open courtyard of Kathryn and Robert Govier's home in Marrakesh. The Texas couple, who are both in their 50s, have a comfortable place in the medina — the old walled city — that is similar to a dwelling in the French Quarter of New

Strains of the sound track from the movie "Amadeus" floated through the open courtyard...

Orleans. To reach it, they must walk through narrow, twisting streets.

Govier, who was a financial planner prior to joining the Peace Corps, teaches English at a university. Kathryn Govier, who taught handicapped when she was in the States, is a social services specialist in the Peace Corps.

The Goviers were among a group of Volunteers who turned up for a lunch at the home of Sanda and Frank Huffman. Huffman is the representative in Marrakesh for the U.S. Information Service.

Volunteers there were:

— Jeffery L. Taylor, 29, from Washington, D.C., who is working with the Association of Parents of Handicapped Children in Marrakesh, which has just received a grant to build a playground for the handicapped children — the first of its kind in the city and one of the few in the country.

— Clea Matthews, 25, from Hoboken, N.Y., who is working as a physical therapist with handicapped children who are newborn to age 15.

— Jean L. Emery, 25, from Washington, D.C., who also works in special education in Morocco. She concentrated on severe special needs and speech pathology when she attended Boston College, where she earned her degree.

— James Austin Wagstaff, 25, from

Abilene, Texas, who teaches English at the Ecole d'Agricole in Marrakesh. Before going into the Peace Corps, he also taught one year in Tela, Honduras, in Central America for Holy Spirit Episcopal School.

— David Lillie, from Wauwatosa, Wisc., who teaches university-level English in Marrakesh.

— And Jim Wydick, a rural water specialist, who works at a youth school where water well pumps are fabricated.



Volunteers in Marrakech soak up Moroccan sun.

Snapshot of Morocco

Population----- 23 million

Land Areas----- 171,953 square miles, about the size of Oregon and Washington combined.

Major cities----- Rabat (capital), Casablanca, Marrakech, Fez, Tangier

Languages----- Arabic (official), Berber, French

Location----- On the northwest corner of Africa, Morocco is bordered by nearly 1,200 miles of coastline along the Atlantic Ocean on the west and the Mediterranean Sea on the north. The Sahara Desert stretches to its south and southeast. Algeria is its largest neighbor.

Terrain----- Fertile plain, Atlas and Rif mountains, Sahara.

Climate----- Mediterranean and desert.

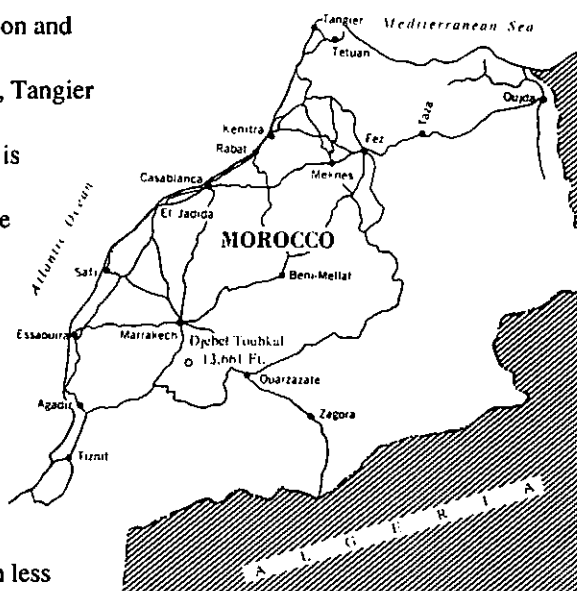
Government --- Constitutional monarchy; King Hassan II is chief of state. Morocco regained independence from France in 1956.

Flag----- A 5-pointed green star with red field.

Religions ----- Most of the population is Sunni Muslim with less than 1 percent Christian and Jewish.

Industry----- Agriculture, growing tourism, phosphate mining, fishing, manufacturing and handicrafts, construction and public works, energy.

Peace Corps----- Currently 174 Peace Corps Volunteers; 2,500+ since 1963.



A COUNTRY PROFILE

Tunisia -- a land caught between past and present -- looks toward future



PCV Jenny Miele calms an autistic student at special education center in Sfax.

Story and photos by Thomas Atkins
Peace Corps/Tunisia

Picture an old man on a donkey plodding in the mid-day heat before a billboard advertising computer courses. The man is hunched in dusty peasant dress, his donkey burdened with barrels of olive oil. The computer is a top-of-the-line model.

That's Tunisia.

Once the breadbasket of the Roman Empire and, a thousand years before that, home to the Carthaginians, Tunisia is now a country straddling the developed and non-developed worlds. It is a modern nation filled with contradictions and contrasts from the Sahara Desert that engulfs the country's southern third to the mountainous north that sometimes enjoys winter snow.

Peace Corps Volunteers have been working in just about every section of Tunisia's varied landscape since 1962. Their experiences range as widely as their locations. Over the years, more than 2,000 American men and women have served in such areas as health, education, architecture, urban development and agriculture. Most who have served over the last 28 years would agree that the experience has been highly rewarding even though Tunisia is rated a tough assignment.

Modern observers muse that Tunisia has one foot in Mecca, the other in Paris.

The first foot was planted in Islam's holiest city during the Arab conquests in 642 A.D. The holy warriors who spread Islam west from the Arabian peninsula transformed indigenous Berber culture in Tunisia, although by the year 700 Berber governments returned to power in North Africa. After centuries of rule, these indigenous powers began to stagnate and were eventually removed by the Turkish occupation in the mid-16th century. The Ottomans in turn could not prevent further decline of their loosely run territory, setting the stage for a French invasion of Tunisia in 1881. That planted Tunisia's second foot in Paris.



A beekeeper shows PCV Garrett Dorer some of his techniques for feeding.

At the height of the French occupation in Tunisia, Europeans comprised 8 percent of the country's population and controlled 21 percent of the arable land. Schools were reformed to follow western models and French became the language of bureaucracy, business and the educated elite.

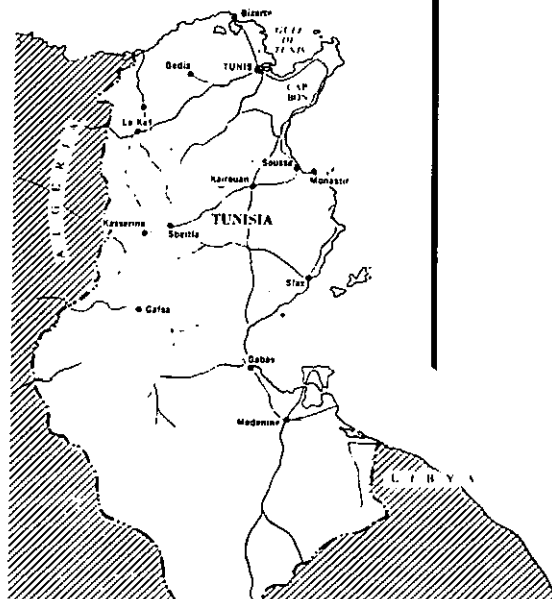
North African nationalism grew on account of the French occupation of Tunisia and neighboring Algeria and



Volunteers Rob Mendez and Ralph Kiehl, on left, discuss anti-erosion project with Tunisian engineer and site guardian along long, winding road near El Kef.

Snapshot of Tunisia

| | |
|---------------------------|---|
| Population ----- | 8 million |
| Land Areas ----- | 63,149 square miles, about the size of Missouri. |
| Major cities ----- | Tunis (capital), Sfax |
| Languages ----- | Arabic (official), French |
| Location ----- | Tunisia, the smallest of the countries in North Africa, is located between Algeria in the west and Libya in the southeast. It has a 1,000-mile coastline on the Mediterranean Sea. At its closest point to Europe, Tunisia lies just 90 miles across the Strait of Sicily from Italy. |
| Terrain ----- | Arable land north and along central coast; south is mostly semiarid or desert. |
| Climate ----- | Hot dry summers; mild, rainy winters. |
| Government ----- | Constitutional republic; the country's president is Zine al-Abidine Ben Ali. |
| Flag ----- | Red star on a red crescent in a white circle centered on a red background. |
| Religions ----- | Muslim, 99%; Christian, 1%; less than 1% Jewish. |
| Industry ----- | Crude oil, phosphates, textiles, olive oil, food processing, construction. |
| Peace Corps ----- | Currently 82 Peace Corps Volunteers; 1,500+ since 1962. |



Morocco. In response to rising unrest and sporadic guerrilla tactics, the French granted Tunisia independence in 1956. This ushered in a new era, one led by a French-educated lawyer, Habib Bourguiba. A leader in the resistance movement, Bourguiba became Tunisia's first and only president for more than 30 years.

Bourguiba's brand of leadership differed from many post-colonial leaders in that he attempted to build upon his country's relationship with France. A stark modernist in the Moslem world, one of Bourguiba's first moves was to establish the Personal Status Code which granted women many of the same rights as men. Tunisia continues to set the standards for women's rights in the Arab world.

While Tunisia isn't blessed with many natural resources, Bourguiba stressed investment in human resources and education. In foreign policy, he maintained a moderate, pro-Western stance.

For many years Bourguiba ignored typical temptations and placed the military second on the list of national priorities. Development was the first. However, as the octogenarian president-for-life stayed on as Tunisia's "supreme combatant" into the 1980s, his priorities and administrative abilities failed. And the economic situation in the country deteriorated.

As internal and external tensions mounted in 1987, the newly appointed prime minister, Zine el-Abidine Ben Ali, had Bourguiba medically certified as unable to rule, thus following requirements of the constitution and effectively transferring power to himself in a bloodless coup. Ben Ali, as he is known in the West, remains Tunisia's president today.

Ben Ali has continued Bourguiba's tradition of friendly relations with the United States. In fact, Tunisia now hosts ongoing dialogue between the United States and the Palestinian Liberation Organization, which has its headquarters in Tunis. It is also home to the League of Arab States.

Tunisia's challenge for the future lies partly in providing employment for the huge population of young adults coming of age in a country where they are knowledgeable of all the West has to offer yet limited by scant employment opportunities.

View of the Present

Tunisia is geographically dwarfed by its vast Maghribian neighbors. Yet its culture remains distinct. Unlike the rest of North Africa, few Berbers remain in Tunisia. While estimates for the Berber populations in Morocco run as high as 40 percent and in Algeria 25 percent, Tunisia has only 1 percent. The rest of Tunisia's population, except for 1 percent European, are of Arab descent. About 99 percent of the population is Muslim.

Tunisia may be relatively homogeneous when compared to other Maghrib nations, but marked differences exist within the country from north to south and from the urban centers to the rural areas. Tunisians in the north were more heavily influenced by the French than those of the south. The north of Tunisia is almost bilingual, with Tunisian Arabic as the first language and French as the second. This does not hold nearly as true in the south where the French presence was more scarce. People of the south are often darker skinned and share regional dialects that distinguish them from their northern counterparts.

Likewise, the urban centers in the major cities of Sfax, Bizerte and especially Tunis are quite modern, where Western dress and luxury cars are common sights. Much of the urban elite in Tunisia is more at home with French than Arabic, preferring it over their native tongue. Moving to the rural areas of the west and south, donkeys replace BMWs, veils replace short skirts, and the spoken Tunisian dialect of Arabic becomes by far the most common language.

The most telling descriptions of Tunisian culture are made by the Peace Corps Volunteers who live there. "Everything they do basically revolves around their religion and

their family," says Rodger Lister, 37, a rancher from Sweetwater, Texas. "Not having a very strong religious background, I'm just in awe."

In line with all Islamic nations, Tunisians' religious devotion begins often at 3:30 a.m. with the first call to prayer and is continued with four more calls to prayer throughout the day, the final one at sunset. Religion also saturates the Arabic language, Lister says, particularly with greetings and salutations. A simple "hello" in English is translated by "peace be upon you" in Arabic; "goodbye" becomes "may God's security be with you."

"Their religion is their culture," Lister said. "I admire that."

Hospitality is another Arab strength. "When you start speaking Arabic, people are surprised and they want to know what you're doing," says Garrett Dorer, 23, from Bakersfield, Calif. "They're inherently nice people." Families often adopt Volunteers as their own children, housing and feeding them and providing an essential network of support. Women especially are taken in, protected and sheltered by families.

When Dorer moved to a traditional village on the east-central coast of Tunisia, a family took him in as one of their own sons. He lived in their home and shared meals with them. A neighbor, who worked out of the same agricultural office, taught Dorer about the town and its traditions, saying, "I want people to call you a son of this town."

Among Volunteers, stories like this are common. Silvia Marsans, 23, said a middle-aged Tunisian woman once helped carry boxes from the train station to Marsans' home in the old, walled-in medina of Sousse. The woman had her own baggage but hoisted a box on her head and made the trip.

"Her feet were full of blisters," Marsans said. "She shouldn't have been carrying things."

At her door, the woman refused to come in but gave Marsans a picture of a Palestinian youth making the victory sign, saying, "Take this as the kindness of a stranger," Marsans recounted. "I thought, my God, would somebody in America have done this?"

Not everything in Tunisia is that easy. Lines of authority and suspicion of outsiders run strong in the Arab culture.

"It takes a long time to convince them that I'm not there to exploit them, that I'm there to help them, to share in their lives and culture," said Rob Mendez, 34, from Orono, Maine. "They don't look at me as another person; they look at me as a Frenchman first."

Resistance to change also measures prominent in Tunisian culture. Traditional societies tend to look to the past to solve today's problems, instead of looking to the future.

Bethany Semke, 26, works in a special education center that is funded by charity in Tunisia's second largest city, Sfax. The school is overcrowded and short of basic materials like pencils

"It takes a long time to convince them that I'm not there to exploit them, that I'm there to help them, to share in their lives and culture"

-- Rob Mendez, PCV/Tunisia

and paper. Semke's church in the United States has sent some materials, but the main problems rest in a system unwilling or unable to adjust to new teaching techniques.

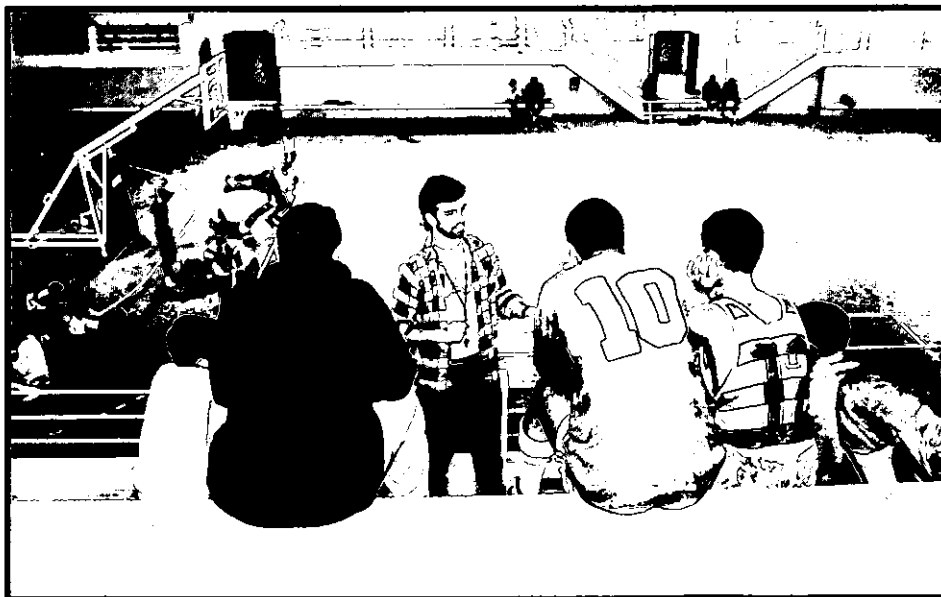
Individual teachers will make some improvements, Semke said, as do some individual students. But this leaves the faulty system intact.

"This country is a great place to live, but if you want to make serious changes, forget it—at least in two years," she said. "They don't want to change."

What changes are made come slowly. Rodger Lister works in dairy and range-cattle management. "For the most part the agriculture here is exactly the way it was done 5,000 years ago," he says. Seeding, plowing and harvesting is often done by hand. Over half the cattle wear herb-filled sachets to ward off evil spirits and farmers often restrict their cows from drinking water more than twice a day, believing that it will dilute the milk. "That's kind of mind-boggling," Lister said.

Time is also a wholly different concept. What takes a few days in the states could take months to complete in Tunisia. "There's a lot of dead time waiting around for other people to do things," Dorer added. "And I am just now getting used to this."

Tradition and conservatism also run deep in the universities. Marsans, who teaches English literature and composition in Sousse, said students are unaccustomed to free and open debate in the classroom. Most professors wield so much authority that students will not approach them with questions during or after class. "A lot of them are scared," she said.



PCV Michael Cound, North Little Rock, Ark., coaches youth basketball in mountain town of El Kef near Algerian border.



Richard Dorn of West Islip, N.Y., teaches English at the Bourguiba School in Sfax.

Patsy Elliott, 45, is a married Volunteer who teaches English in the capital city of Tunis. She finds the teachers' authority useful in the classroom. "They respect age," she says. "They associate wisdom with age because of experience." A former elementary school grammar teacher from Texas, Elliott is filled with anecdotes about her new culture. Being a resident in Tunis, her experiences are in many ways different from the Volunteers in the rural regions.

With its heat, pollution and big-city remoteness, Tunis can be a tough place to live. But not always. Elliott recalls one particularly gloomy day. Suddenly, a young man in a flower stall handed her a rose. "I started crying on the spot," she said. "One person's kindness can wipe out so much trauma and stress."

Elliott said being a married Volunteer in Tunisia makes life much simpler for her. City youths are less apt to hassle married women than single women and the institution of marriage carries respect in Tunisian culture.

Elliott participates in what used to be a mainstay program for Peace Corps/Tunisia since its inception—teaching English as a foreign language. About 50,000 secondary school students in Tunisia studied English under Peace Corps tutelage between 1964 and 1980. Many of those students now occupy high positions in government and business and can still recall their American teachers. Today, the TEFL program operates at the university level and in public night schools and includes 13 Volunteers.

Another mainstay program is special education. Peace Corps has 19 Volunteers in this area. Barbara Lattes, who holds a doctorate in psychology from the University of Denver, has six students with special needs. They are ages 9 to 16. When she began work at the school, the students were extremely unruly. "It was like being in a cage of wild gorillas," she said.

Lattes' primary goal, however, is "to teach these kids with love and to never slip back on that." That means constant caring, she said. Already her preverbal students have up to 10 words each in their vocabularies and the rest of the students are affectionate, obedient and subdued, Lattes boasts. "I am right now just high as a kite on this," she said.

Like Lattes, Volunteer Jenny Miele, 25, of Los Angeles, works directly with her own group of students. Miele and her Tunisian counterpart share responsibility for four self-abusive, autistic, non-verbal children. They work in a new French-run facility, well-supplied and specially equipped for its students. "Getting through to the children is the hardest part, because of autism," she said. "Nobody really understands how it happens or where it comes from."

The largest Peace Corps' program in Tunisia is agriculture. A beekeeping program is in its 10th year and continues to operate productively. Nine beekeepers work in agricultural extension offices promoting this ancient craft for pollination of fruit crops and for honey production. Some Volunteers work one-on-one in the countryside with traditional farmers, some of whom still use dung-covered reed tubes for hives. Other Volunteers work with experienced counterparts serving semi-commercial beekeepers.

Large animal husbandry is another successful agricultural field, in part because the volunteers have considerable stateside experience and, in part, because Tunisia needs so much improvement. More than 50 percent of the country's dairy products are imported.

Some Volunteers design computer programs in universities with U.S.-trained Ph.D.s and serve farms with more than 1,000 head of dairy cattle. Others work in near-desert conditions on the edge of the Sahara with farmers who keep a handful of dairy cows.

The traditional generalist Volunteers of Peace Corps also play an important role. Rural and community development Volunteers work in some of the poorest of the poor regions teaching rabbit raising, English, handicrafts, health and recreation.

One up-and-coming Peace Corps program in Tunisia is sports and youth development. Two Volunteers—one a retired coach and the other a former college basketball player—are coaching basketball teams and teaching basic health concepts such as the importance of good diet and exercise and the dangers of smoking. Six more Volunteers may be assigned to this widely popular program later this year.

The bricks-and-mortar aspect to the Peace Corps' mis-

sion in Tunisia is handled by two engineers. Rob Mendez, 34, of Maine, is a soils specialist while Ralph Kiehl, 27, of Fairbanks, Alaska, holds degrees in civil and environmental quality engineering. The two-man team works in the mountain town of El Kef near the Algerian border.

Mendez and Kiehl survey wells, cap springs, and design full-sized dams and mini-dams 2 to 3 meters high. They also have completed work with a Tunisian team to design and construct a 5-kilometer winding road accessing a mountain village previously reachable only by donkey paths. The bulk of their efforts are to stem soil erosion, a serious problem throughout Tunisia but especially in the hilly regions where 2,000 years of overgrazing, deforestation and cultivation have erased countless tons of topsoil.

Tunisia is one of 10 Peace Corps countries that fall in the upper reaches of what defines a developing nation, according to Peace Corps Country Director Stephen Hanchey. "Peace Corps needs to look at its future direction," he said.

John Guevin, the programming and training officer for the Peace Corps in Tunisia, said that the Peace Corps is more of "a friendly presence in the Arab world" at the present time than a conduit for actual exchange of technology. Libya is just to the east and the Arab giant Algeria is to the west. Until programs begin in Eastern Europe, Tunisia is the northernmost Peace Corps country.

"We're right smack in the middle of the Arab world," Guevin said. "It's probably, politically, one of the most interesting countries."

Today the United States Peace Corps is challenged with designing programs for a country that is in many ways already developed. Two possibilities are environmental protection and urban planning. It's a sign that the Peace Corps is trying to evolve with the changing times.

Meanwhile, Hanchey cited the establishment of Tunisia's first animal science club as just one of the many Peace Corps success stories.

Tracy Slaybaugh, 24, a Volunteer from York, Pa., was the driving force behind the creation of the Animal Science Club at the Tunisian National Agricultural Institute. She drafted the club's blueprint of activities using her experience as the vice president for the national Dairy Science Association, Student Affiliation, in the United States. Then she helped plan and present the club's first meetings. Now all she has to do is sit back and watch.

Slaybaugh, who received her bachelor's degree in dairy science from Virginia Polytechnic Institute and State University, said the original goal of the club was to provide professors at Tunisia's main agricultural university with a means to give students practical experience to compliment their classroom studies.

The university is strong on economic studies for the dairy industry, but weak on practical applications, Slaybaugh said. Now the students meet twice a month for field trips and seminars at some of Tunisia's major farms.

"They actually look at the farm as an entire business and make suggestions to try to improve upon it," she said. "They also get to be around cattle. For a lot of them that's the first time they've had any exposure to animals."

While the club members are learning new skills and techniques, the club itself may challenge the university system to improve.

"It's a real success story," Hanchey said. "It's a case where a skilled Volunteer breathes life into a secondary project only to have it become more important than what most people expected."

PCV READERS WRITE

Other twins have served

I enjoyed reading the profile of the Oldham twins, Lynn and Beth, in the January/February issue of Peace Corps Times. I thought that the article was very well written.

I wish to comment, however, on one flaw in the research. In the article the author claims the Oldhams are the first identical twins to serve in the Peace Corps at the same time. I believe that the author is mistaken.

When I was enduring the Peace Corps application process, while still in college, I made the acquaintance of the Rev. Benedict Michael Guevin, RPCV/Morocco. He is a priest serving on the faculty of my alma mater, St. Anselm College in New Hampshire. He is an alumnus of the same school, having graduated in 1976, with his identical twin brother, John. Michael (as he was known then) and John Guevin both joined the Peace Corps upon their graduation and served in the same country, Morocco. Both Michael and John completed their tour of service and moved on to different jobs. Presently, John Guevin is on the staff of Peace Corps/Tunisia.

While the Guevin brothers may not be the first identical twins to serve in the Peace Corps, they do, in fact, precede the Oldham sisters.

Michelle Prior
PCV/Philippines

For the record, you should be aware that Lynn and Beth are not the first identical twins to serve as Peace Corps Volunteers at the same time. The first were Keith and Kenneth Sherper, who served in India I from October 1961 to October 1963. Both had undergraduate degrees in agricultural economics from the University of Minnesota before being assigned PCV work in community development at different locations in the Punjab. They retained their interest in international development and both were subsequently employed by the United States Agency for International Development. After a combined half century of work with USAID, Keith is currently director of USAID/Yemen. I am sure Lynn and Beth will have experiences as rewarding as ours.

Kenneth H. Sherper
Sanaa, Republic of Yemen

My twin and I had the distinction of being the first set of identical twins to serve as Peace Corps Volunteers at the same time, in the same country, and at the same site from 1976-1978. Sorry, Lynn and Beth!

John Guevin, RPCV/Morocco
Program and Training Officer
Peace Corps/Tunisia



Diane Rivero rode atop trucks in Bolivia.

Bolivia opens door for Peace Corps unit

Diane Rivero believes 11 veteran Peace Corps Volunteers who are trailblazing a new program in Bolivia will experience much the same life style she did when she was a Volunteer there from 1967 to 1970.

Rivero, who is the Bolivia country desk officer in Washington, remembers sitting atop 100-pound burlap bags of rice and coffee beans as she rode trucks to get from place to place. She served in a public health program in the Yungas area in the state of La Paz.

Just prior to the arrival this year of the first Peace Corps Volunteers in Bolivia in 19 years, Rivero returned to help set up the field and staff operations in the country.

"All of the Volunteer transfers are in their sites now," she said. "They were brought in from five InterAmerica countries — Guatemala, Honduras, Costa Rica, the Dominican Republic and Paraguay."

Now that historic ties have been renewed with Bolivia, two training groups plan to arrive later this year — the first in June and the next in September.

Robert Gelbard, who was a Peace Corps Volunteer in Bolivia from 1964 to 1966 and is now U.S. ambassador to the country, hosted a mid-April barbecue for the vanguard of Bolivian Peace Corps Volunteers. Gelbard's appointment last year as ambassador marked the first time that an American ambassador overseas has served in the same country where he or she served as a Peace Corps Volunteer.

Donald Peterson, who was country director of Peace Corps operations in Paraguay, has transferred to Bolivia to head the Volunteer support staff in La Paz. He was a Peace Corps Volunteer in Colombia and Costa Rica. Tim

Fuller moved up from his position as Peace Corps training officer in Paraguay to become the country director based in Asuncion.

Bolivia was one of the first countries to invite Peace Corps shortly after the people-to-people agency was launched in 1961. From 1962 to 1971, 1,549 volunteers served in the South American republic. The Peace Corps hoped to return to Bolivia in 1975, but that never happened.

"We welcome the invitation from the government of Bolivia to come back," United States Peace Corps Director Paul D. Coverdell says. "There is a vital link between the two Americas that must continue unbroken for the mutual benefit of all in this interdependent world in which we live today."

Noting that Bolivia is moving ahead with its economic recovery, Coverdell said some of the Volunteers will work in small enterprise development programs as requested by the host government.

"This mutual partnership agreement with Bolivia reflects the United States Peace Corps' growing expansion into all regions of the world and the continuing emphasis on meeting the grassroots needs of the developing world," he said.

Other work areas in which the Bolivian government has asked that Peace Corps Volunteers be involved are agriculture, forestry and fisheries.

"Under our agreement, we have initiated a collaborative plan that allows Peace Corps to implement a timely and orderly re-entry into Bolivia," Peace Corps Inter-America Director Earl McClure said. "This gives us an opportunity to renew ties which will enable us to provide our assistance while at the same time gaining a greater awareness of our neighbors in this important region of the world."

Some of the key benefits in the area of small business



Don Peterson



Ambassador Gelbard hosts barbecue for Bolivian PCVs.

enterprise will be to assist Bolivian efforts in developing co-operatives, increasing the production of goods and services in an efficient manner, and expanding local markets," McClure said.

The purpose of Volunteers serving in agricultural programs will be to assist low- and mid-level income farmers. Among other projects, they will work in soil conservation and show ways to safely apply pesticides.

Volunteers working in forestry and fisheries will assist in helping Bolivia to continue implementing natural resource management practices at the community level, McClure said.

In the first group of Volunteer transfers now serving in Bolivia are Samuel Matthews and David Walker, who both were in Paraguay; Maria and Perry Towstik and Angel Matoz, who came from Costa Rica; Paul Trupo, who served both in Costa Rica and the Dominican Republic; Keith Crane and Vance Russell, who previously were in Honduras; and three former PCVs in Guatemala, Valorie Voight, Amy Benner and Chris Bain.

Kenya marks 25th year as Corps host country

This year marks the 25th anniversary of the Peace Corps in Kenya. Paul Coverdell, director of the Peace Corps, and Smith Hempstone, the American ambassador to Kenya, helped celebrate the milestone in April along with James Beck, the Peace Corps country director, and 175 currently serving Peace Corps volunteers. The Kenya Times reported "thousands of Kenyans have benefited from . . . the young men and women who have come here to help us develop our country."

The first Peace Corps Volunteers arrived in Kenya on Dec. 31, 1964. Most of the Volunteers serving in Kenya today are teaching. Others are water engineers and technicians. Several are working on malaria research and control. Some are small business advisors assisting with income-generating projects.

12 Peace Corps Volunteers go to Panama in July

Peace Corps Volunteers are heading back to Panama in July.

The first program in 19 years in the Central American republic is expected to open this summer once the final go-ahead is given by the Panamanian legislature.

U.S. Secretary of State James A. Baker III and Panamanian Foreign Minister Julio Linares exchanged diplomatic notes while Panamanian President Guillermo Endara was visiting Washington. Peace Corps Director Paul Coverdell attended the signing ceremony.

InterAmerica Regional Director Earl McClure, who also was present for the Baker-Linares signing, said that 12 experienced Peace Corps Volunteers from other Central

American locations will be transferred to Panama to start the program.

The Peace Corps was in Panama from 1963 to 1971. During that time, 804 Volunteers served in health and education programs.

Initially, the Peace Corps Volunteers will work in natural resources conservation and introduce improved sustainable agricultural techniques. Programming will be expanded to other areas as additional Volunteers are assigned there.

Panama is bounded on the north by the Caribbean Sea, on the east by Colombia, on the south by the Pacific Ocean and on the west by Costa Rica.

Pacific island nation one of newest host countries

Vanuatu, an island republic in the Pacific, is one of the newest Peace Corps host nations.

Three Volunteers are serving there as math and science teachers. They were sworn in last January.

Jerry W. Leach, director of the PACEM (Pacific, Asia, Central Europe and the Mediterranean) Region, said that the Vanuatu program initially is being administered from the Peace Corps office in the Solomon Islands.

Currently, there are 400 Volunteers serving in 13 countries in the entire Pacific area, according to Leach.

Vanuatu is a Y-shaped archipelago of 80 islands covering 4,670 square miles. It is located 1,348 miles northeast of Australia. Formerly the New Hebrides, the Pacific island chain was governed jointly by France and Britain before gaining independence in 1980.

The 150,000 inhabitants of Vanuatu speak a mixture of English and French as well as a native dialect, Bislama.

A vocational education program may be added next year when more Peace Corps Volunteers will be sent to Vanuatu and other program areas will be explored.

Pressing thumb helps on the road

KISKO, the newsletter for Jamaican Peace Corps Volunteers, offers a handy tip for those who might be a wee bit queasy when traveling. Here's what to do for motion sickness while riding long distance in a mini bus or big bus or van zooming around corners and negotiating curves.

Try pressing your thumb on the inside of your opposite wrist, the Jamaican newsletter reports. Somehow this pressure point releases the motion sickness feeling and, within a minute, dizziness, nausea and just plain icky feelings go away.

Just to be sure, keep the pressure applied as long as the ride, if necessary.

Representative Volunteers honored by President

A baby boy was named after him while James Andrew Smith, 27, was serving as a Peace Corps Volunteer in Liberia. Lawrence Leo Brockman, 24, will never forget the solitude in his village in Sri Lanka — particularly when the early-morning sun begins to burn off layers of low-hanging clouds that settle in the valley behind his place during the night.

There also are indelible images for Jennifer Greer, 34, who is promoting literacy in Costa Rica. She visits an Indian reserve where the only sounds of a tranquil afternoon might be the peeps of errant chicks and the rustling of the wind in the banana leaves. Her husband, Robert Gandy, 38, who also is a Volunteer in Central America, is a forestry extension agent. He is trying to lessen the pressure to deplete Costa Rica's remaining natural forests by working with a dozen farmer groups to replant trees on abandoned pasture land.

Rebecca Yung Sun Fudge, 24, a New Englander who grew up in an orphanage in Korea where she still vividly remembers the chilly water, decided, "Why not give a hand and join the Peace Corps." She has been serving as a special education teacher in Jamaica with its blue waters, green hills and tropical flowers.

These five men and women are the 1990 John F. Kennedy Representative Volunteers of the Year for the United States Peace Corps. They were honored by President Bush in a special Oval Office ceremony in the White House on April 26 as part of National Volunteer Week events. They were joined in Washington, D.C., by their families, who came to the nation's capital from locations around the United States.

Peace Corps Director Paul D. Coverdell accompanied the five recipients to the White House and later welcomed them to Washington at a reception in the Peace Corps' headquarters. C. Gregg Petersmeyer, director of the Office of National Service, also greeted the Representative Volunteers of the Year at the headquarters event.

Jim Smith, from Hartford, Wisc., learned while he was in Washington for National Volunteer Week activities that the entire Peace Corps contingent in Liberia was being evacuated for security reasons. He had planned to return to his site. He was required to locate to another site — Kolahum in Lofa County — in early February after returning from a holiday break in the United States.

A third-year Volunteer, Smith represented more than 2,600 Peace Corps Volunteers serving on the African continent. While in Liberia, he was involved in a number of enterprises ranging from small enterprise development to improving water supplies in rural areas where water-borne disease plagues the population.

"That was a great source of pride to me," Smith said of the village clean drinking water campaign. "It's been documented to have saved many lives."

One of Smith's projects in the village of Tapita in Nimba County was to have a local tailor shop expand its staff so that it could mass produce school uniforms for 2,500 students. Previously, the village people had to go to the capital, Monrovia, 280 miles away, to obtain the outfits. The tailor's grandson was named in his honor.

Smith, who earned a bachelor of science degree in astronomy physics, also wanted to teach astronomy



President presents Becky Fudge with plaque.

to 11th and 12th graders. His parents sent him a 3-inch reflector telescope with which he could see the moons of Jupiter, the brilliance of Venus, the rugged relief of the moon and the constellation Orion's nebula.

"My favorite experience was spending the night in one of the project towns," he says. "There was always a warm reception at the village level from the people. They almost always killed a chicken when I came to town. Chickens are usually reserved for distinguished guests. I've also received three goats, which is a real honor."

Larry Brockman, who represents the Pacific, Asia, Central Europe and Mediterranean Region, also was required to relocate once since going to Sri Lanka as a Peace Corps Volunteer. He has been at his current village of Hanguranketa in the "up country" for more than a year.

Brockman, from Jasper, Ind., first went to the dry lowlands of Sri Lanka.

"There I had an opportunity to learn more of the language and the culture," he says. "I was there for about five months before being pulled out in November of 1988."

Major objectives for Brockman have been to promote soil conservation on the steep, hilly slopes surrounding his present village and to encourage better water management in addition to working on community development and environmental education.

Many of the village people plant tobacco, but it is a crop that is harsh on the soil because it depletes nutrients.

As an alternative, Brockman is encouraging growing perennial crops such as coffee and black peppers, which are minor export crops, instead of depending on annual plantings. He also is helping plant fast-growing trees which increase essential nutrients in the soil.

"Erosion becomes a greater problem as people encroach further and further onto the hillside," he says.

Brockman is intrigued by the Sri Lankan culture and the people. Some of life's major decisions, such as marriages, are based on horoscopes. One of the individuals who he mentions often is the village blacksmith.

"He keeps himself busy repairing buckets, farm equipment, knives and hoes," Brockman says. "People come from literally miles away. He's been doing it for 30 years."

Quoting an old Buddhist phrase, Brockman says, "We hope the lives of those whom we serve will be enriched."

In Costa Rica, Robert Gandy is seeing progress being made in reforestation as people there from all walks of life — large landowners, campesinos, naturalists and women's groups looking for sources of fuelwood to bake bread — change their ways.

"Interestingly enough, most of the people who have plantations now can remember when their fathers only knew how to cut trees down," he says. "They would have dubbed anyone who sweated to plant trees pure loco."

Gandy, who also was a Peace Corps Volunteer in Honduras from 1976 to 1977 working in forestry, is pushing for better conservation techniques in addition to reforestation. Every year in Costa Rica almost 173,000 acres are deforested and less than 5,000 are planted. The country has an incentive program where money is paid for planting trees.

Greer, who is concentrating on giving the people she works with functional literacy skills, finds her "classroom" may vary widely.

"One day I'll be in a dirt floor shack teaching a campesina woman how to read and the next day I'll find myself in a modern school complete with computers," she says. "My greatest rewards have been the smiles. You can only imagine the tremendous smile of a 54-year-old woman who writes her name for the first time."

While Costa Rica has the best economic footing in Central America and the lowest illiteracy rate, that changes dramatically in rural areas of the country, according to Greer. A public library in the village of Hojancha, where Greer and Gandy work and live, has helped somewhat.

"As an adult education promoter, I run into people, who after 10 years of being out of school, working in the coffee fields, and never cracking a single book, are now reading at a third-grade level," Greer says. "This is below the level of competency needed to read and comprehend a newspaper or fill out many government forms."

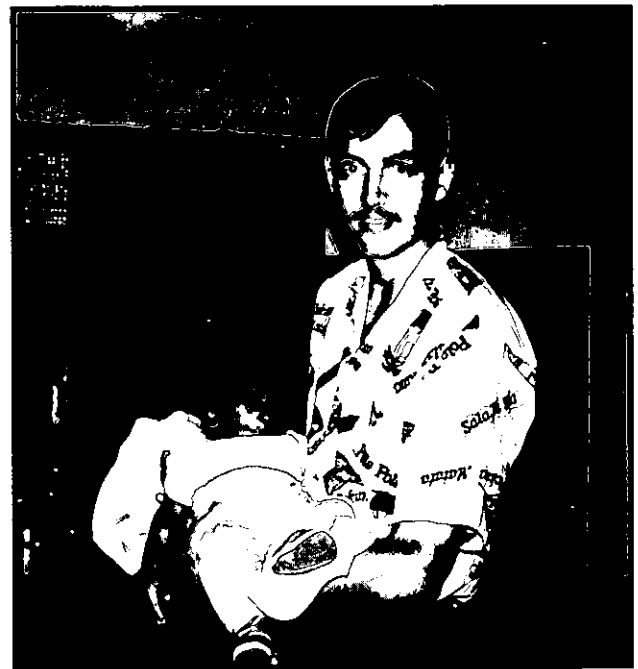
Gandy and Greer, who quit their jobs to join the Peace Corps, are from Birmingham, Ala. They represent more than 1,800 Volunteers serving in Central and South America.

Becky Fudge, who is from Danvers, Mass., majored in education and minored in music at Lesley College in Cambridge. She spent her summers working with children and adults in special education programs.

Since she has been in the Eastern Caribbean, Fudge has been carrying out rehabilitation programs for children in the rural parish of St. Ann around Discovery Bay, Jamaica. She has assessed and screened levels of disability in school-aged



Jennifer Greer helps two Costa Rican girls discover joy of reading in relaxed setting.



James Smith holds baby named after him.

children for classroom placement, worked to promote public health prevention, conducted occupational therapy workshops for parents with disabled children, taught sign-language courses and coached track-and-field teams for the Special Olympics.

Fudge particularly remembers one young boy who was brought to her by his father. They took the youngster to a public riding stable at Chocolate Cove. The two adults supported the boy on both sides because he was weak and he cried the whole time. A week later they all went back and this time the boy loved it. He smiled and sat up. Since then, he can sit tall in the saddle. His back muscles, arms and legs have grown stronger.

"His father gave him a lot of TLC," Fudge says.

When her Peace Corps' service ends this summer, Fudge plans to go back to Korea for a year to work with the Holt International Children's Services based in Eugene, Ore. Abandoned as an infant, Fudge was adopted through the Holt program by her American parents in 1975 just before she turned 10. She first lived in Oregon.

"I want to find my roots and learn the language," Fudge says of her next venture. "I haven't used Korean for 15 years."

Several years ago, Fudge went back to Korea to the orphanage she remembers as a child.

"It's not the typical Orphan Annie or Oliver Twist

*'I want to find my roots
and learn the language'*

-- Becky Fudge

orphanage," she says.

Fudge still has vivid memories of Hurricane Gilbert, which struck Jamaica in 1988 shortly after she arrived. Her concrete home survived the powerful winds, but volunteers were involved for a long while afterward in restoration efforts from the destructive storm.

Her best memories, however, will be the boys and girls she has helped.

-- By James C. Flanigan



Robert Gandy takes a break with host country counterpart in Central America.



Larry Brockman consults with a Sri Lankan farmer on soil conservation needs.

Old World Beckons

This summer, 120 American citizens will go to Central Europe. A White House Rose Garden sendoff is planned.

On Valentine's Day in Washington, D.C., United States Peace Corps Director Paul D. Coverdell stood next to a speaker phone in a crowded conference room on the eighth floor of Peace Corps headquarters.

Coverdell was listening intently to an historic conversation taking place in Budapest, Hungary, 4,553 miles across the Atlantic from the American capital. Despite the poor, broken transmission, he and those gathered around him knew that this was a proud moment.

The people in the Peace Corps conference room were long-distance witnesses to the signing of an agreement between the United States and Hungary to send the first Peace Corps Volunteers ever to Central Europe. They included U.S. Ambassador Mark Palmer, who was posted in Hungary at the time President Bush announced last July that the Peace Corps planned to open the program.

A light snow had fallen that winter morning in the Hungarian capital but the sun was breaking through just before the February signing ceremony began. It turned Budapest into a picture postcard setting. Jon Keeton, director of international research and development, was present for the event in a ministry building where tapestries silently spoke of the country's rich history and he remembers the scene vividly.

"There were tears in the eyes of one Hungarian-American who was present observing the development of this relationship and the promise of assistance that she could never imagine possible only a few years ago," Keeton said.

While the occasion was being toasted in Budapest, the group in Washington nibbled on Hungarian pastries and sipped a Hungarian red wine, Blood of the Bull, to mark the beginning of a new era for the Peace Corps.

This summer Peace Corps programs will begin simultaneously in Hungary and Poland when 120 American men and women — 60 to each country — begin training overseas. A special Rose Garden sendoff at the White House, similar to when President Kennedy sent off the first Peace Corps Volunteers to Ghana three decades ago, is planned for the Hungary I and Poland I groups in mid-June.

Meanwhile, plans are well underway to start another Peace Corps program this fall in Czechoslovakia. A small contingent of Volunteers — somewhere in the neighborhood of 20 — also will be going there for the first time in No-



vember. And there's talk about going to other Eastern Bloc countries like Bulgaria, where Coverdell was a recent visitor, and East Germany

"Within the next two years, the United States Peace Corps will launch programs in more new countries throughout the world than anytime in the last two decades," Coverdell says. "Hungary and Poland will become the 100th and 101st countries to be served by the Peace Corps."

Kathleen M. Corey, program and training officer for the region which has responsibility for the Central European initiative, has been instrumental in paving the way for the programs in Hungary and Poland.

"We can't get in there fast enough or do enough," Corey said. "The time is now to help them get on their feet."

"It's really extraordinary to have traveled in countries where the second and third goals (of the Peace Corps) mean so much," Keeton said. "They've been so long cut off from the world, democracy, changing cultures, literature and so



Vance Hyndman

forth that the Peace Corps presence in the small cities will be the first time ever Americans have lived in these towns."

In addition to the Peace Corps' first goal of promoting world peace and friendship while assisting countries in meeting their trained manpower needs, the other two goals are designed to improve understanding of other places and other people both at home and abroad.

Keeton believes that Czechoslovakian President Vaclav Havel summed up what's happening in Europe when he addressed the U.S. Congress recently. In that speech, Havel said that "...the salvation of this world lies no where else than the human heart, in the power to reflect, in human meekness and in human responsibility..."

The emphasis in both Hungary and Poland will be to train teachers of English. Volunteers will live in various settings. Some will live with families. Some will occupy one-room flats. Others will be in dormitories.

In addition to the education program, the Peace Corps will participate in the establishment of a regional environmental center in Budapest. The independent environmental operation also will involve the U.S. Environmental Protection Agency and the Agency for International Development.

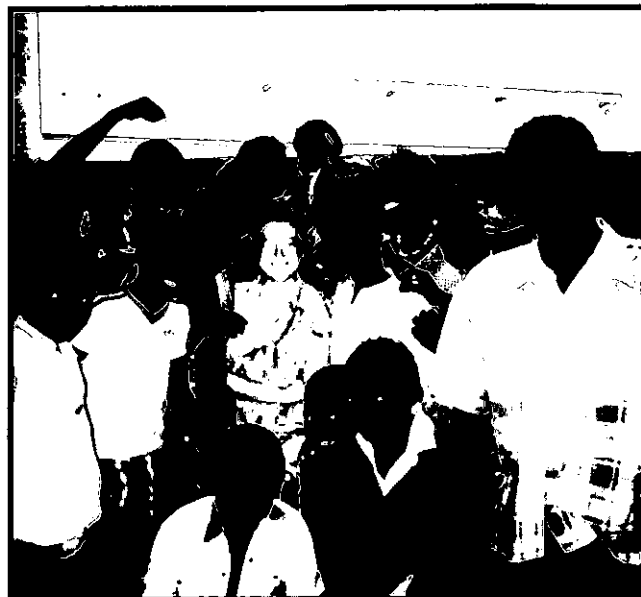
This summer's training for the Hungarian group of Volunteers will be done in the medieval university town of Pecs. Vance Hyndman, who was Peace Corps country director in Thailand, is the country director based in Budapest.

Deputy Secretary of State Lawrence S. Eagleburger was present in Warsaw on Feb. 23 when the Peace Corps/Poland program was formally launched. U.S. Ambassador John R. Davis Jr. signed the agreement making Poland the 101st host nation in the 29-year history of the Peace Corps. Keeton also witnessed that event.

"We're moving ahead bit by bit," Keeton said. "It's extraordinarily exciting."

William Lovelace, who was chief of staff of the Pacific, Asia, Central Europe and Mediterranean Region in Washington, has been posted to Warsaw as the first Peace Corps/Poland country director. He is a former Peace Corps Volunteer and veteran Peace Corps manager.

The initial group of Volunteers going to Central Europe represents a cross section of America. They will be from small towns like Broken Bow, Neb., and Auburn, Ala., and large cities like New York and Hollywood. They range in age from recent college graduates to several in their early 70s.



Schutzius surrounded by some of her fans.

Memorial honors Volunteer who died in air tragedy

Nearly \$2,600 has been raised in contributions for a memorial fund honoring Peace Corps Volunteer Margaret Schutzius, who was aboard the French airliner that exploded over northern Africa last September claiming 171 lives.

A native of Cincinnati, Schutzius was returning home after spending 27 months in Chad. She was one of the first American volunteers sent to Chad in 1987 — the first group in the country since 1979 — where she taught English to high school students and teachers.

The memorial fund was established in her name with the Peace Corps Partnership Program. In keeping with her dedicated service to the people of Chad, Peace Corps Partnership Program Manager Martha Holleman said that \$538 of the money raised has been used to publish an English teaching guide. Part of the remaining money will be used to buy medicines and materials for a new medical dispensary, "Dispensaire Margaret," for secondary students in Moundou, Chad, the site where she served.

Holleman said that Peace Corps Volunteers like Schutzius have acted as technical advisors with Chadian English teachers under the auspices of the Institut National des Sciences de l'Education in developing the teaching guide to increase self-reliance for Chadian teachers.

"This project meets a basic need," Holleman said, noting that the local community was contributing 25 percent to the publication of the teaching guide. "Teachers use the guide to strengthen and systematize their skills. Rather than stating rigid lesson plans, the guide encourages teachers to create new lessons and use their own ideas in tailoring lessons to specific classroom needs."

Roger S. Frantz, a Peace Corps Volunteer who is assigned to the same school where Schutzius served, was responsible for putting together the teacher's guide project.

Peace Corps Volunteer Gregory O. Koerner, who is also serving in the same city where Schutzius taught and worked, said the Parents Association for Lycee Adoum Dallah has pledged to build the new medical dispensary in Moundou.

However, the people of the community lack money to supply the facility, he said.

A substantial portion of the student body at the lycee suffers each year from malaria, diarrhea and other easily preventable ailments. The Chadian Ministry of Health has provided the lycee community with a licensed nurse and funds for the construction of the dispensary can be raised within the community.

"The motivation for this project is two-fold," Koerner said. "First and most important, a medical dispensary is badly needed in a community where many young people suffer from chronic illness. Secondly, the current Peace Corps Volunteers in Chad, the lycee community in Moundou, and friends and family in America want to dedicate a project to the memory and inspiration of Margaret Schutzius."

Schutzius, 24, was aboard the Paris-bound plane when it went down in the desert over Niger. She was planning to travel in Europe before returning to the United States around Thanksgiving. Her family described her as adventuresome and no one was surprised when she joined the Peace Corps.

In an editorial in the Cincinnati Enquirer, Schutzius was praised as an individual who "did more than talk about ideals" but "put them into action."

The editorial read: "Margaret Schutzius was not the typical American hero: She wore no uniform, carried no weapons, saved no lives. But she was as much a hero as any as any astronaut, soldier or police officer."

Volunteer's death in Kenya blamed on cerebral malaria

Daniel F. Ohl, 29, a United States Peace Corps Volunteer from Roseburg, Ore., died April 14 while serving in Mpeketoni, Kenya. The cause of death was cerebral malaria.

A native of New Jersey, Ohl joined the Peace Corps in July of 1988. He was assigned to Kenya in September of that year. As a small business advisor, he was assisting local women's groups with small projects, including development of a tea shop in the local village. He also was teaching a business course at the local secondary trade school.

Jim Beck, country director for the Peace Corps in Kenya, said that Ohl was considered an outstanding Volunteer by his fellow Volunteers and the Peace Corps staff. Ohl was a member of the Volunteer Council in Kenya.

Prior to joining the Peace Corps, Ohl also displayed a strong interest in volunteer activities. He was a member of the Boy Scouts and the American Youth Soccer Organization.

An honor student in his high school in Roseburg, Ohl went on to the University of Oregon, where he graduated in 1983, and then earned a master's degree in business administration from Oregon State University. He served in the United States Army at Fort Hood, Texas, from 1983 to 1985.

Peace Corps officials re-emphasized the need for Volunteers overseas to follow prescribed policies concerning malaria prevention and treatment after learning of Ohl's death.

PACIFIC CONFERENCE HELD—The Peace Corps was a key partner when an annual conference on development for Pacific island nations was held in early May in Suva, Fiji. Private voluntary organizations joined the Peace Corps and U.S. Agency for International Development at the sessions.



Campbell and Ramsey in Honduras.

World Wise Schools opens window on the world

While Peace Corps Volunteers Stuart Campbell and Ted Ramsey were on leave from their assignments in Honduras last Thanksgiving, they paid a call on students at Davis Middle School in San Antonio.

The two Texas PCVs from Austin were among the first Volunteers to participate in a unique new Peace Corps initiative — the World Wise Schools program. Under the program, elementary and junior high students are linked with PCVs to study about other countries and cultures.

Peace Corps Director Paul Coverdell inaugurated the program in Atlanta and San Antonio two months prior to the classroom visit in San Antonio by Campbell, who is working in environmental education in Central America, and Ramsey, who is serving in the education sector. Noting that young Americans need to be more globally aware, Coverdell encouraged students to study world geography and learn about citizens of other lands.

"Peace Corps Volunteers will serve as a window for U.S. students to view and experience new countries and cultures," Coverdell said.

Since the World Wise Schools program was launched a little more than eight months ago, nearly 1,100 United States Peace Corps Volunteers living and working in 68 countries overseas have been paired with an equivalent number of elementary and junior high school classrooms in 37 states and the District of Columbia.

With the start of the 1990-91 school year, the program will be expanded to include essentially all 6,100 PCVs.

In this inaugural year of the program, names of volunteers were pulled from lists prepared by overseas staffs. From these country-provided lists, mailing labels were prepared.

As U.S. teachers enrolled in the program, they were asked to name their first, second and third preference of Peace Corps countries or regions for matching. When a teacher specified the country of Fiji, for example, the volunteer at the top of the Fiji label list was assigned. Whenever the next request for Fiji was received, that instructor was

given the name of the volunteer found sequentially on the mailing label list.

In January 1990, the first phase of a World Wise Schools database became operational. Since then, the Volunteer lists have been cross-referenced with their home of record. Consequently, teachers now receive the names of volunteers who are, as near as possible, from their area.

At the time a World Wise Schools association is established, the Volunteer receives a letter from the Peace Corps director that lists the name and address of the U.S. teacher contact. That letter states, "...I simply ask that you correspond with (this) class and, as your schedule permits, try to answer their questions. ... (They) would like to learn more about your Peace Corps country, about its geography, climate, history and culture. Through your eyes and ears, they would like to know about the people with whom you work, what kinds of foods they eat, how they dress, what languages they speak.... At some point in time, you may wish to exchange photographs and artifacts. That decision of how the relationship grows will be left entirely up to you."

One of the important characteristics of the World Wise Schools initiative is its simplicity. There is no set procedure that the parties are asked to follow. In fact, much of the same creativity that Volunteers utilize in their day-to-day Peace Corps work is sought for the World Wise Schools initiative.

The cooperation and assistance of in-country staff is particularly important in those countries that lack Volunteer mailboxes or a formalized mail-forwarding mechanism. Because of the great popularity of the World Wise Schools Program, in-country Peace Corps staff may likely be asked in the future to participate themselves by assuming a letter-writing linkage with an elementary or junior high school.

"Similar to a secondary project required of all Volunteers, World Wise Schools linkages will eventually become an important aspect of everyone's Peace Corps experience," according to Shirley Puchalski, director of the World Wise Schools program. "Early indications suggest that for many Volunteers, the bonds established with American young people through the World Wise Schools experience may indeed be one of the most rewarding and memorable aspects of the entire volunteer experience."

In just the first academic year that the program has existed, a majority of volunteers have written of their plans to personally visit their classroom letter-writing partners upon concluding their Peace Corps service overseas.

This spring all participating Volunteers and U.S. teachers are being sent a detailed appraisal survey form. In addition, Volunteers and in-country staff are being encouraged to write or, when in Washington, visit the World Wise Schools office if they have questions or comments.

Returned Volunteers Launching World Map Project in U.S.

A world map-making project will be launched this summer by the National Council of Returned Peace Corps Volunteers at its 11th annual national conference in Eugene, Oregon. The West Cascade RPCV group, which will host the meeting, has received a mini-grant from the National Council to pilot the map project in the U.S.

The enterprise grew out of a map project featured in the May-June 1989 issue of the Peace Corps Times. Barbara Jo White originated the project while serving as a Peace Corps Volunteer in the Dominican Republic when she discovered there was almost no material available to teach her students geography. Using a grid method of map making, she taught her students how to draw and paint a world map to put on a wall in the school.

After successfully completing the first map, White was able to expand the project throughout the Dominican Republic with a grant from the Peace Corps Partnership program. White, an environmental education Volunteer, pointed out in the Peace Corps Times article that "understanding what a world is and our responsibility for its care beings with something as simple as a world map."

Prompted by a recent survey by the National Geographic showing that students in the United States are sadly lacking in basic geographic knowledge, the West Cascade RPCV group needed little persuasion to introduce the map project in the Eugene education community. The RPCV organization has been working with teachers and students for the last six months to develop curriculum to go along with the project.

In February of this year, the West Cascade group invited White, now returned from overseas, to hold the first world map-making workshop in the U.S. Fifteen Eugene teachers, along with volunteers from the West Cascade group, drew and painted a 6-by-12-foot map of the world on cloth. That map is now used as a travelling exhibit in the Eugene schools.

Several teachers agreed to try out the map project in their classrooms this spring and to develop classroom exer-

cises to go with the project. The teachers involved teach classes ranging from 6th grade geography to 8th grade Spanish to 9th grade shop to 11th grade civics. Some of the maps they are working on include a wooden jigsaw puzzle, a floor map and map with acetate overlays that allows the students to explore the theme of interdependence.

The world map project also involves a three-way partnership with RPCVs, communities in developing countries and communities in the U.S. West Cascade RPCVs have developed a program in which students at a local school will hand-draw a map of the world in conjunction with students in a school overseas. Students at home and abroad will create a geography exchange, basing their correspondence on exploring and sharing the geography of their own country with each other.

In July, former Peace Corps Volunteers from around the country will help paint the world's largest hand-drawn map, to introduce the project to other RPCV groups and individuals and to kick off nationwide participation in the project. Along with the "monster map", there will be workshops in map making, a manual on how to start a world map project and opportunities to talk with teachers who have used the map project in their classrooms. Anyone interested in learning about the map is welcome in Eugene on July 20-22 for the NCRPCV conference.

For additional information, write Bonny Tibbitts, West Cascade RPCVs, 971 Lawrence, Eugene, OR 97101.

Liberia volunteers withdrawn

Because of safety and security concerns in Liberia, the Peace Corps has withdrawn 128 volunteers serving there along with 23 fisheries trainees who are set to serve in other African nations. By the time of the move, the actual number of volunteers in the Liberia was approximately 80 PCVs. The 23 trainees were transferred a short time earlier to Zaire to continue their pre-service orientation at Bukavu.

ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange

NETWORKING

New ways used to explain health care

At Johns Hopkins University, a multi-media approach to educating people in the developing world about health issues is getting the message across in a new and different way. Through a concept called *enter-educate*, its Population Communication Services project is using popular entertainment as the medium.

The project is one of several activities of the Center for Communication Programs in the Johns Hopkins School of Hygiene and Public Health. The center, in cooperation with the U.S. Agency for International Development, the World Health Organization and the Academy for Educational Development, is operating a special program to educate the public about family health issues, including AIDS, and train health workers to counsel people about better health.

In the summer, the center conducts an advanced workshop for people from developing countries who manage health education programs. Sharing experiences, they learn about the latest, most successful, cost-effective techniques of communication and evaluation.

Five times a year, the center's Population Information Program, funded by the U.S. Agency for International Development, puts out *Population Reports*. According to Center Director Dr. Phyllis Piotrow, "*Population Reports* is the most widely distributed population periodical in the world." The Population Information Program also operates *POPLINE*—"the world's largest bibliographic population database." Now in its new CD-ROM version, the database has been condensed into a single compact disc, accessible to IBM-compatible computers. Organizations in developing countries can apply to receive the *POPLINE* CD-ROM free of charge.

The center is reaching its broadest audience through the Population Communication Services project. Estab-



Musical duo provides message in song.

lished in 1982 with Agency for International Development funds, communications service is supporting multi-media, family health campaigns by governmental and nongovernmental organizations in 30 developing countries.

The communications staff assesses communication needs, plans strategies and develops television, radio and printed materials. Campaigns are run professionally and are tied in with research, testing audience reactions before and after. The stress is on campaigns that are commercially viable and cost-effective.

Through its Media/Materials Center, Population Communications Services acts as a clearinghouse, international distribution network and library of audiovisual, broadcast and printed materials on family health. The media center has more than 14,000 items, including audiotapes, films, flipcharts, pamphlets, posters, scripts, videotapes and novelty items — many produced by Population Communications Services. Packets in several languages, containing sample materials on specific topics, are prepared and distributed free of charge to health educators — Peace Corps Volunteers and their counterparts among them — working in developing countries. Slide sets on health communication topics are produced for training purposes.

Besides providing materials, Population Communications Services also provides training in planning and administering projects, as well as in developing materials and specific skills. Through training of trainers workshops in

ICE ALMANAC

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-----David Wolfe

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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 is Peace Corps' central technical information unit. Requests for technical information or correspondence concerning the ALMANAC should be sent to United States Peace Corps, ICE, Room 8684, 1990 K St. N.W., Washington, DC 20526.

Ghana, for example, Population Communications Services is spearheading a drive to train 3,500 health workers within three years in interpersonal communication skills and counseling. In Guatemala, Population Communications Services is training technicians working in a video production center to use advanced equipment.

Innovative Contribution

Enter-Educate is Population Communications Services' most innovative contribution to communications programming. Project Director Patrick Coleman says the concept is based on the principle that "one of the best ways to get the attention of a designated audience, and to keep it, is to entertain the audience and educate it at the same time." Population Communications Services voiced this theme last year at a conference in Los Angeles, with its cosponsors the Annenberg School of Communications at the University of Southern California and the Center for Population Options, which brought together professionals from the fields of health, education and entertainment: "Use the universal appeal of entertainment to show people how they can live safer, healthier, and happier lives. ...Choose the most appropriate media to reach the desired audience. ...Keep entertainment in the foreground and education in the background."

Many of these ideas had originated with *Communication for Young People*, better known as the Tatiana and Johnny project. In 1985, Population Communications Services had contacted Fuentes y Fomento, a Mexican marketing and production company, about using popular music to launch a mass media campaign in 11 Latin American countries to promote sexual responsibility among teenagers. Fuentes y Fomento put out a call to composers throughout Latin America and more than 30 responded. The best entries were pre-tested before a teenage audience, and two were chosen. The first, *Cuando Estemos Juntos* ("When We May Be Together"), composed by Argentinean Juan Carlos Norona, became an immediate sensation. Sung by two teenagers — Tatiana Chapa de Palacios, a rising Mexican pop star, and Johnny Lozada Correa, a former member of the Puerto Rican teenage rock group, *Menudo* — *Cuando Estemos Juntos* climbed to the top of the charts within six weeks.

Recording Company Convinced

In addition to 11,000 copies of the original 45 rpm record, the campaign materials included 11,000 copies of a two-sided, full-color record jacket/poster, which listed the addresses of teenage counseling centers in the 11 targeted countries; a music video, two television commercials and two radio spots for each of the two winning songs; press kits with a brochure about the project, color slides, and black and white photographs; and seven bimonthly press releases. The popularity of the songs convinced Tatiana's recording company to include them in a commercial Tatiana album, which sold more than 500,000 copies. Premiering the music video for *Cuando Estemos Juntos* on, the popular Mexican television program, *Siempre en Domingo* (Always on Sunday), with more than 150 million viewers, gave the campaign tremendous publicity. The song's message of sexual responsibility won the endorsement of Catholic Church leaders throughout Latin America.

To test whether the campaign had been as much an educational as a commercial success, Population Communications Services contracted with Mexico's Institute of Communication Research to do a follow-up evaluation. A survey of a representative sample of teenagers in Monter-

rey, Mexico, indicated that the vast majority remembered the songs, liked them and understood their messages. At least half reported that they had discussed them with their friends, their parents or other adults. Feedback from the counseling centers linked to the campaign revealed a 200 to 2,000 percent increase in calls for information.

The success of the Tatiana and Johnny project led Population Communications Services to replicate it in the Philippines and Nigeria. In the Philippines, the project added a few more elements, one especially interesting — a hotline called *Dial-a-Friend*. The music video for "I Still Believe," the song that won the Population Communications Services competition in the Philippines, included a message from vocalist Lea Salonga with the telephone number viewers could call for professional advice on personal problems. For the first six weeks of *Dial-a-Friend*, 1,300 calls were logged. Most concerned personal relationships; others, self-esteem, sexual behavior, financial problems and career development. People with such serious problems as substance abuse or attempted suicide were referred to centers where they could get prolonged treatment.

Lea Salonga toured high school campuses discussing the song with thousands of students. Several high schools in Manila held an essay contest on the song's theme, and a youth center in Manila sponsored a related art competition. The campaign attracted industry support, with national and multinational companies donating more than \$1 million worth of free air time and promotional materials.

Enter-Educate now extends far beyond the music business. Currently, Population Communications Services is spreading the message of family health through comic books and *fotonovelas* in Mexico; a TV variety show in Nigeria; music and jokes on audiocassettes for buses in Bolivia; a radio talk show in Costa Rica; a soap opera in India; a *koteba* (traditional theatrical play) for television in Mali; and a TV mini-series in Egypt. Says Population Communications Services' Media/Materials Coordinator Hugh Rigby, "We hit the mainstream in communications, the main artery ... We're high profile, but through interpersonal communication, we also reach people at the grassroots level... We do whatever it takes to get the message to the audience."

The address for the Johns Hopkins University Center for Communication Programs is 527 St. Paul Place, Mount Vernon Centre, Baltimore, MD 21202.

Environmental report out

"The Proceedings of the Environmental Education Workshop" held last summer in Africa are now available through Peace Corps' Information Collection and Exchange (ICE) division. The publication number is ICE No. FC071.

Hosted by Peace Corps' Office of Training and Program Support (OTAPS) and the Tanzanian Ministry of Lands, Natural Resources and Tourism, the workshop took place May 14-20, 1989, in Arusha, Tanzania.

A variety of ideas on how to approach environmental education or environmental awareness projects in Africa are contained in the report. These ideas are reflected not only in the lectures, but in the 26 action plans developed by the 58 workshop participants. Those taking part included 18 host country ministry officials and 33 Volunteers from 15 African countries.

Launched in late 1987, the workshop is part of Peace

Corps' Environmental Education Initiative to provide environmental education training, programming assistance and direction for PCVs, their host country counterparts and Peace Corps country staff. It follows a series of interventions developed to achieve the goals of the initiative.

These activities have been carried out in three phases. The first focused on the development of a pre-service, environmental awareness training module for all new Peace Corps trainees. The second phase has been concentrating on developing environmental education programming workshops for associate Peace Corps directors responsible for projects in natural resources or education. The first workshop of that type was held in Belize in June 1989, for all associate directors from Peace Corps countries in the Inter-America Region. The Tanzania Environmental Education Workshop represents the third phase, providing in-service training for PCVs and host country counterparts. Additional workshops of this type will be developed as needed over the next few years.



PCV Pat Warwick uses resource center.

Resource center in Pacific makes impact despite size

Editor's Note: The report that follows on the In-Country Resource Center in Western Samoa was taken from material received from Bob Condry, Peace Corps training officer in Western Samoa, in response to a needs assessment survey that the Information Collection and Exchange section of the Peace Corps' Office of Training and Program Support conducted in December 1988. Additional information came from Laura-Beth Tuck, a returned Peace Corps Volunteer who briefly served as the In-Country Resource Center coordinator in Western Samoa. As other resource centers send in reports describing their experiences and unique features, ICE ALMANAC will highlight them.

The In-Country Resource Center in Western Samoa is a good example of how Peace Corps Volunteers can make a small center have a large impact. Although this center has

fewer than 5,000 books and 50 periodicals, more than 50 PCVs visit each month to make use of its resources.

One reason for the resource center's popularity is its location. Housed in the PCV lounge in the Peace Corps office in Apia, the capital city, the center is a natural stopover for Volunteers, who come to the office to pick up mail once or twice a week. Four lounge chairs, a coffee table and a desk make the room a comfortable place for reading and studying — another inducement.

All the walls of the lounge are lined with bookshelves. One wall is devoted to publications and other resources obtained from the Information Collection and Exchange in Washington. Another wall of shelves contains paperback literature — fiction and poetry.

Peace Corps Volunteers and staff have helped to make the resource center a well-used facility. Orientation sessions in pre-service and in-service training acquaint PCVs with the center and its materials. The Whole ICE Catalog and the other services available from the Peace Corps' Information Collection and Exchange (ICE) section, and the Appropriate Technology Microfiche Library. PCVs have used the Microfiche Library for such diverse secondary projects as building a water tank for a village and writing lab experiments. The display of new books in Western Samoa keeps PCVs up to date on the latest acquisitions.

The resource center has no regular full-time staff. One or two PCVs serve as coordinators, coming in two or three hours during the week and three hours on Saturdays, when the center is busiest. As a majority of PCVs in Western Samoa are teachers, whose classroom teaching day runs from 7:45 a.m. to 1 p.m., this system of staffing the resource center exclusively with PCVs generally works well here, but may not be appropriate elsewhere.

The one time constraint the center's coordinators have had in meeting their responsibilities is in cataloging new materials, resulting in a backlog. Peace Corps/Western Samoa is dealing with this problem by creatively utilizing the Undergraduate Internship Program to have Richard Abbot, an undergraduate at Berea College in Kentucky, spend a semester assisting the coordinators and updating the resource center's cataloging system.

When people borrow materials, they are on the honor system to sign their names in a binder kept for this purpose. The catalog cards are in three plastic boxes. Books are color-coded by subject; pamphlets are kept in three-ring binders separated by subject.

Former In-Country Resource Center Coordinator Tuck reports one problem that other resource centers in similar climates may share: Because of the high humidity, books tend to become moldy. In Western Samoa, a leak in the building has made the problem even worse. Peace Corps/Samoa has learned to cope with water-logged materials, but would welcome hearing how other resource centers handle the situation.

Name change planned for Associate Volunteers

The Associate Volunteer Program, which allows highly skilled professionals in the areas of education, health and agriculture, is being renamed the Volunteer Partner Program and participants will be called "Volunteer Partners." This change is being made to unify all Peace Corps programs which do not fall under traditional two-year volunteer placements under a "Partners for Peace" initiative.

Sector updates available in various fields

The Information Collection and Exchange, a division of the Peace Corps' Office of Training and Program Support, has received the following publications described here since the January/February 1990 edition of ICE ALMANAC. They are for the use of Peace Corps Volunteers and staff, and ICE makes these publications available to them free of charge. **RP** preceding the Whole ICE catalog number indicates Volunteers must demonstrate the publication relates to the projects they are working on; **RC** indicates ICE distributes the publication to In-country Resource Centers. We include the price and the publisher of each title for the benefit of our non-Peace Corps readers.

AGRICULTURE

(RC) AG224 - Traditional Food Plants: A Resource Book for Promoting the Exploitation and Consumption of Food Plants in Arid, Semi-Arid and Sub-Humid Lands of Eastern Africa. 1988

(FAO, Via delle Terme di Caracalla,
Rome 00100, Italy) 593 pp. \$30.

Catalog of 110 edible food plants in arid, semi-arid and sub-humid lands of Eastern Africa. First part describes the basic scientific principles of nutrition in relation to major nutritional problems in the region. Second part describes each plant, indicating its edible parts, distribution, food value and use, toxicity, storage cultivation, ecology and other uses. A matrix at the end classifies the plant species by food group and cultivation characteristics.

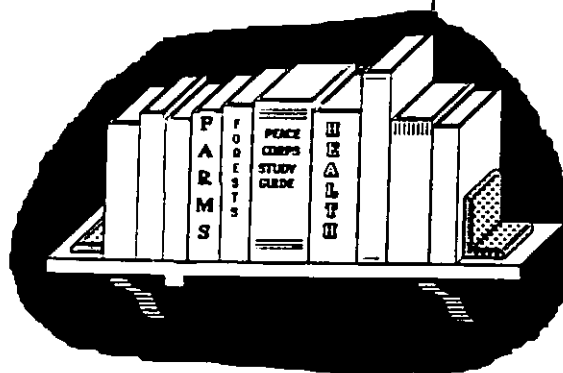
(RC) AG231 - **The World Market for Tropical Horticultural Products.** 1988 (FAO, Via delle Terme di Caracalla, Rome 00100, Italy) 250 pp. \$25.

Findings of the Seminar on Tropical Horticultural Products in Latin America and the Caribbean, held in Bogota Colombia. Contains 12 studies of selected horticultural products, relevant export marketing aspects and obstacles to market access. Examines the trade prospects for fresh and processed fruit, tropical nuts, off-season fruit and vegetables, and cut flowers and floricultural products. Presents cases supported by statistical data. Appendices contain a list of 35 importers and their products, and tables detailing the seasonal availability of sup-

plies by country and state.

(RP)AG233 - **A Farmer's Primer on Growing Upland Rice**, by M. A. Arrau deau & B. S. Vergara. 1988 (International Rice Research Institute, P. O. Box 933, Manila, Philippines) 284 pp. \$6.

Compilation of background material on upland rice. Produced as part of a global strategy to enhance the ability of extension workers to guide farmers' use of existing practices to minimize cash inputs and maximize returns. Can be used as is as a visual aid. Presents topics in the form of line drawings with



brief texts. Explains proper farming principles (application of nitrogen fertilizer, control of weeds, crop rotation, etc.) and ramifications of those applications or the lack thereof; identifies pests and diseases, and suggests means to control them; and offers general rules of thumb on how to identify a good seedling, how to judge a rice crop at flowering, etc. Troubleshooting tips sprinkled throughout. Clear illustrations.

(RP) AG236 - Land Husbandry: A Framework for Soil and Water Conservation, by T. F. Shaxson, N. W. Hudson, et al. 1989 (Soil and Water Conservation Society, 7515 Northeast Ankeny Road, Ankeny, Iowa 50021-9764) 64 pp. \$12.

Provides an outline for incorporating resource-conserving practices into agricultural development schemes throughout the world. Emphasizes ways to design and implement development programs hand-in-hand with farmers to improve the longevity and success of conservation measures, by encouraging farmer and community involvement in all stages of agricultural improvement, placing more emphasis on the most erosion-prone land and maintaining dense soil covers that maximize conditions for soil structure and organic ac-

tivity, and arranging for safe disposal of flowing runoff without causing erosion damage.

NATURAL RESOURCES AND FORESTRY

(RP) FC071 - Environmental Education Workshop: Arusha, Tanzania. 1989 (Office of Training and Program Support/Environment Sector)
182 pp.

Proceedings of an environmental education workshop to promote the development and implementation of environmental initiatives in Peace Corps countries in Africa. Recommended for individuals involved in planning and designing environmental education strategies and programs in developing countries generally. Contains guidelines and ideas on how to develop and implement strategy and design program components. Selected summaries exam-

ine country-by-country environmental perceptions, summary action plans, sources of technical assistance, potential sources of funding (foundations and aid agencies), etc. Pays special attention to the role of women. Includes an annotated directory of related materials.

(RP) FC072 - Environmental Education Workshop: San Ignacio, Belize. 1989 (Office of Training and Program Support/Environment Sector) 150 pp.

Proceedings of an environmental education workshop to promote the development and implementation of environmental initiatives in Peace Corps countries in the Inter-America region. Recommended for individuals involved in planning and designing environmental education strategies and programs in developing countries generally. Contains guidelines and ideas on how to develop and implement strategy and design program components. Selected summaries examine the Peace Corps Associate Volunteer Program, funding opportunities for protected areas, related training opportunities, debt-for-nature swaps, sources of technical assistance, etc. Includes an annotated directory of related materials.

FISHERIES

(RC) FH027 - **Evaluating the Potential of Fishermen's Organizations in Developing Countries**, by Richard B. Polinac. 1988 (International Center for Marine Resource Development, The University of Rhode Island, Kingston, R.I.) 79 pp. \$4.

Provides useful information on understanding social and cultural factors that influence the development of fishermen's cooperatives, and explores how to design appropriate organizations. Examines the role of fisheries in development; types of cooperatives, associations and unions in operation; and adaptation of training programs to reflect the needs of fishermen. Explains the general factors that influence the success of fishermen's organizations (local initiative, group size, interagency cooperation, etc.). Provides a method for gathering information to prepare an evaluation, including a sample survey and guidelines for finding interviewers. Particularly useful for extension workers and other people working in countries with marine or inland capture programs.

SMALL BUSINESS/MICRO-ENTERPRISE DEVELOPMENT

(RC) SB134 - **Evaluation of the Impact of Projects to Promote Small-Scale Industrialization**, by Robert C. Young. (Institute of Social Studies) 14 pp. \$1.69.

Policy evaluation presented at a workshop on small-scale industrialization. Summarizes progress of projects funded under the U.S. Agency for International Development's program for small-scale enterprise (SSE) development, with particular emphasis on cost-effectiveness. Discusses the importance of SSE projects and where these projects might have the greatest effect (i.e. impact on employment, lending rates, credit demand, etc.). Includes notes of a case study, prepared for the Ministry of Industry in the Philippines, of an industry characterized by a lack of opportunity for small-scale enterprises to become mid-scale enterprises. The study reviews small business policy and provides recommendations for change.

WATER/SANITATION

(RC) T0055 - **Peace Corps Water and Sanitation Programming Guidelines**, by David Yohalem. 1989 (Peace Corps ICE) 124 pp.

Written for Associate Peace Corps directors and Peace Corps training offi-

cers as an aid to develop new water and sanitation (W/S) projects, as well as assess and improve existing projects. Guidelines provide information to be applied to problems that can be addressed by water and sanitation improvements. Specifically, addresses major lessons drawn from recent Peace Corps experience with the design and management of successful W/S projects, development of possible Volunteer assignments and selection of appropriate W/S technologies.

WOMEN IN DEVELOPMENT

(RP) WD081 - **The Women's Construction Collective: Building for the Future**, by Ruth Macleod. 1986 (SEEDS, P. O. Box 3923, Grand Central Station, New York, N.Y. 10163) 24 pp. \$3.

Focuses on a project in Jamaica developed to expand employment opportunities for women by preparing them for work in the construction industry, primarily as masons and carpenters. Describes the project's evolution; the recruitment, training and job placement of participants; and the project's results. Conclusion summarizes the lessons learned and an appendix provides a training blueprint.

(RP) WD082 - **The Port Sudan Small Scale Enterprise Program**, by Eve Hall. 1988 (SEEDS, P.O. Box 3923, Grand Central Station, New York, N.Y. 10163) 20 pp. \$3.

Review of a Euro-Action ACCORD program to assist development of small enterprises, particularly for women and refugees living in slum areas in the city of Port Sudan, in The Sudan. Program provided credit to purchase tools and equipment, buy raw materials, provide working capital and improve homes or buildings. Promoted the principle that providing many small loans instead of a few large ones is generally a more effective way of helping marginal entrepreneurs in the informal sector.

President launching Democracy Corps

President Bush, speaking in Columbia, S.C., in mid-May, announced creation of a Citizens Democracy Corps to assist in the democratic and economic reforms taking place in Eastern Europe. The Democracy Corps will serve as a clearinghouse for U.S. businesses, voluntary organizations and educational institutions that want to find out what is being done in Eastern Europe and where further efforts are needed.

Farmer-To-Farmer Program sharing experience overseas

The Farmer-to-Farmer Program provides experienced U.S. agriculture professionals to assist Peace Corps projects overseas where the goal is to improve the productivity and income of host country farmers.

These volunteer consultants serve from 4 to 16 weeks in a broad range of agricultural disciplines, including animal husbandry, horticulture, fisheries, agroforestry, grain storage, irrigation and apiculture. Since the program began in September 1987, the private voluntary agency Volunteers in Overseas Cooperative Assistance (VOCA) has provided technical assistance to Peace Corps Volunteers and their host country counterparts in 17 countries.

A Collaborative Effort

The Farmer-to-Farmer program is a collaborative effort. VOCA administers the program and recruits the appropriate VOCA volunteer in response to requests initiated by Peace Corps Volunteers. Project managers (associate Peace Corps directors) help the PCVs outline the specific objectives of the desired technical assistance. The Farmer-to-Farmer program staff in the Office of Training and Program Support in Washington works with the APCDs and PCVs to clarify the technical and logistical details and then works with VOCA in recruiting and briefing the VOCA volunteer. The U.S. Agency for International Development funds the Farmer-to-Farmer Program and covers the VOCA volunteers' travel and living expenses.

If you are interested in having a VOCA volunteer assist you in your project, contact your APCD or the Farmer-to-Farmer coordinator, OTAPS, Peace Corps/Washington.

Detailed program information and request guidelines have been sent to all countries for distribution to PCVs working in Agriculture, Natural Resources and Fisheries. If you have not received a packet about the Farmer-to-Farmer program at your site, contact your APCD. The case below illustrates the type of help VOCA volunteers provide.

Niger Helps Show Way

Traditionally, sheep, goats, chickens, rabbits and cattle are raised in the Say and Ouallam regions of Niger. Animal nutrition is considered the No. 1

FROM THE FIELD

Esprit de Corps — Peace Corps Volunteers ply their trade worldwide

Editor's Note: The following article is condensed from the September 1989 issue of *Planning*, published by the American Planning Association. The author, Kate Foster, is a returned Peace Corps Volunteer from Swaziland. She is currently studying at Princeton University for a doctorate in public affairs.

"Equipment here is limited," wrote Barbara Lamb a few months ago from the Solomon Islands. "We have only a half dozen typists using ancient manual typewriters to serve the entire provincial staff of about 50 employees. There's almost no transport and no concept of deadlines. And now the telephone lines have been shut off for lack of payment. Very frustrating!"

At the time, Lamb was finishing a two-year stint as a Peace Corps planning adviser in Malaita Province.

She is one of a handful of urban planners working overseas as U.S. Peace Corps Volunteers. The frustrations she describes are givens in what Peace Corps recruiting ads call "the toughest job you'll ever love."

Overall, the Peace Corps' planning program has been comparatively small. Although thousands of the 122,000 Volunteers who have gone abroad since the Peace Corps' inception in 1961 have been assigned as community development specialists, only 350 have been formally posted as urban planners, a designation that the Peace Corps uses to encompass national and regional planners as well.

In the past, some of those planners were trained in other fields, but today most hold master's degrees in planning. Of the nearly 6,100 Peace Corps Volunteers serving cur-

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Farmer-to-Farmer program sharing experience abroad

(Continued from page 27)

constraint to animal production in these areas. Most animals are fed a diet consisting primarily of indigenous grasses which are low in protein and high in fiber. Grain supplements are seldom feasible, as this would deplete a valuable human food resource. In addition, farmers struggle to maintain the health of animals weakened by inadequate diets. Although animal health is a priority, preventative health measures and drug therapy are rarely used. In poultry diseases such as Newcastle, the lack of vaccination can result in mortality rates of 80 percent or greater in local flocks.

On behalf of the 20 African Food Systems Initiative (AFSI) Volunteers working in Niger, APCD David Levin requested a VOCA volunteer to evaluate current production practices in animal husbandry. Six weeks after Peace Corps/Farmer-To-Farmer received the request, veterinarian Linda Schultz was on her way to Niamey.

In order to combat poultry disease and parasite epidemics, the Ministry of Animal Production initiated a preventative health program. The agency proposed subsidizing the medication for internal parasites and charging 15 CFA (about 5 cents) per chicken for vaccination against Newcastle disease. After reviewing the situation, Dr. Schultz proposed just the opposite: The vaccination against Newcastle should be subsidized and the deworming done at a

nominal fee. This would ensure that a majority of chickens are vaccinated against Newcastle, maximizing flock immunity against the greatest threat to poultry production in Niger. Dr. Schultz's proposal was adopted and, as she noted, "All villages were extremely enthusiastic at the prospect of controlling Newcastle disease; close to 100 percent of the villagers brought their chickens for vaccination." A much smaller percentage opted for the deworming medicine.

Dr. Schultz also provided assistance to an AFSI sheep fattening project which encourages increased production through village-level decision making. To qualify, each participating village must elect one man and one woman to participate in a week-long seminar conducted by the Ministry of Animal Production.

The seminar focuses on animal nutrition, housing, disease control and wound care. With Dr. Schultz present, she was able to follow up the seminar by assisting the villagers at their sites, which gave them an opportunity to ask questions and expand their knowledge of animal care. She advised them that by incorporating such byproducts as brewer's grain and cottonseed cake into the feed ration of their animals, they could increase its nutritive value, thereby improving animal production and con-

sequently human nutrition without sacrificing a human food resource.

Grasses have a higher nutritive value before going to seed, so Dr. Schultz advised them to harvest earlier in order to increase the protein content of this forage. She also encouraged the villagers to plant leguminous trees and crops for animal forage, thereby improving animal nutrition, as well as encouraging reforestation and erosion control.

During her month in Niger, Dr. Schultz worked with more than 200 farmers and 20 African Food Systems Initiative PCVs. She had the opportunity to see the Niger AFSI program close-up. She gives this appraisal of the program:

"The AFSI project is exciting and beneficial in many ways. The organization of the program fosters village decision-making processes. The participation of women in sheep ownership and training promotes a woman's income and self-sufficiency. The integration of traditional husbandry methods with simple yet important changes regarding preventative health management provides a logical step in increasing the efficiency of animal production while allowing the villagers a thorough comprehension of and participation in the changes initiated. The beginnings of this program have all the ingredients for success."

rently, 15 have urban planning assignments — in the Solomon Islands, Nepal, Kenya, Swaziland, Belize and the Yemen Arab Republic. Since 1980, the Philippines, Haiti, Malawi and Ecuador have also hosted Volunteer planners.

The numbers are still small, but, according to Peace Corps urban specialist Paul Vitale, the agency is gearing up to expand its urban programs. Vitale, a former assistant director of housing and urban programs for the U.S. Agency for International Development, was a Peace Corps Volunteer in Ecuador in 1963-65. He was specifically hired by the Peace Corps to expand urban programs.

Volunteers Face Challenges

New Volunteers commonly face three challenges — carving a position out of a vague job description; coping with different ideas of what constitutes planning; and adjusting to the new conditions, norms and — especially — the languages of a foreign culture. Above all, Volunteers must be flexible because they may be *sui generis*: They are often placed in situations where no Peace Corps planner has worked before and none will again; in just two years, they must create a job from scratch and pass along skills to indigenous counterparts who will carry on when they leave.

In April 1986, for example, Jennifer Monahan and four other Volunteers arrived in Bungoma in western Kenya to help with that nation's small town planning program. "Small town planning was a catch-all for anyone with planning, architecture, engineering or business experience," Monahan says. "We didn't have a set job; rather, we were assigned to a town and let loose to see what we could do."

Relying on her architecture training and experience in building restoration and construction, Monahan

took on the task of promoting indigenous building materials. She trained first herself, then masonry apprentices, and now "anyone who will listen" in the production and use of stabilized soil blocks and sisal-cement roof tiles.

A big factor in convincing the community of the value of these materials was Kenya's rapid population growth — at 4.2 percent a year, the world's highest. "There isn't a house, a room or a mud hut unoccupied here, and the demand for low-cost, good-quality building materials is overwhelming," she says.

In contrast, Thomas Glover works in what could pass for a medium-sized stateside planning operation. It happens, though, that his office is on the third floor of the nine-story Ministry of Municipalities and Housing in Sanaa, capital of the Yemen Arab Republic, and Glover says the similarities with public planning agencies in the U.S. are superficial.

"Most of the planners here are trained as architects or engineers, and planning is concerned only with the physical aspects of the city — mostly streets," he reports. One of Glover's responsibilities is to develop street layouts for new neighborhoods. "I had to learn drafting and forget entirely about citizen participation," he says.

In the Solomon Islands, where Volunteer planners are preparing five-year development schemes for several provinces, Christopher Rediehs says that "although the word *planning* is well-received and well-respected, it seldom means collective participation in the decision-making process. All too often it means only money or projects."

But Rediehs, who is working in the province of Temotu, says he has had some success in introducing a broader definition of planning: "The most valuable contribution I make is creating awareness of the process of looking at what we have, what we want and what we might do to get it."

With much the same goal, Henry Kellam, a planner for

the islands' Central Province, organized a series of workshops on economic development and resource management to open lines of communication between government officials and island residents. Participants sometimes differed in their visions of how the islands should develop, he notes, but they agreed on the importance of planning because, proportionally, the Solomon Islands receives more outside aid than anywhere else in the world.

Volunteers often find that dealing with unfamiliar cultural norms requires sensitivity. Jennifer Monahan says she had difficulty at first in getting Kenyans to accept her advice because she was a young woman in a culture and a trade dominated by males. To get established, she says, meant "literally dragging people up to a finished soil block classroom, pointing to it and saying, 'Look, no sand, no ballast, a bit of cement, and you can do it, too; let me show you how,'" and then laying bricks alongside the local foreman.

Likewise, Christopher Dixon, who monitors funds for development projects in Makira Ulawa Province in the Solomon Islands, says one of his biggest challenges is to convince government officials that project money must not be used for wages or to pay bills.

Rewards Outweigh Obstacles

If Volunteers can maneuver around the inevitable obstacles, they find many rewards — international planning experience, job flexibility, the satisfaction of helping a developing country achieve its planning goals and the personal satisfaction of seeing their plans implemented.

Michele Mayerson, who prepares physical development plans for rural trading centers in Kenya's Rift Valley, says that as a young planner she wouldn't have as much freedom or responsibility in a similar position in the United States. "The fact that Kenya has a shortage of planners and a surplus of work definitely benefits me," she says.

For others, a major satisfaction of Peace Corps service is passing along skills. James Richmond, a planner for Kitui, a city 100 miles east of Nairobi, brought 33 years of business experience to his latest job. He assists several departments with budgeting, cash flow planning and collections. He also performs more traditional planning duties, such as helping the local industrial committee promote business; planning for expansion of municipal infrastructure; and designing the city's new market stalls, bus staging area and slaughterhouse.

Finally, some Volunteers have the happy experience of seeing plans put into effect. In the Solomon Islands, Chris Dixon coordinated a rural electrification scheme that brought generator-powered light to a local secondary school. And in Sanaa, Yemen Arab Republic, Nick Arnis's efforts are resulting in the renovation of a municipal *haman*, or public toilet. Arnis, a planner for Sanaa's preservation office, undertook a use study, collaborated with a Yemini architect on design alternatives, prepared the cost-benefit analyses and obtained outside funding for the rehabilitation work.

The impact of my work as a physical planner in Swaziland's Ministry of Natural Resources is less certain. I wrote a three-year plan for capital projects, developed a policy to allocate unsurveyed government-owned land, and helped the nation embark on its first regional planning program — all long-range efforts. What will ultimately result from these efforts remains to be seen. But this concern is, of course, universal among planners.

—Kate Foster



Kate Foster

Fellows program keeps on growing

An exceptional education program involving recently returned Peace Corps teacher/volunteers, pioneered five years ago in New York City, has been expanded to include Los Angeles and Miami. Meanwhile, other major American cities are talking about getting on board.

The Peace Corps Fellows Program has placed 80 former Peace Corps Volunteers in teaching spots in inner-city schools of New York while they study toward a master's degree in education at night at Columbia University Teachers College.

Peace Corps Deputy Director Barbara Zartman said that the growing interest in the program will provide more career avenues for Peace Corps Volunteers in the education field as they return to the United States.

"Peace Corps Volunteers currently serving overseas will be pleased to know that the program now operates in Los Angeles and Miami as well as New York City, and that discussions are under way in Atlanta, Houston, Dallas, San Antonio, San Diego, Kansas City, Washington and Philadelphia," Zartman said.

The program was established in the fall of 1984 to upgrade mathematics and science education in the New York School system and to respond to a critical shortage of certified teachers in those two academic areas. By the following year, the first 10 mathematics and science teachers recruited from the Peace Corps' ranks were teaching in Harlem, the South Bronx and Bedford-Stuyvesant. Nine more former Peace Corps Volunteers joined the others by early 1986.

The fellows have taught everything from basic math and

general science to advanced calculus and computer literacy to bacteriology and chemistry.

"This is a terrific program," Zartman said. "Tough schools get terrific teachers, terrific teachers earn subsidized master's degrees thanks to private contributions, and a fine teachers college has a unique international/urban living laboratory."

The fellows program was launched about the same time a major education report, "A Nation At Risk," startled the U.S. academic community and national leaders. It warned that a generation of young Americans was being raised who were scientifically and technologically illiterate. That report issued a challenge to improve the country's global competitiveness through education.

Corporate Assistance

Xerox Corp. was prompted by the study to fund the special program at Teachers College, Columbia University, to recruit returned Peace Corps Volunteers to teach math and science in some of New York's rough-and-tumble schools for two years.

Since the initial Peace Corps fellows program began with a focus on math and science, the model has been expanded to address the shortage of teachers in other fields like bilingual education, special education and teaching English as a second language.

Today approximately 3,000 New York City children are taught daily by the Peace Corps fellows. More than 20,000 students have been served since the program's inception.

Fellows/USA Questionnaire

☐

Yes, the Peace Corps Fellows/Program sounds interesting.
I would be interested in learning more about it.

My degree is in the field of _____

My Peace Corps assignment is _____

I would like to teach the following subject(s) _____

I would be interested in a Peace Corps Fellows program in:

- ___ New York City
- ___ Miami
- ___ Los Angeles
- ___ Atlanta
- ___ Houston
- ___ Dallas
- ___ A rural school system

- ___ Kansas City
- ___ San Diego
- ___ Philadelphia
- ___ Chicago
- ___ Washington, D.C.
- ___ San Francisco
- ___ Other (specify)

My COS date is: _____; I would be interested in a program for the fall of 199__.

My name is: _____.

I serve in: _____.

Return to Fellows/USA Program, United States Peace Corps, 1990 K Street, NW, Washington, DC 20526.

Fellows Program

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Teaching full-time during the day and attending classes part-time in the evenings at Columbia University can be demanding. Even so, a number of the participants in the fellows program enjoy their classroom experience so much that they continue teaching after their degree work is done.

Success Stories Told

Some success stories from the New York program include:

- Three fellows were given "Rookie Teacher of the Year" citations from the Bronx superintendent of schools.

- One fellow's chemistry students had the highest passing rate in the regents chemistry exam of any other class at his school in the last 15 years.

- And the principal of the new High School for Teaching in New York selected still another Peace Corps fellow to head the mathematics department.

"We are very excited by the prospect of expanding the Peace Corps Fellows Program at Teachers College, Columbia University," Teachers College President P. Michael Timpane told Peace Corps Director Paul D. Coverdell earlier this year. "The program has been very successful in providing returning Peace Corps Volunteers with challenging and fulfilling new careers, and the New York City public schools with exceptionally dedicated, well-trained and culturally sensitive teachers."

Despite the enthusiasm, Timpane said "the need for an expanded program is clear" because each year dozens of qualified and motivated returning Peace Corps Volunteers are turned away for lack of sufficient fellowship support. At the same time, he said, the number of requests from New York City public schools principals continues to outnumber the available fellows.

Kansas City Opens Doors

In expanding the Fellows/USA program to Kansas City, the Peace Corps became aware of a special source of revenue for training teachers who are needed to staff positions created by a desegregation program.

The Kansas City schools have an assistance program which provides for the full payment of tuition costs for candidates for master's of arts degrees in teaching. A former Peace Corps Volunteer with an undergraduate degree in accounting or engineering might enroll in a master's study program at Yale, Columbia or any other accredited graduate program. Then the Missouri plan would pay full tuition with the understanding the participants will teach for two or three years after graduation in Kansas City.

Kansas City presently is looking for teachers in a variety of areas, but particularly wants individuals with engineering backgrounds to teach in either the city's Engineering and Technology School or at the Advanced Technology High School. People with language skills are especially sought. Teachers with dental or medical experience also are needed for the Kansas City Health Sciences High School. Those with computer backgrounds are needed throughout the district.

America's most stressful cities

Cedar Rapids, Iowa, followed by Madison, Wisc., and Ann Arbor, Mich., are the three least stressful cities in the United States, according to criteria developed by Zero Population Growth Inc. of Washington, D.C. Next on the list of the top 10 are Lincoln, Neb.; Fargo, N.D.; Livonia, Mich.; Concord, Calif.; Alexandria, Va., and Roanoke, Va. If you crave all the action, the 10 most stressful cities are ranked in this order: Gary, Ind., Baltimore, Chicago, Houston, Jersey City, N.J., Pomona, Calif., El Paso, Cleveland, Fort Worth and Inglewood, Calif.

LIFE AFTER PEACE CORPS

Survey measures teacher supply and demand

Growth predictions in teaching are guarded for the future, yet early retirement initiatives in several states may provide additional teaching opportunities for new professionals.

That's the word from the Association for School, College and University Staffing in its recently published 1990 report on the teaching market. The research focused on candidates just entering the teaching field.

There were responses from 265 educational placement offices. The survey requested the opinions of placement officers rather than actual placement data.

Fifty-nine percent of those responding indicated that the job market for both elementary and secondary school teachers for this academic year was "much better" or "better" than the elementary and secondary job markets, respectively, four years ago.

In terms of regional differences, Alaska reported the greatest teacher shortages, followed by the Southeast, South Central and Western regions of the United States. In terms of teaching fields, shortages in special education fields, bilingual education and speech pathology/audiology were reported to be considerable. Some academic areas such as teaching English as a second language, physics, chemistry and mathematics were described as having some shortages. One concern expressed in all regions was that many trained teachers appear less willing to relocate, causing some markets to be saturated and leaving others with shortages.

The Office of Returned Volunteer Services in Washington recently talked with B.J. Bryant, director of Educational Career Services at Ohio State University, to obtain her assessment of the teaching career field. Bryant has been a volunteer Returned Volunteer Services career consultant for more than 12 years.

Bryant reported two seemingly contradictory trends in teaching. First, teaching certification requirements are being raised in many jurisdictions, often in response to national reports on the status of education in the United States. The development and use of the National Teachers Exam is one example of this trend. Second, in some urban areas and certain states, alternative certification programs are being developed in response to teacher shortages. Thus, receptivity in the teaching field toward those who have not followed the traditional education path is dependent upon need.

Here are two examples of Bryant's observations:

New Certification Standards—The National Board for Professional Teaching Standards issued a report in late 1989 in which it announced fund-raising efforts to cover the development of certification standards for 29 teaching fields. The board advocates national certification standards for all fields; improvement in teacher preparation programs; and the development of better measures to evaluate teaching performance. Eventually some sort of test may be required to establish qualifications to teach.

(Summarized with permission from October-November 1989 edition of Career Opportunities News, Garrett Park Press, Garrett Park, MD 20896.)

New York State Teacher Opportunity Corps—This program is designed to increase the number of quality teaching staff, particularly those individuals from historically underrepresented minority groups, in the teaching profession. It provides an opportunity to develop and implement high quality, innovative and effective teacher preparation programs which provide prospective teachers with skills, attitudes and behaviors essential in New York State schools that serve a high concentration of at-risk students. Teacher Opportunity Corps programs are currently provided at the undergraduate or graduate level at 16 institutions of higher education in New York State. Persons wishing to apply for the program may contact the Office of Returned Volunteer Services, United States Peace Corps, 1990 K Street NW, Washington, DC 20526 for more information.



Best Photo Contest

A regular feature of the Peace Corps Times

Edited by Marnie Nair



"Dancing lessons"

Erica Roetman, a Peace Corps Volunteer serving as a nutritionist in Niger, had not yet learned the language when she was given this dancing lesson in the village of Bande, Niger. The women imitated each other to communicate the dance movements while chanting the sound of drum beats. PCV Karen Swimmer, who since has completed service overseas, captured the moment on film.



"Do you like my hat?"

The dark, almond-shaped eyes of a boy in Tahoua, Niger, caught the eye of Peace Corps Volunteer Sharon Horne, an English teacher, when she took this photo of a young friend.



"All in a day's work..."

Maria Musupi, a resident of Ghanzi, Botswana, was on her way to a home economics workshop taught by Peace Corps Volunteer Gretchen Greene, when this picture was taken by Greene. Greene, who is from Bellevue, Wash, often teaches sewing lessons to help the women in her village earn extra money.