

# PEACETIMESCORPS

A Quarterly Publication for Peace Corps Volunteers Serving Worldwide

Winter/Spring 1992



- *Peace Corps in Poland*
- *Director's Page*
- *Employment Trends Chart*

# Into The Fourth Decade

Dear Peace Corps Volunteer:

Since my arrival at Peace Corps barely six months ago, my first priority has been to visit Volunteers in the field. The main function of our organization in Washington, I believe, is to support you in your work around the world, and I wanted to meet you and hear firsthand your thoughts and concerns. In my short time at Peace Corps, I have visited Volunteers and country staffs in Africa, Central Europe, Latin America, S. Asia. I have most recently returned from visiting Volunteers in Poland and Hungary after traveling with Vice President Quayle to sign official country agreements to establish new Peace Corps programs in the Baltic nations, Estonia, Latvia and Lithuania.

In each country I have visited, I have been impressed with the work of our Volunteers. Your resourcefulness and contributions are impressive, and I wish that all

Americans could learn of the wonderful job that you are doing on behalf of our country. The work of two Volunteers in particular moved me — Susan Roe, a nurse practitioner who works with horribly burned and disfigured children in Nepal, and Stephanie Cox, who had worked with the Perkins Institute in the States, and is now helping to translate math books into Braille for blind children in Nepal.

Recently, I testified before the House Foreign Affairs Committee on the proposed Peace Corps budget for the upcoming fiscal year as well as my priorities for Peace Corps. I was pleased to tell the members of the Committee of the remarkable work that you are doing and relate some of the wonderful stories of those that I have met. I would like to share with you some of the highlights of the program priorities and initiatives which I emphasized when I testified before the Committee.

I believe that if Americans are willing to give up two years of their lives to the Peace Corps, our Agency needs to provide them, at a minimum, with a meaningful Volunteer experience. I intend to work with our headquarters staff so that the optimum match is made between Volunteer skill level and job placement.

As we focus our efforts on recruitment, I would like to explore ways to streamline the recruitment process and develop better programming matches for Volunteers. In my trips abroad, a persistent concern voiced by Volunteers was frustration with an application process that is too lengthy, burdensome and sometimes unresponsive. Without sacrificing the quality of our selections, I would like to work with the Peace Corps

staff to explore ways to shorten this process to ensure that our organization and the host country get the best Volunteers and to ensure that as many eligible Americans who want to serve in the Peace Corps as possible are given that opportunity.

As Director, I am committed to an aggressive outreach and recruitment of women and minorities into the Peace Corps family. Peace Corps should represent the racial diversity of our country. Through enhanced recruitment efforts, the Agency has made progress in addressing this issue, raising the percentage of Volunteers from minority groups from 7% to 13% in fiscal year 1991.

As the Peace Corps enters its fourth decade, the American spirit of volunteerism remains strong and our organization is committed to continuing to respond to needs, new and old, around the globe. The job that you are doing is vitally important and

I am honored to be associated with Peace Corps. I look forward to meeting many more of you in the coming months. Warmest regards.



Director Chao in Gabon in January

Elaine L. Chao  
Director, Peace Corps



PEACE CORPS TIMES

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## *The Loss of PCV Susan Harding in Cote D'Ivoire*

"The Almighty has His own purposes."  
(President Abraham Lincoln, 1864.)

On Monday, March 9, 1992, Peace Corps Volunteer Susan L. Harding was killed in a motor vehicle accident which occurred outside the city of Odienne in Cote d'Ivoire.

Susan Harding had been an exceptional Volunteer. A graduate of Ohio State University, Susan entered Peace Corps Service on September 26, 1990. As part of the first group of Volunteers of the Peace Corps to return to Cote d'Ivoire, after the program was reactivated in 1990, she helped initiate that country's Combatting Childhood Communicable Diseases, CCCD, program.

Susan was assigned to the tiny village of Kato, some 450 miles from the Cote d'Ivoire capital city of Abidjan. She worked with clinical nurses, midwives, social workers, and village health education extension Volunteers. As a health educator, Susan helped coordinate publicity campaigns to increase the participation of mothers and children in vaccination programs and trained local health care workers in the use of oral rehydration therapy.

Susan's commitment to the people of her village went beyond her primary duties as a health educator. Recently, she coordinated a successful campaign by villagers in Kato to get corrective surgery for a child with a cleft palate. Susan was highly respected by her neighbors, colleagues and fellow Volunteers. Memorial Services for Susan were held Thursday, March 12, in Abidjan, and in Mansfield, Ohio, her hometown, on Thursday, March 19.

Susan was one of the top ten students in her graduating class and had been offered several scholarships to attend medical school. However, she chose instead to defer her admission until completion of her Peace Corps tour, at which time she intended to enter Ohio State Medical School and study pediatrics. In addition to the study of medicine and its field practice, Susan had a multiplicity of interests including the violin, cello, piano, singing, sewing and cooking.

In her Peace Corps application, Susan said these things respecting her motivation to serve:

"Service to others is very important to me. In addition to service in my community, I would like to serve people in a country other than the United States in order to share some of the education and opportunities I have been given and to gain a different perspective on my country and way of life. Living and working in another country and getting to know the people and culture will allow me to see some of what another part of the world sees in everyday life. In light of the increasing goodwill internationally and the increasing developments in technology and travel, the world is becoming an even smaller community. In the future, many cultures, languages, and people will be interdependent economically and socially. For this reason, it is important that individuals



Susan Harding in Cote d'Ivoire last year.

of different cultures make the effort to understand, respect, and serve one another."

"I am a college senior at the Ohio State University majoring in nutrition. I plan to attend medical school and to become a pediatrician. Nutrition is so important to the maintenance of health and prevention of many disorders and diseases, that it is essential that any health care provider have a thorough understanding of the intricacies of the subject."

"Many areas of Africa have very high childhood illness and death rates because of extreme poverty and lack of knowledge of some nutrition and health concepts. My nutritional training would be very useful in these areas."

Susan L. Harding, is survived by her parents, Donald and Clare Harding, a sister Joan of Tiffin, Ohio, and a brother, Donald Jr. of Lancaster, Ohio. Susan's parents plan to establish a memorial fund in her name and they request that any donations be sent to them at their address: 1626 North Stewart Road, RR2, Mansfield, Ohio 44903.

With the Death of Susan L. Harding, the Peace Corps of the United States has lost a very dedicated volunteer, America has lost a priceless emissary of goodwill and Mansfield, Ohio has lost a heroine of the highest order.

By her words, by her deeds, by her ultimate sacrifice, Susan Harding demonstrated her commitment to a higher cause. The children she helped so much are the future leaders of their small nation. Susan worked with them, in their often desperate youth, to improve their health and to prepare them for what we hope will be a better tomorrow. She belongs now to all our fond memory and to God's good grace.

# Homes Away From Home

by Susan Musich RPCV Philippines

Brick homes with heaters, cement walls with sand floors, tropical hideaway huts and native adobe houses are but a few of the structures PCVs have called home for more than 30 years.

Working in the Office of Returned Volunteer Services, I've had opportunities to meet with hundreds of Volunteers, past and present, and have discussed overseas dwellings at great length during countless happy hours in pubs frequented by RPCV's in Washington.

While a Volunteer in the Philippines, I lived in a modest two-bedroom apartment with running water in the bath and an occasionally flushing toilet, while my PCV colleagues in the more rural areas fetched water and were at times fortunate enough to find makeshift latrines.

Although my apartment seemed grandiose to the average PCV it was by no means luxurious by American standards. But it was my home—and I learned to accept the ant trails on the wall and managed a half-hearted chuckle during the frequent overflowing toilet flushes.

This cream-colored apartment-away-from-home soon became my haven for letter writing, reflection, community gatherings and lesson planning.

During one such opportunity for reflection, I decided that I would search for what I thought would be a "truer" PCV experience in the Philippines—a lifestyle more in common with that of my PCV friends. So, I made plans to build a nipa hut—a cozy 8' x 8' house on stilts made of sturdy bamboo and dried, thatched palm leaves.

My dream home faced the stormy ocean to the east and viewed the calm sunset to the west. My dwelling had a spacious porch for socializing and song-writing. A small blue bucket replaced the dripping faucet, and the cement commode was exchanged for a water-sealed toilet. It was my palace—my hideaway—my shelter from typhoons—truly paradise with an ocean view.

Paradise is now but a memory. The abrupt Philippine evacuation left my four-legged wooden shanty on a distant island.

Although my humble nook lies on the other side of the earth, it's still close to my heart. And each time a PCV or RPCV tells me a story about their home overseas, I'm reminded of what made both the nipa hut and the apartment in the Philippines each a home to me.

It wasn't the spectacular view, the large porch, the modest commode, or because I thought I achieved what I considered to be a "true" PCV lifestyle in the Philippines. Instead, it was knowing that I could live among my Filipino friends the way they lived, the way they loved, and in a way that I could come one step closer to bridging the inevitable cultural gap so many PCVs note throughout their journeys.

I'm certain that such opportunities will present themselves to me once again. Since my shortened Peace Corps tour, I've relocated to Washington, D.C., and have created a home away from my Philippine home, as well as away from my previous homes in Arizona and California. It's a comfort to know I can return to the American west and the Far East and feel at home, and then return to D.C. and feel at home here, as well. Now, I look forward to someday feeling at home in Costa Rica where I'll be joining a PCV team in June for another volunteer tour.

The cliché proclaims, "home is where the heart is." Well, pieces of my heart have been left in the Philippines, Arizona, California, and Washington, D.C. As for Costa Rica? Yes, my heart will be calling you home, too!

## Typical Homes of PCVs Worldwide

**Philippines**- nipa huts/thatched huts with slatted floors and tall roofs with a few open windows usually with curtains. Some homes would be 10'x10' with a 14' high ceiling.

**Zaire**- rectangular thatched (dried bamboo) and mud huts with few or no windows with crimson-reddish-brown mud brick homes or grayish-white cement block homes (combined with garbage).

**Dominica**- bungalows with gomyier wood floors made of soft pine without knots, and a wood frame with concrete block sections.

**Kiribati**- thatched huts made of 2 coconut mid-ribs tied together with coconut husk rope and pandana- leaf roofs (7 feet long, spiked, tapered green leaf), and gravel floors covered with mats.

**Paraguay**- fired-brick walls with plaster covering with a brick floor, red-tiled roof and open windows with wooden shutters.

**Gabon**- cement homes with two bedrooms, living room and kitchen and tin roofs.

**CAR**- tiny homes made of rusty-red, mud brick walls with bamboo roofs, and cement or well-watered mud floors, and few windows.

# POLA

## *Snapshots From the E*

-Edited By Brian G. Liu and John



Peace Corps photo by Kelley McDonald

### Meeting with Walesa

During her tour through Central Europe and the Baltics this February, Director Chao met with President Lech Walesa at Belvedere Palace in Warsaw.

### Hauling Hay

A typical day comes to a close for these farmers as the final load of hay is collected in a small town near Leszno in eastern Poland.



USDA photo by Brian G. Liu

# ND

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## FROM THE EDITOR

**P**oland now faces hard times. It is to just such hard tasks, to just such a process of reconstruction and transformation that the Peace Corps is, by mandate and natural inclination, drawn. Poland needs the help of the West. She needs know-how, encouragement, and above all, a stiff jolt of the sort of education that the Peace Corps is ready and able to provide.

In Poland, the boundless energy, optimism, pride and drive of a people so often conquered but never spiritually subjugated, will now be put to a great test. A test designed to see if those traits of character, so enviable in the abstract, are sufficient to withstand the great pace of change.

It is very easy to say that such change will be attended by lurching dislocation. It is equally easy to see why that is so. Most of the citizens of Poland cannot remember a time when their nation was free. Worse yet, this majority, who will constitute the new Poland, has not even been permitted to study that better, happier, past.

This issue of the *Peace Corps Times* features a look at Poland through the eyes of the Volunteers as a first-hand testament to our efforts in that country. This *caveat*: the sheer rapidity of change, social, economic, political and otherwise makes writing about Poland rather a risky business. News is old or, more disconcerting, wrong, by the time the type sets. That aside, this about Poland today. A nation on the cusp of a new day. A satellite of an aged empire no more.

-John Daniel Begg

# The Peace Corps in Poland



## A LITTLE HISTORY OF THEN AND NOW

Situated both in the cross currents and at the cross roads of European life, Poland's ever shifting boundaries have taken more shapes than any other country in the world, retreating and advancing like her famous moving dunes of the Baltic Coast. There have been times when her empire has stretched from present day Moscow to the heart of Europe and times when her boundaries have completely disappeared. She has been invaded from the North, the East, the West and the South. She has, in return, taken and retaken territory in three of those directions. Under the greatest duress the Polish people have shown the greatest valor. No city in Europe suffered the degree of devastation Warsaw endured as payment for resistance to the Nazis. More people died here in two months of 1944 than from the atomic bombs dropped on Japan. Poles have been conquerors, vassals, yeoman farmers, patriots and the keepers of the breadbasket of the continent as long as man has kept records.

Madame Curie, Chopin, Copernicus, Paderewski, Gloria Swanson, Lech Walesa, and Pope John Paul II have left their mark on our collective consciousness. Hers is a land that does not neglect the niceties, either: Art and ballet and music have flourished under even the most repressive regimes. She has retained the kindness and concern of the 19th century family unit and she has struggled with an economic poverty that would deaden the spirit of most Westerners. Families, for decades, have only been permitted to have a regulated minimum square footage of living space, but rather than submit to this cramped condition, Poles have become an outdoor people, enjoying their garden plots and their parks in every kind of weather. In short, as William Faulkner said of another time and of another people: They endure. They endure.

Rarely has a host country government been so cooperative and so truly partnered. The host country contributions are in the hundreds of thousands of dollars. Officials at the highest levels make things happen, support

the Volunteers, intercede on behalf of the Agency, entertain bold ideas, encourage growth, participate in planning, praise the efforts and are fortified by the outcome. Hundreds of Polish teachers are learning to teach English; dozens of businesses are being advised; towns, cities, districts and the nation are utilizing the skills of the small business advisors in an unparalleled array of American talent. The average age of the Small Business Development Volunteers in Poland is 43, many with years of experience at running businesses, advising, working on Wall Street, teaching in universities. The credentials of these teachers of teachers of English is especially heady. Eighty-five percent of them have Masters or Ph.D.'s and the average numbers of years of teaching is over nine, competitive with any Fulbright program in the world.

But more important than the credentials or the government support or the popularity is the spirit which these Volunteers are bringing to this newly-emerged nation. The second goal of the Peace Corps is central to a great deal of the work here.

There has been a long love affair between Poland and America. One fourth of the population has an American relative with whom they are in touch, often in the form of financial assistance. Not since the 1960's has America been so high on the charts of another nation and rarely in the world can Americans expect to be trusted, to be honored, to be encouraged in the way we are here. The average Volunteer begins with a couple of points in their favor: Yes, you can do it right. Yes, we will follow you. Yes, you are not going to let us down. It is a heavy, but sweet, burden.

Poland has demanded a level of competence, expected a level of sincerity, reached out for a level of sharing that

may never have been asked for or expected from any other Peace Corps program in the Agency's history. The story has not changed fundamentally since Ghana in 1961. Volunteers boldly invade the local consciousness, they do here what they did at home putting a local spin on it, they stir things up, they deal with the consequences, they are loved, questioned, reviled, ignored, buffeted, praised, imitated, adulated, humbled by the willingness of their compatriots to do as they say. Lots of things happen. Development takes place. And that's our business. Only here in Poland we have the sense that there isn't much time. The difference we can make is now. There won't be many waves of Volunteers before the Poles will have caught up. The Marshall Plan didn't last very long, either. This will be one of the world's great and limited engagements. The difference will have been made.

-Timothy Carroll

Country Director, Poland

## Tim Carroll:

"There has been a long love affair between Poland and America. One fourth of the population has an American relative with whom they are in touch."



## IT'S DARK, IT'S COLD AND IT AIN'T TEXAS

"Why would an American come to Poland?" This is how I was first greeted by my teacher-counterpart when I arrived at my site. After eight months in Poland, this has become the typical response when first greeted by Poles. Their surprise at my presence stems not from a lack of national self-esteem but rather from amazement at the interest and personal sacrifice of living and working in Poland, when they say, "but you don't have to."

-David S. Windt, CA  
Poland III, TEFL

One of the more difficult things to get used to in Poland, at least from October to March, is darkness. The worst days are in November, December and January, when you can wake up and go to school in darkness, teach while the sun makes its token skim across the horizon, and walk out of school at 3:30 p.m. into darkness. You think this darkness will never end; that it will simply take over the sun's day-time job.

-Catherine Peebles, VA  
Poland I, TEFL

Learning Polish has been a major frustration. As a native Texan, the cold winter is difficult, especially when it is dark by 3:30 p.m. I have had invitations to go sleighing, so I will learn to appreciate the snow. Naturally, too, I am under close scrutiny. Everyone in my town (or so it seems) is interested in how I live, what I buy, and what I do...

...In a country where "Dynasty" and "Twin Peaks" are among the most popular television shows, one of my most important roles is to show that not all Americans live like this.

-Diane Robinson, TX  
Poland III, TEFL



TEFL Volunteer Catherine Peebles teaches English to students in Bialystok.

Peace Corps photo by Bill Straubinger

## BETTER IS "STRICTLY AMERICAN??"

I thought, like many of my companions probably, that teaching English would be the most important thing I could accomplish here. I was wrong. When a student asks you, in English, with all the innocence and curiosity of fifteen years of life, "Do you have any black friends?" and, "What are black people like?" It finally hits you that you are a rare link to another world, another culture. We as Volunteers have an opportunity to present that culture as one comprised of real people and relationships while forming new friendships and relationships in the Polish culture. In a former Soviet satellite country which has had limited contact with non-socialist countries, this is the most important role for a PCV, I think.

-Brian Baggs, FL  
Poland III, TEFL



This 17th Century synagogue in Rymanow is part of Small Enterprise Development PCV Ann Newman's tourism development project.

Although I was sent to Poland to teach English, I always felt that my primary responsibility lay with the people of my community, helping them to accomplish whatever it is they want. The problem is they don't know what they want or how to express what it is they do want.

The word that always resounds is "better." Better sometimes means "strictly American," but sometimes better means nothing they can yet imagine. The word better comes up again and again in class. But a clear-cut definition is a bit harder to brainstorm.

-Amy Rhodes, NY  
Poland I, TEFL

"But it isn't done that way in Poland." People just don't like to change. Even here in Poland where life in my gmina (county) of approximately 5,000 people limps along much like my hometown in Kansas did in the late '20's, people want a better life but they also don't want to change. Having experienced this phenomenon in my own life recently, I know for a fact mature people can change if they choose but for most it's painful and done very slowly.

Life in rural Poland under communism wasn't all that bad: the state bought everything a farmer produced no matter how bad the quality, so the quality of produce is poor. Everyone in towns and villages had a job, in fact there were five workers for every job so you always let the other guy do it. No matter that very little of poor quality was produced.

-Barbara Hilpman, KS  
Poland II, SED



TEFL Volunteer Helen Prevost.

What are some of the social problems? For me, number one is alcoholism. It is normal to see people staggering down the streets, especially in the summer when they also like to

sprawl in the grass and stretch out on any available bench. The practice seems to be to pretend you don't see these people, although children often mimic staggering drunks. Confrontations can take place which is usually hassling at bus stops or on busses/trains. Many of these people are hopeless cases as there are few treatment centers, and alcohol is readily available and still quite cheap.

-Helen Prevost, MO  
Poland I, TEFL

Poland is hardest-hit by a sense of desolation. Most of the generation who created Solidarity have since bowed out of politics to concentrate on improving their own lot. The sense that they are going nowhere and that the future belongs to their children and not to them can be overpowering and hopeless. But, my students show much more enthusiasm for change and much more tolerance for different opinions.

-Amy Rhodes, NY  
Poland I, TEFL

## THE KEY TO THE DOOR

We knew that working as teacher-trainers in Poland would be interesting, guessed that it would be rewarding, but never realized how important it would be until we began. The world of Eastern Europe is changing so rapidly; we can see real differences after only six months in the country.

We can also see real difficulties as Poland struggles with the problems of the economy, the environment, and the overall quality of life. While we realize that we cannot solve these problems, we are constantly being made aware of the value of our contributions towards a better future for Poland. The English language is the key to the door of the international community, and we are training those who will pass on our lessons, techniques and approaches for many years to come. The understanding that we are laying a foundation for the future makes every lesson, every student encounter, very important indeed.

-Don Williams, IL  
Poland III, Teacher Training

## THEY COULD BE TOMORROW'S HEROES

One thing oddly lacking in Poland, particularly among the young, is any sense of euphoria. I had expected to find a people driven by determination, free at last to do what they want. The problem is that they don't know what they want. Never was this more apparent to me than during an exercise which involved a discussion of heroes, personal and historic. Myself: "Who are some of the people who are your heroes? You know, people you look up to and admire". Students: Dead silence. Myself: "You know, people who you think are brave or smart, people who did something unusually altruistic, people with ideals and dreams." Students: Dead silence. I asked again. Sylvia, a student: "I like Patrick Swayze." Patrick Swayze aside, I explained what I conceptually thought about the notion of a hero. Once again there was silence followed by a nervous joke. "Hitler," a young man said. This comment was not intended to be a political statement—more likely it was intended to get me to change the subject. But it was greeted as mirth in class and was truly funny to the Polish mind because the concept of a hero is so ludicrous here. My students have no heroes, they know only anti-heroes, villains and scoundrels. To them the



PCV John Hayes took this photo of fellow PCV Louls Avenilla helping two students with their classwork.



PC Poland IV Trainees at the Polish Sejm (parliament) after meeting with the Polish Sejm Speaker and Polish Minister of Labor.

word hero conjures only mental pictures of its antonym. Pictures of Hitler and Stalin.

-Amy Rhodes, NY  
Poland I, TEFL

## CHEATING IN SCHOOL, BLACK MOODS AND BLUE SKIES

They physically cling to one another for the duration of the lesson. They have an incredibly difficult time working alone; If I ask one student "How are you?"- six or seven others will come to his or her rescue by whispering the answer. Cheating is second nature-everyone does it and there is absolutely no social stigma attached. It's not called "cheating," it's helping a friend who will help you later. Giving a quiz requires the vigilance of a prison guard with the eyes of a bomber pilot and the ears of a world-class symphony conductor.

-Alexandra Swieconeck, NJ  
Poland III, TEFL

Their exposure to new methods of learning and teaching will leave its mark on them, and on the future of Poland. My most treasured quotation happened this fall when, quite apropos of nothing, a student said, "I only realized this fall how much I had learned last year. I noticed how much better I am than the first year students, and I believe I was not much different from them this time last year. The funny part is that I never really realized I was learning." The most touching remark was, "You're the best friend I ever had...I'm going to stay another year."

-Dorothy Weller, CA  
Poland I, TEFL

I have one student who always wears dark clothes: black turtlenecks, black trousers, black shoes. I nicknamed him "Mr. Depressed" one day, and he liked it so it stuck. He is seventeen, and there have indeed been days when he seemed to bring the darkness of the night, and of the morning, for that matter, into class with him. Now and then, he has been one of the students I privately worry over with another teacher in the staff room.

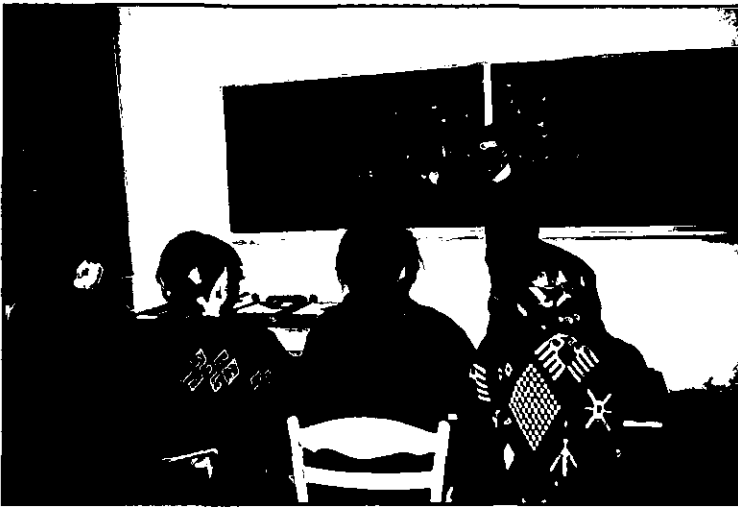
This past semester he started disappearing every few weeks for a few days at a time. When I asked him why, he shrugged and said, "Oh, well, sometimes I just feel like I need to escape...to be alone sometimes."

...Eventually, things began to calm down in Mr. Depressed's life; school was going better, and the future didn't seem quite so daunting. Last month he missed a few days of school, legitimately, when he went to visit his aunt in the mountains down south. While there, he sent me a postcard: a picture of impossibly bright snowy peaks under a shining blue sky. On the back he wrote a poem in English:

"However dark the night is...  
However black the soot is...  
It will take us to the morning."

-Catherine Peebles VA  
Poland I, TEFL

One moment of my first year of teaching English stands out in my memory. After school one day I was holding a pre-exam help session with several interested students. We had covered most of the material when the conversation shifted to a discussion about whether or not religion should be taught in public schools here-a hot topic of debate. It wasn't long before one student interrupted, complaining, "What does this have to do with the exam...?" I was almost convinced by this and ready to get back to work when a second student answered the first, "Doesn't it matter that we're at least



PCV John Hayes of the first Poland group in his English class. The photo was taken by PCV Louisa Avenilla.

speaking in English?" Such moments have made my task a very rewarding one.

-John E. Hayes, CT  
Poland I, TEFL

## LITTLE TO BUY OR LITTLE TO SPEND?

Fundraising in present-day Poland is challenging. For the first time here, I realized that I take for granted the ease of capitalistic enterprise in the U.S. At school here I was met with blank faces when I suggested putting on a play and charging money for tickets; Communism has left these teachers ignorant of what seems so obvious to most Americans. They answered, "Why would anyone want to pay money for a high school production? Besides, no one has any money to spare."

-Rebecca Harrison, VT  
Poland III, TEFL

Having a free market economy, though, is only part of the change. A Polish friend told me that under Communism, the Poles had money but little to buy. Now Poles have goods but little to spend. Every day, people are increasingly concerned about the changes which include the restructuring of the government, rising costs, closing out-dated factories, coping with pollution, and finding better housing.

-Helen Prevost, MO  
Poland I, TEFL

Communism provided security if not creature comfort, but Poles saw and wanted BMWs, MTV, Coca-Cola and the luxuries and liberties of Western life. They don't realize the cost involved in getting these things. Of course, their frustration is also justified. The leaders quickly threw the country into social and economic "Shock Therapy." Poland is still waiting, feeling lost in the sweep of history.

While Poles tend to blame the president and the current government for the difficult times, I'm frequently asked to speculate on the future: "When will I be able to afford beef for my family? When will teachers and railroad workers make

enough money to pay the increasing rent and utility bills?" The questions are difficult and I don't have the answers, yet I'm obligated to try to provide them. These people respect my opinion and seem to think I know something they don't. I try to instill confidence that the reforms, while slow, will work—that progress is connected intimately to optimism and progress, no matter how slow, must continue—that Poland is not alone—that the world, and America, in particular, are there and do want to help. At no other time have I better felt what the responsibility of being an American is than from my vantage point watching Poland move toward a stable modern state, and having the opportunity to lend a hand in that progress.

-David S. Windt, CA  
Poland III, TEFL

My question, "why this way?" was answered by the head financial officer, who was a very pleasant person, by pointing to page 102, paragraph 4 of the old, long-standing accounting regulations. The idea that there was enough flexibility in accounting so that the design of the system should be based on management needs was a new one to my Polish friends.

Questions of management lead to thornier issues, such as who owns the company and therefore who can make the decisions and beyond that what are the goals of the company. Before 1989, production quotas and any necessary subsidies were handed down from above. There was administration, but not the type of business decision-making we are used to. So now management, when the company is transferred out of the parent state railroad company, has a new job. Maybe. What about the new owner? The State Treasury in the form of the Ministry of Transportation. What do they want? And what about the participation of the workers who historically have a great deal to say about what goes on in their factory? Where is management left now? The State Treasury would like privatization which requires profitability or at least the potential for it. The workers' council would like jobs. Management lives on a daily basis with the workers' council,



Small Enterprise Development PCV Elizabeth Metcalf in a railway repair facility in Przeworsk.

Photo by Andrew Nagorsky, Newsmag

with the specter of unemployment in the community, with the reality that there is no job market locally and no job mobility due to the national housing shortage. With the deteriorating economy, the bigger question simply becomes survival, and efficiencies in their labor force will not be the deciding factor in any case.

-Elizabeth Metcalf, CA  
Poland II, SED

## POLLUTION: PART PARK, PART WASTELAND

What kinds of pollution are there? Name any. The only one I haven't dealt with is noise pollution; but then, I haven't



PCV Richard Duslack, stationed at the Plock Teachers' College, leads his students in the, "How Now, Brown Cow," vocal exercise.

been inside any factories. I've read about the textile mills in Lodz, and the mills in North Carolina are "model workplaces" by comparison. Because of the heavy metal content, the water should be boiled before drinking it; but PC provides each of us with a water filter. Some areas are worse than others for air quality. In Katowice, west of Krakow (I'm east of Krakow), it's extremely bad. This is because this area, Silesia, is where most coal and steel is produced. The rivers are polluted from industrial waste. Most factories are old. There is no EPA (yet), but steps are being taken to correct these problems, or at least address them. But like everywhere else, it takes time and money. Unleaded gas is not used here, and fumes belch out of the exhaust pipes, especially from the diesel busses and trucks. For heating, many businesses and homes use coal, which leaves a fine film of black dust on everything and everybody.

-Helen Prevost, MO  
Poland I, TEFL

Bordered by train tracks and sulfuric streams, dotted with haystacks, great, unvanquished oaks and unauthorized piles of non-biodegradables, the area in Wroclaw where I go for my walks is part park, part wasteland. The last time I

wandered there, awed by the tenacity of the grass, I passed an old man who was stirring up the stream with a stick.

"Hello," I said, intending to pass by.

"This water smells like death," he replied.

Like most of the river water in Poland, this stream, according to EPA standards, isn't clean enough to clean industrial machines. I asked the old man where the stench of sulfur was coming from.

"The sugar factory. Not long ago you could play in this water, go fishing. But now..."

He paused; these days, "now" can be an effective conversation-stopper. The old man cut through a layer of algae on the surface of the stream.

"Trudno," I said, to break the silence. Then I cringed. I'd used the Polish word that literally connotes "it's difficult," but which in some contexts means, "It can be helped, there's nothing a body can do." NOT what I meant, not at all.

-Hilda Beltran, PA  
Poland I, TEFL

## "WE WISH YOU WERE HERE"

Opening ceremonies at school on September 3 began with the honor guard of three students carrying the Polish flag, a message broadcast nationwide by the Minister of Education and then the Polish national anthem. The headmaster introduced the new teachers, beginning with the one from Ameryki. Such cheers, applause, and whistles I've not heard before—a tribute to the United States which I found quite touching.

-Sarah Jane Becker, PA  
Poland I, TEFL

After changing my site following my first year, I was a little apprehensive about the move. I'd left behind many new friends and some very appreciative (and fun) students. Coming into a new town and school that had already had a highly regarded PCV for one year, I wasn't sure if or how readily I'd be accepted. But the answer came during my second week of classes here. It was in the form of a postcard from a group of second year students who had gone on a field trip to a nearby observatory. It said simply, "Mr. Hayes, we have no English lesson today, but we wish you were here."

-John Hayes, CT  
Poland I, TEFL

\*The staff of the *Peace Corps Times* wishes to thank Tim Carroll, the Poland staff, and all of the Volunteers who assisted in the preparation of this piece.

# ICE ALMANAC

A service of the Peace Corps Information Collection and Exchange

## *Especially For Teachers*

**Beyond Conversational Skills: The Special Concerns of Reading in a Second Language**

by Tamara Colloff

**Editor's Note:** In the last ICE ALMANAC, ESL specialist Tamara Colloff in "Especially for Teachers" discussed practical ways for teachers to help their students learn English. Here, she's focusing on reading, presenting some of the theories about how people learn to read and how that theory can be applied in the classroom.

No matter what the climate is like outside your classroom, inside you're dealing with "icebergs" — figurative icebergs that you as an Education Volunteer must contend with when you're teaching people to read English.

Like ships' navigators, who must be aware of an iceberg's surface structure as well as its hidden, underwater mass, an English teacher must be aware of the two dimensions of language proficiency — the surface, conversational skills and the less visible, more demanding cognitive skills.

The linguist Roger Shuy introduced this "iceberg" metaphor in discussing language tests, noting that they usually assess fluency, not comprehension. Later, fellow linguist Jim Cummins extended the metaphor to include language teaching as well as testing.

Distinguishing conversational language from textbook language, Cummins coined the terms "Basic Interpersonal Communicative Skills (BICS)" and "Cognitive/Academic Language Proficiency (CALP)" to delineate the two levels of language learning. Cummins noted that everybody, with the exception of severely retarded and autistic children, acquires BICS in his or her native language, but not everybody acquires CALP. In other words, just about everyone can learn to talk — children pick up speech primarily from the environment around them — but not everyone can acquire the skill to abstract the meaning from language that academic work requires. Hence, speech proficiency is unrelated to language comprehension.

### **Research In Reading**

How does this iceberg theory affect you as a teacher? It's particularly important when you're dealing with a classroom of adults trying to read English. When the stress is on reading and not speaking the language, the rules you might have found appropriate for teaching a foreign language might need to be adapted.

In reading, the individual enters the world of a book, which is quite removed from his or her own immediate,

tangible reality. Moreover, no external cues or facial gestures exist in the black-and-white print to assist the reader in comprehension — and in reading, CALP or comprehension is critical.

When an interview with the Brazilian educator Paolo Freire was featured in a 1985 publication of Language Arts, it bore this intriguing title: "Reading the World and Reading the Word." That descriptive title captures the essence of current philosophies about reading. As Freire explained, every act of reading words is, in a sense, preceded and followed by a reading of the world.

Expanding on this theme, Frank Smith, who has written a lot about the psychology of learning, in his 1985 book entitled "Reading Without Nonsense," points out that reading is not simply visual in nature: "...Skill in reading actually depends on using the eyes as little as possible...as we become fluent readers, we learn to rely more on what we already know, on what is behind the eyeballs, and, less on the print of the page in front of us...(emphasis added).

A rundown of additional thoughts on reading from other theorists may give you ideas about the approach you should take in teaching your students:

\* **Reading is extracting meaning from the page.** As the information anyone can receive, process and remember is limited, the reader doesn't use all the information on the page, but instead selects the most productive language cues

## ICE ALMANAC

Director, ICE-----David Wolfe

Editor-----Judy Benjamin

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

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

in trying to figure out the writer's message. Reading, therefore, is a rapid process that does not proceed word by word.

\* **Anxiety about being able to comprehend and remember can make any reader functionally blind.** The more one is concerned about reading something, the less likely one is to comprehend it.

\* **The effort to memorize is detrimental to comprehension.** With comprehension, memorization will take care of itself.

\* **Skilled readers do not apply letter-to-sound rules when confronted with unknown words.** Instead, they look for similarities in words they know.

\* **Good readers comprehend by predicting what will happen ahead of time.** Prediction here means the prior elimination of unlikely alternatives. It also means being aware of patterns.

\* **Good word identification doesn't produce good comprehension, and vice versa.** Rather, the two support each another. Instruction should be focused simultaneously on comprehension and word identification.

\* **An individual follows a different pattern in learning to read a second language than in learning to read in his or her native tongue.** Instruction in a second language should stress the meaning of the text, rather than recognition of sounds and letters. Abridging a passage will not necessarily make for easy reading, if the meaning is at all distorted.

#### **Practical Applications In the Classroom**

These ideas can serve as guidelines, but as a classroom teacher, you might want more concrete information to help your students progress in reading and understanding English. Although relating to education in general, the following system, entitled "Bloom's Taxonomy of the Cognitive Domain," should interest you. Developed In 1956 by Benjamin Bloom and a group of fellow educators, it delineates different levels in the thinking process. Descriptive cue words are included at each level, which can be incorporated in your lesson plans:

### **Bloom's Taxonomy of the Cognitive Domain**

#### **Least Difficult**

##### **\* KNOWLEDGE**

Recall

Remembering previously learned material

##### **CUE WORDS**

Observe; repeat; label/name; cluster; list; record; match; memorize; recall; recount; sort; outline/format stated; define.

##### **\* COMPREHENSION (used here specifically to mean "purposeful organization")**

Translate

Grasping the meaning of material

##### **CUE WORDS**

Recognize; locate; identify; restate; paraphrase; tell; describe; report; express; explain; review; cite; document/support; summarize; precise/abstract.

##### **\* APPLICATION (concrete use of abstraction)**

Generalize

Using learned material in new and concrete situation

#### **CUE WORDS**

Select; use; manipulate; sequence; organize; imitate; show/demonstrate; frame; how to; apply; dramatize; illustrate; test/solve; imagine/information known.

##### **\* ANALYSIS (express relationships between ideas)**

Break down/Discover

Breaking down material into its component parts so that it may be more easily understood

##### **CUE WORDS**

Examine; classify; distinguish; differentiate;

outline/no format given; map; relate to; characterize;

compare/contrast; research; debate/defend; refute;

infer; analyze; conclude/draw conclusions; question.

##### **\* SYNTHESIS (combine new ideas to form new ideas)**

Compose

Putting material together to form a new whole

##### **CUE WORDS**

Compare — pro/cons; prioritize/rank; judge; decide;

rate; evaluate; criticize; argue; justify; convince;

persuade; assess; value; predict.

#### **Most Difficult**

You might also want to circulate Bloom's Taxonomy among your students. (The cue words on their own should generate vocabulary building!) Having students, "think about thinking," is a great way to increase overall critical thinking and the development of better literacy skills.

An example of thinking about thinking, or "metacognition," is teaching a child the skill of tying shoes. You know how to tie your shoes, but explaining the process to a child might baffle you. The same applies to reading. Surely you can read, but both you and your students might not be aware of the processes involved in reading. Conscious realization of this and other high-level thinking processes can help. Studies have shown that students who learn to become conscious of their own reading processes become more skillful readers.

### **Reading Skills Instruction in ESL**

Particularly useful information can be found in Beatrice S. Mikulecky's "Summary of Reading Skills", which indicates that there is more to reading skills than just skimming, scanning and finding the main idea. Her list is not meant to be exhaustive; some skills are more fundamental than others and many overlap. Her summary is presented here to help you design lesson plans with these specific skills in mind:

#### **SUMMARY OF READING SKILLS**

1. **PREVIEWING**- A quick once-over of the material to gain a hint of what is to come.

2. **PREDICTING**- Using knowledge of content and language to guess what's going to come next while you read.

3. **QUESTIONING**- Asking questions in an inner dialogue with the author.

4. **SCANNING**- Rapidly finding specific information in a text.

5. **RECOGNIZING THE TOPIC**- Finding out what you're reading about.

**6. STATING MAIN IDEAS-** Knowing what the author is expressing about the topic.

**7. GUESSING THE MEANING OF NEW WORDS, USING CONTEXT CLUES AND KNOWLEDGE OF WORD PARTS**

**8. RECOGNIZING PATTERNS OF ORGANIZATION-** Seeing relationships between ideas, the overall structure of a text.

**9. USING SIGNAL WORDS-** Being able to see connections between ideas by the use of words such as first, then, later.

**10. DRAWING INFERENCES-** Reading between the lines; using evidence in the text to know things that are unstated.

**11. VISUALIZING-** Picturing, or actually drawing a picture or diagram of what is described in a text.

**12. PARAPHRASING-** Restating texts in the reader's own words.

**13. USING LEXICAL CLUES TO COHESION-** Knowing the function of pronouns and other referents used between paragraphs.

**14. SKIMMING-** Quickly getting the gist of a passage or book.

**15. READING CRITICALLY-** Judging the accuracy of a passage with respect to what the reader already knows.

**16. DRAWING CONCLUSIONS-** Putting together information from several parts of the text and reducing or inducing additional ideas.

**17. SUMMARIZING-** Shortening material by retaining and restating main ideas and leaving out details.

**18. READING FASTER-** Necessary for improving

comprehension because of the way the brain processes information

**19. ADJUSTING READING TO SUIT PURPOSE-** Being able to choose speed and strategies needed for getting what is needed from a text.

Mikulecky suggests presenting each reading skill as a different unit of instruction, with the hope that if students focus on one skill at a time, they can have a heightened awareness of the skill and then apply it in a variety of contexts. When using this approach to teaching reading, the teacher presents each specific skill to the students with an explanation of its benefits. Each skill is first introduced in an uncomplicated way and then developed through a logical sequence of lessons. The emphasis is on making the students consciously aware of the thinking processes behind the skill and how they might monitor its use to get meaning out of text.

In summary, as Jana M. Mason and Kathryn H. Au state in their book, "Reading Instruction for Today":

"Reading can be compared to the performance of a symphony orchestra...First, like the performance of a symphony, reading is a holistic act. In other words, while reading can be analyzed into subskills such as discriminating letters and identifying words, performing the subskills one at a time does not constitute reading. Reading is...when the parts are put together in a smooth, integrated performance. Second, success in reading comes from practice over long periods of time, like skill in playing musical instruments...Third, as with a musical score, there may be more than one interpretation of a text. The interpretation depends upon the background of the reader, the purpose for reading, and the context in which reading occurs."

## URBAN DEVELOPMENT

# Urban Development Gets A Boost

Nearly two years ago, Peace Corps established urban development as one of its new program initiatives. This decision was based on the significant increase in the number of people living in Third World cities.

Now, Peace Corps has almost 30 urban development projects worldwide and expects that number to continually increase. Assignments include urban community development, urban planning, urban youth activities, municipal management, engineering/architectural support of local urban projects, shelter and solid waste management.

A new project in Cote d'Ivoire illustrates how Peace Corps is developing its urban program. In November 1991, 18 Volunteers arrived in Cote d'Ivoire to support that country's urban environmental program. These Volunteers will be working with local communities and municipal governments in the design and implementation of neighborhood solid waste collection systems. Of interest to Peace Corps is the cross-sectoral aspect of the project: Both urban development and environmental specialists in the Office of Training and Program Support (OTAPS) have been working on the project design with Peace Corps/Cote d'Ivoire and USAID is playing a key role in supporting the project's development.

OTAPS also has helped develop a new low-income shelter project in Tunisia, involving USAID, Peace Corps and a local organization. In addition, the Cooperative Housing Foundation was instrumental in developing the project design and conducting PCVs' initial technical training. Peace Corps/Tunisia's shelter project has just gotten underway with six Volunteers assisting the self-help housing program.

While Peace Corps continues to evaluate the effectiveness of its urban development projects, it is encouraging field staff to explore urban development programming opportunities as part of the overall Peace Corps country strategy. Multi-year strategies are now expected to include discussion of the impact urban growth is having on local development and Peace Corps' possible role in solving resulting problems. OTAPS recently released its "Urban Development Programming Guidelines" to assist Peace Corps staff in designing new urban development projects.

Volunteers involved in urban development projects also are encouraged to share their experiences by writing to OTAPS' urban development specialist in Peace Corps/Washington, who will make the information available in future issues of ICE ALMANAC.



## Committees Link Up Volunteers With Resource Centers

Managers of In-country Resource Centers (IRCs), whether employed full-time or part-time, can always use the assistance of PCVs. This can be as simple as borrowing and returning materials according to the IRC's procedures or helping with reshelving books. More formally, a "Volunteer IRC Liaison Committee," could be formed.



**Solomon Islands IRC Manager Margaret Burton and PCV Barbara Pearee plan IRC development.**

IRC liaison committees are usually comprised of PCVs who have basic knowledge of information services and are interested in IRC development. If the members are not located at sites near the IRC, they generally travel to the IRC several times a year.

Interest and enthusiasm, more than size, are necessary

for a successful committee. The IRC committee for Czechoslovakia, for example, is comprised of two PCVs, both at sites in close proximity to the capital.

Some committees also have Peace Corps staff as members. For example, the IRC/Tonga advisory committee, who meet on a quarterly basis, is composed of the eight PCVs and staff members who participated in the ICE-facilitated IRC training conducted in Tonga in June, 1991.

In the Solomon Islands, IRC progress has become the official secondary project for two PCVs, working with the IRC manager on a regular basis. Together, they have developed a "Resource Center Guide," reorganized the IRC, set up a section for new books, updated the collection and ordered new books.

IRC liaison committees also can provide assistance during presentations on IRC services at Volunteer training sessions. IRC managers prepare annual plans of action for IRC development. Liaison committees can participate in both the formulation and implementation of these plans. PCV input to annual IRC reports submitted to ICE is also appropriate.

Each IRC develops according to the informational needs of PCVs and staff in their particular countries. Each IRC liaison committee also develops accordingly with accomplishments specific to post needs. Please write to ICE about your committee's projects, so ideas can be shared with other Volunteers assisting IRCs.

## Resources for AIDS Education

An increasing number of Volunteers are doing AIDS education as a primary or secondary project. In collaboration with the health/AIDS specialist in the Office of Training and Program Support (OTAPS), ICE is actively seeking out the most appropriate materials to make available to PCVs in this important and rapidly developing field. The materials listed below have been distributed to all Peace Corps countries. If you are interested, but have not yet seen them, contact your In-Country Resource Center (IRC) or with your APCD. We still have a few additional copies that can be ordered from ICE. Please try to share them as much as possible.

Also, we know that many Volunteers are developing AIDS education materials specifically for their work situation. Please be sure to send ICE copies of these for our files.

(RP) HE232 - *AIDS and The Third World*. 1989 (The Panos Institute) 198 pp.

Summarizes the latest scientific research and contains worldwide statistics on the AIDS epidemic. Very readable. Excellent background information for anyone interested in the subject.

(RP) HE233 - *Triple Jeopardy: Women and AIDS*. 1990 (The Panos Institute) 104 pp.

Explores the implications of the HIV epidemic for the

woman, her child and her family. Women in countries around the world describe how AIDS is disrupting families and communities. Highlights the steps women are taking to protect themselves and those close to them. Excellent resource for PCVs working in AIDS Education or for self-education. (RP) HE234 - *Talking AIDS: A Guide for Community Work*, by Gill Gordon and Tony Klouda. 1988 (International Planned Parenthood Federation) 98 pp.

Provides information to promote an understanding of the disease and its prevention, as well as better treatment of people infected with HIV. Simple, straightforward style and language make this book very adaptable for incorporating into local programs or locally developed materials.

(RP) HE235 - *Le Sida: Parlons-en, Guide pour le Travail Communautaire*, by Gill Gordon and Tony Klouda. 1988 (International Planned Parenthood Federation) 113 pp.

French version of HE234, listed above. (Distributed to Francophone countries only.)

And don't forget "AIDS ACTION," an excellent quarterly publication, which is available free to people in developing countries. To be included on the subscription list, write to AIDS ACTION, AHRTAG, 1 London Bridge St., London SE1 9SG, United Kingdom.

# *All Smiles*

Edited by Brian Liu



## *Tshi-Tshi Takes A Bath*

Recent Zaire Volunteer evacuee Sheila Ragozzine gives 2-year-old Tshi-Tshi his afternoon bath. "He was the darling of all the area PCVs...I think his expression says it all."



## *That Rainbow Smile*

"Bauju" Chaudhari, Tharu woman of the West Terai region in Nepal, shows PCV Jeff Kenknight her leg tatoos. She is likely among the last generation to bear these traditional marks.

## *Passing Out Trees*

PCV J. Michael Nehrbass distributes trees at the peasant cooperative El Esfuerzo in Honduras as part of a reforestation project throughout Western Honduras.





### ***Fish heads***

PCV John Turner (L) and John Williamson (R) assist their counterpart Leroy Ambroise with the Tilapia harvest at the government hatchery in Saint Lucia, Eastern Caribbean.



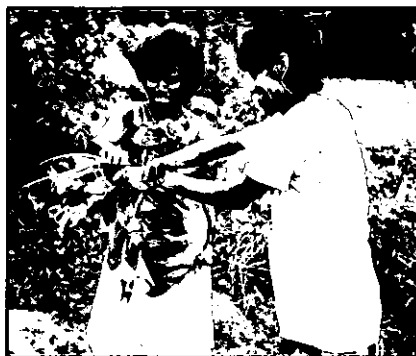
### ***Almost the Littlest***

In Togo, West Africa, PCV Kate Griffin plays with her "sister" Adjo-kuma, the second youngest of 17 kids in the Gale family.



### ***Planting Time***

Rose Nori, with her curious son Raphael, show PCV Diane Goldsmith the local way to plant Kumara on Small Gela, Solomon Islands.



### ***Witch Doctor***

A Swaziland female witch doctor smiles shyly for this photo by PCV Emily Vonduska.

### ***Those Dang Kids***

School children from Dang Valley, Nepal lead Laurie Vasily and Shanan Fitts to a local celebration. This Best Photo entry was taken by PCV Carla Fredette.

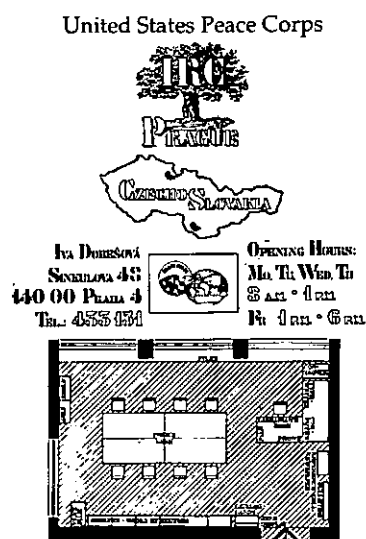


## IRC Bookmarks, Great Outreach Idea

Bookmarks designed by several IRCs to advertise their services were previously featured in the ICE ALMANAC. Another similarly useful handout is the IRC brochure—an easily reproduced pamphlet announcing such basic information as the name, location, hours of service, IRC manager and telecommunications data. As the example from Czechoslovakia at right indicates, it is also useful to include in the brochure a clearly labeled floor plan and lists of the subjects and types of materials available.

A readily recognizable symbol for the IRC on the brochure, bookmark and other marketing materials helps to publicize the IRC. The IRC should always keep bookmarks and brochures on hand to distribute. These could also be included in introductory packets given to recently arrived PCVs and staff.

Please send ICE copies of your brochures so other IRCs can learn from your experience.



## FARMER-TO-FARMER

## F-T-F Program Provides Technical Assistance

Since 1988 the Farmer-to-Farmer (FTF) program has provided technical assistance to Peace Corps Volunteers and their counterparts working in 62 projects in 25 countries, but with the high turnover of both PCVs and staff, many still are unaware of the program. These questions and answers should help newcomers understand what FTF is all about.

### What Is the Farmer-to-Farmer Program?

The FTF program sends out volunteer consultants to provide short-term technical assistance at the request of PCVs working on projects in agriculture, fisheries and the environment. These consultants are generally retired professionals recruited by Volunteers in Overseas Cooperative Assistance (VOCA), through a collaborative agreement with USAID and Peace Corps.

### How Does the Farmer-to-Farmer Program Work?

PCVs who want help with specific technical problems may request a FTF volunteer. They must fill out a request form available either from their APCD or from the FTF Coordinator in the Office of Training and Program Support (OTAPS), Peace Corps/Washington.

### How Long Do Farmer-to-Farmer Assignments Last?

The average assignment is six weeks, but can range from four to twelve weeks, including time allotted for briefing and debriefing at both Peace Corps and VOCA offices in Washington.

### What Technical Areas Does the Program Cover?

The FTF program encompasses a broad spectrum of disciplines including but not limited to the following:

- animal husbandry
- crop production and protection
- agribusiness development
- soil conservation
- agroforestry
- natural resource management
- food processing
- fisheries management
- apiculture

### How Can the Farmer-to-Farmer Program Help?

In addition to providing PCVs with technical assistance, FTF volunteers can conduct training sessions to enhance the skills of PCVs and their host country colleagues. Additional program funds (up to \$1,000 per assignment) are available for these assignment-related workshops and seminars and for the purchase of any necessary tools and materials.

### How Can I Learn More About the Program?

A Farmer-to-Farmer video should be available in your In-country Resource Center (IRC). If you have additional questions, contact your APCD or write to the Farmer-to-Farmer Coordinator, OTAPS, Peace Corps, 1990 K St. NW, Washington, D.C. 20526.

## Books On Data Base

*As a follow-up to our article on how PCVs use computers, which appeared in the summer 1990 issue of the ALMANAC, we received a note from PCV Marc Lippman, who is serving in Malawi. Our article had mentioned a fellow Volunteer working in the Malawi Department of Lands and Valuation. Lippman tells us about his experience working for the Ministry of Health, as its Library and Documentation Officer:*

"The Ministry of Health Library and Documentation Centre was uncatalogued, unclassified and unarranged when I arrived. For some time there has been talk in Malawi of establishing a National Documentation Centre (NDC) with a computerized database containing records of all the libraries within the country. It would seem a waste of time manually cataloguing the collection only to have to redo the work on computer. Consequently I became part of the team creating the format of the proposed database for the NDC. It was decided to use CDS/ISIS database, a system specifically designed for bibliographic databases by UNESCO and distributed free in developing countries. Though not prominent in the USA, CDS/ISIS is used widely throughout the world."

"Using the Common Communication Format (CCF), I am cataloguing the Ministry of Health documents and publications, some 4,000 of them....WHO will be distributing their database on diskettes using an abridged CCF format so I will be able to directly download catalogued records from WHO into my database for the items we have in the Ministry of Health Library — thereby saving lots of time with document processing and cataloguing."

Lippman also mentions that he will be doing indexing and abstracting of journal articles and documents to send copies of the database to WHO AFRO region headquarters

in Brazzaville, Congo for distribution or referral. At a conference of medical librarians from African countries it was agreed to share information by means of such a database. In Lippman's words, "This is an important project because though much research is done and is published in Africa, little of it (less than 1%) is indexed and therefore made known to people who are looking for it."

Besides cataloguing and documenting material, Lippman says he also does desk-top publishing. As an example, he sent us a copy of the "Malawi Drug Bulletin," which goes to just about all health workers in Malawi.

In addition, he has found spreadsheets and word processing essential in running the library: "I inherited 24 secondary projects to supply a core collection of medical books to each of the 24 district hospitals and their associated health centers, and without the computer and Lotus 1-2-3 it would be nearly impossible to figure out the status of any individual project or do any of the book ordering. It also helps to have a word processor to send out the scores of thank you letters and reports to the donors and Peace Corps offices involved in the projects."

Whenever he has spare time, Lippman reports he gives computer lessons to Ministry of Health and WHO personnel "who all want to know about computers. Because of my involvement with CDS/ISIS, I often get requests from other ministries to help them with their work as well."

What has your own experience been like? Tell us how you are using a computer in your work. We are interested in knowing the technical details of your project, as well as how it affects and involves the local community. Please send your material, photographs and illustrations included, to ICE, 8th floor, Peace Corps, 1990 K St. NW, Washington, D.C. 20526.

## NETWORKING

### Organization Sheds Light On Pest Control

A growing movement against the use of chemical insecticides in American agriculture, based on the predicate that they are too costly and ineffective, is having an impact on the developing world. The approach being advocated instead is "Integrated Pest Management" (IPM).

IPM originated in California in response to farmers' concern over cotton crops being attacked by boll worms that had developed a resistance to the local pesticide. University of California professors advised farmers to study the boll worms and spider mites infecting the cotton to see whether spraying was necessary, or whether these pests had natural enemies that could be reared and released as "beneficials" to destroy the pests. Instead of relying exclusively on chemicals, these professors were advocating IPM — a more informed, safer strategy in which only the least toxic of chemicals would be used as a last resort.

The successful outcome of this approach led a young University of California Ph.D. candidate, William Olkowski, to convince the City of Berkeley to test the need for continuing the city's practice of regularly spraying all the trees along its streets with insecticides. As a result of his study, the city reduced spraying by 99 percent, at a savings of \$22,500 annually.

Olkowski continued working on pest control at the John Muir Institute. One practical success he achieved was eliminating cockroaches from the building housing the Institute. After he and his fellow staff members studied the roaches' habits, they were able to eliminate these bugs by putting screens over the ventilators, caulking cracks between the walls and the sinks, and installing weather stripping around the windows. The City of Berkeley adopted these

(Continued on page 22)

(Continued from page 21)

same measures in all public buildings.

By 1978, Olkowski and his colleagues felt they had unearthed enough information relating to IPM to circulate the concept widely. With Olkowski as Technical Director, his wife, Helga, as Project Director, and horticulturalist Sheila Daar as Executive Director, they formed the Bio-Integral Resource Center "to publish information on all aspects of environmentally sound pest management," and supported by the U.S. Environmental Protection Agency, prepared and distributed a four-page newsletter, "The IPM Practitioner."

The center has a collection of more than 10,000 books, reports and audio-visual materials. In addition, a grant from the Apple Computer corporation has made it possible for the center to computerize much of its information and publish its own newsletters and reports.

Some 5,000 members — individuals and organizations — receive BIRC publications. Many also ask for help with specific pest control problems, providing center staff with such information as the type of soil, amount of rainfall, type of fertilizer and pesticide being used, as well as the nature of the pest and its effect on crops.

"It's not enough to recognize the pest category in general and know the name of a pesticide registered for use against it," says Olkowski. "You must also know how to identify the precise pest species, the type of damage it causes, how much damage can be tolerated, what natural enemies attack the pest, what nontoxic management techniques can be used, and so forth. IPM is more complicated than chemical pest control and places greater demands on you, since it requires greater knowledge and more sophisticated information."

Besides combing their documents for solutions to pest control problems, BIRC staff members at the center and at a 40-acre farm near Davis, California experiment with growing plants, identifying and producing insects, and cultivating viruses that can act as "beneficials" — natural deterrents to harmful pests. The center currently, for example, is raising grasshoppers and infecting them with a virus that can be processed into an insecticide effective against locusts in Africa.

In addition to the information they gather from their own research and reports, staff members also have an invaluable resource in materials BIRC has obtained from China. Through a grant from the University of California's sustainable agriculture program, BIRC since 1988 has been conducting an exchange program with Chinese scholars. With a 2,000-year history of natural pest control — as early as 350 B.C., the Chinese were known to have brought in tailor ants to eliminate the caterpillars and beetles attacking their orchards — the Chinese are masters of IPM.

As Executive Director Sheila Daar points out, "All crops grown in California are grown in China. The environment, the pests and their natural enemies are the same or very similar. We can learn from the Chinese and they can learn from us."

BIRC has contact with 100 institutions in China, which send their materials directly to the center. Although 400

journals on agriculture may be published in China, according to Daar, the basic research that goes on at the local level never gets reported in these journals. These papers are sent to BIRC, where Chinese staff members abstract the information, classify it and enter it into the database. If the paper pertains specifically to a subject BIRC is investigating, then the entire paper will be translated and sent to the person requesting the information.

In general, BIRC is moving to internationalize its program. The center is now trying to duplicate its China network in Latin America, starting first in Chile and Argentina. BIRC has located a former agricultural extension agent in Chile who had his own radio farm show and now grows nectarines commercially, who would like to become associated with BIRC. He would translate "The IPM Practitioner" and other BIRC materials into Spanish and be the conduit for an exchange of information between the two Americas.

Daar feels strongly that IPM is the way to go in the developing world. For one thing, it is labor intensive. It requires constant monitoring to find out the extent of the problem and whether it is manageable: "Under IPM, you must look at the total system. A pest always needs food, water and shelter. You must look at the system to see how you can eliminate one of these and therefore do pest prevention on a long-term basis."

Besides being labor intensive, IPM not only involves "low input and low cost," but even has the potential, Daar notes, for producing income. As one example, Daar cites the neem tree, a tropical plant that can be grown in Africa: Grinding up its leaves and seeds can produce a pesticide, as well as soap and toothpaste. Another example is the chrysanthemum grown in Kenya, which is the basis for the pesticide pyrethrum. American companies, Daar notes, particularly those manufacturing pesticides, could help in the processing of these cash crops.

Eventually, BIRC would like to see an international system of biological pest control, with BIRC centrally coordinating the flow of information. Though BIRC primarily provides assistance to members of the organization, it would be interested in hearing from PCVs with site specific information, based on their own experiences. PCVs could shed light, for example on the possible political or religious constraints to growing a particular crop or introducing a particular "beneficial" insect in a given country. In turn, BIRC could provide PCVs with information to help Volunteers solve their particular pest control problems and possibly lead to projects in agriculture, health, education and small-business development.

BIRC would like to see a linkage facilitated through an international computer network of IPM researchers and practitioners, beginning with membership in the organization. Rates range from \$25.00 to \$75.00 annually, the higher figure applying to institutions having access to the center's full array of services. Further information on membership and a catalog of BIRC publications is available by writing to: BIRC, P.O. Box 7414, Berkeley, Calif. 94707.

## *New Publications For ICE Catalog*

Peace Corps' Information Collection and Exchange Division (ICE) has received the publications listed here since "The Whole ICE Catalog" was published. These publications are available to Peace Corps Volunteers and staff. "(RP)" preceding the Catalog number indicates Volunteers can request the publication directly from ICE so long as they demonstrate the publication is related to their projects. "(RC)" indicates ICE has distributed the publication to In-country Resource Centers (IRCs) and is available to Volunteers only through their IRCs.

### AGRICULTURE

(RC)AG252 — *Vanishing Land and Water*, by Jean-Louis Chleq and Hugues Dupriez. 1988 (Macmillan Publishers in association with Terres et Vie) 117 pp.

Based on a collaborative effort of villagers, artisans and technicians in Sahelian Burkina Faso to solve their water problems. Provides clearly stated and pragmatic strategies for dealing with soil and water conservation. Focused on "dry lands," but detailed descriptions and diagrams offer good guide for Volunteers working in agriculture and conservation in general.

### EDUCATION

(RP)ED145 — *The Confidence Book*, by Paul Davis and Mario Rinvoluti. 1990 (Longman Group UK Limited) 85 pp.

Guidebook for language teachers to help build up students' confidence. Describes many specific activities that are especially appropriate for teachers of older students or adults.

(RP)ED146 — *Whole Language Strategies for ESL Students*, by Gail Heald-Taylor. 1991 (Dominie Press, Inc.) 74 pp.

Showing how to take holistic approach to language learning, presents illustrated activities emphasizing reading and writing, but also including listening, speaking, drama and visual arts. Especially useful handbook for English language teachers, particularly those teaching children from kindergarten through third grade.

### ENVIRONMENT

(RC)FC092 — *Perennial Sesbania Production and Use*, edited by Dale O. Evans and Bill Macklin. 1990 (Nitrogen Fixing Tree Association) 41 pp.

Manual summarizes recent knowledge about the growth and uses of nitrogen-fixing tree. Provides practical information for field workers. Includes drawings and photographs.

(RC)FC093 — *Perennial Sesbania Species in Agroforestry Systems*, edited by Bill Macklin and Dale O. Evans. 1990 (Nitrogen Fixing Tree Association) 242 pp.

Proceedings and papers presented at the workshop in Nairobi, Kenya in 1989, sponsored by the International Council for Research in Agroforestry and the Nitrogen Fixing Tree Association, to

consider the most effective uses of the sesbania species common to tropical and subtropical environments. In addition to an overview of the species, includes regional descriptions of its nature and use.

### HEALTH

(RC)HE238 — *Prevention in Childhood and Youth of Adult Cardiovascular Diseases: Time for Action*. 1990 (WHO) 105 pp.

Contains collective views of a committee of international experts on cardiovascular diseases. Presents guidelines for programmers and planners.

(RP)HE240 — *How to Weigh and Measure Children*, by Irwin J. Shorr. 1986 (United Nations Department of Technical Cooperation for Development and Statistical Office) 94 pp.

Manual, illustrated with photographs and drawings, providing detailed instructions for the monitoring and interpretation of children's growth rates. Excellent resource for health workers.

### WATER SANITATION

(RP)WS110 — *Ferrocement Canal Lining* (Booklet No. 7 of the Do It Yourself Series), by L. Robles-Austriaco and P. Nimityongskul. 1987 (International Ferrocement Information Center) 20 pp.

Outlines the construction of the ferrocement canal lining developed and tested by the Asian Institute of Technology. Includes detailed drawings and specifications.

### WOMEN IN DEVELOPMENT

(RC)WD084 — *Tools for Community Participation*, by Lyra Sfrinivasan. 1990 (PROWESS/UNDPTechnical Series Involving Women in Water and Sanitation) 179 pp.

Easy to read manual for training trainers in participatory technique. Although focused on women involvement in water and sanitation projects, useful for training community workers in general.

(RP)WD085 — *A Handbook for the Development of Savings Groups and Women's Business Skills*, edited by Peggy Clark. 1984 (Save the Children) 154 pp.

Originally drafted by Save the Children's Philippine Field Office. Training manual providing excellent resource for PCVs working with groups establishing savings and loan systems to promote small businesses. Easy to follow, clearly describes step-by-step process.

### YOUTH DEVELOPMENT

(RC)CD047 — *Street Children of Cali*, by Lewis Aptekar. 1988 (Duke University Press) 235 pp.

Based on one-year study of a group of street children in Cali, Colombia. Analysis of their origins, night lives, means of economic and social survival, and discussions on any policies and programs affecting them.

# Sharing The Peace Corps Experience Through World Wise Correspondence

The level of communication between Volunteers and World Wise Schools continues to improve with each new year.

This improvement in communication has increased Volunteer participation, making it possible for more students in the United States to expand their knowledge of other peoples and cultures. Without the support of Volunteers, none of this would have been possible. The director and staff of World Wise Schools genuinely appreciate the selfless efforts made by numerous Volunteers on behalf of this important third-goal program.

What started in September of 1989 as a global education program, where correspondence matches between Volunteers and classrooms in the United States was done manually, has blossomed into a multifaceted, professionally evaluated program with a computerized matching process.

Along the way, World Wise Schools has won enthusiastic backing from Volunteers in each of the Peace Corps' three regions and teachers across the United States who are eager to introduce the Volunteer's unique experience into their classroom.

As with any new program, continual refinements are necessary. We strive to accommodate the wishes of teachers who may want to have their classes correspond with a Volunteer, who, for example, works in an environmental program in Africa. Sometimes, teachers specify the desire to write to a Volunteer in a certain country in that region.

In the matching process, the office of World Wise Schools also seeks to satisfy requests coming from Volunteers. Any interested Volunteers can be matched to one of their former teachers. First, it is important to write that school to determine whether there is an interest in such a pairing. The Volunteer letter should include a request that the suggested teacher contact the office of World Wise Schools to enroll, noting the Volunteer's name. If that occurs before June 1, the office of World Wise Schools will make the match. Interested Volunteers are encouraged to send in their requests early.

Matches are made between June 1 and December 31, with the bulk of them coming between September and October, after teachers return from summer vacation. The increased volume during these months makes it imperative that special requests are processed early.

Volunteers who have indicated the willingness to serve as a correspondence partner with a United States classroom, and who have not been matched, should know that matches are made at the request of a teacher. If the Volunteer serves in a country requested by a limited number of teachers, then only so many matches can be made.

When we have interested Volunteers who remain unmatched due to the number of teacher requests, efforts are made to seek other teachers for the match.

Although matches for the 1991-92 school year ended on December 31, now is a good time for Volunteers with specific match requests for next year to contact their former teacher. Even Volunteers who don't have a specific school in mind should enroll now too.

Volunteers should inform their teachers when they are going to COS. We are receiving many requests from teachers who wish to have the same Volunteer correspondent for a second year. Frequently, the Volunteer is scheduled to COS before the end of the second school year, making the match impossible. Letting your teacher know when you are coming home is also a good time to suggest a possible classroom visit. Many Volunteers have returned home to address their student letter-writing partners, a satisfying way to formally end the World Wise Schools' relationship. The possibility of classroom visits is the reason why we try to match Volunteers with a school near their home of record.



Sponsored by THE PEACE CORPS of the United States

## ENROLLMENT FORM

A) Match me with any classroom: Yes / No (circle one)

B) Specific request:

(I have made arrangements with the teacher to correspond)

Teacher name \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

Name \_\_\_\_\_

COS Date \_\_\_\_\_ Program \_\_\_\_\_

Country of Service \_\_\_\_\_

Address \_\_\_\_\_

Home of Record \_\_\_\_\_

Street/P.O. Box \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone ( ) \_\_\_\_\_

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



# Hold The World In The Palm of Your Hands



Photo by Mark O. Tolson, National Geographic Society

RPCV Mike McCaskey (Ethiopia 1965-67), wearing an Ethiopian shamma, teaches a geography class in Des Plaines, Illinois at the start of World Wise Schools' participation in Geography Awareness Week. McCaskey, president of the Chicago Bears and a member of Peace Corps' National Advisory Council, was joined by two Bears' players, Mike Singletary and Jim Harbaugh, at rear from left to right.

## RPCVs Saluted for National Geographic Society Education Effort

WASHINGTON — Mike McCaskey, the president of the Chicago Bears football team, may be among the better known returned Peace Corps Volunteers, said Peace Corps Director Elaine L. Chao, but he isn't the only one who brought his overseas experience into a classroom on Dec. 1-7, during Geography Awareness Week.

McCaskey was one of 3,000 returned Volunteers who participated in the week-long observance organized by the office of World Wise Schools in conjunction with the National Geographic Society.

"We deeply appreciate that Mr. McCaskey and the thousands of other returned Volunteers would take time from their busy schedules to help us highlight the importance of studying geography and making students aware of other cultures," said Director Chao.

On Dec. 3, McCaskey and National Geographic Society President Gilbert M. Grosvenor presented a geography

lesson to students at the Orchard Place Elementary School in Des Plaines, Illinois. Two of McCaskey's players, Jim Harbaugh, the Bears' quarterback, and Mike Singletary, a middle linebacker, assisted.

Although most of the returned Volunteers participating in Geography Awareness Week served as classroom speakers, a number of others shared their experiences in different, more

personal ways.

A group of RPCVs in Washington, D.C. teamed up with the staff of a children's museum to participate in an international day of celebration. The activities included slides, dances and storytelling. Another group of RPCVs in Virginia participated in a high school panel discussion of international issues.

The excitement over Geography Awareness Week may have subsided for the time being, but the work will continue to arrange classroom speakers on a regular basis.



## Fellows/USA Programs: Culturally Rich and Challenging

By Jerry Dyer and Henry L. Fernandez

After finishing their Peace Corps service, many RPCVs look for jobs back in the States similar to those they held overseas. To facilitate this objective, the Peace Corps Fellows/USA Program at the University of Michigan helps these volunteers find their way to a classroom quickly, in an alternative route to conventional teacher preparation. From the beginning, the program unites instruction in the theory of education with actual classroom experience. RPCVs in the University of Michigan's program make a two-year teaching commitment and are assigned to kindergarten, special education, and middle and high school classes in Detroit while attending graduate classes part-time at the university.

The Fellows in the program often depend on some of those traits which sustained them while "in-country." Most important is the frame of mind that transforms challenges into opportunities for growth. Peace Corps Fellow Nancy O'Neill stated, "The program is like the Peace Corps. Every day is challenging in a way, a different way. And whether you had a good day or a bad one, at least you felt something." After three years in Guatemala, Tim Mahoney put the matter a little more colorfully, "That's a drastic jump to be placed in an inner city school." When he explained his circumstances to a small group at church, they were daunted by the on-the-job training. Tim recalled, "One of them said, 'Why, you're a saint!'"

Although such a lofty calling may not be a requirement, it clearly helps that volunteers have gone through the process of adjusting to a different culture. One of the biggest existential shocks to any new teacher, in fact, is to discover that they must deal with an alien culture—the culture of today's youth.

The Peace Corps has clearly prepared the ground for the Fellows in this regard. Kindergarten teacher Nancy O'Neill explicitly compared the experience to her Peace Corps service in Tunisia. "It's a neat thing," she said, "to be in a culturally different niche, a slightly different world." Teaching in a school that has a large Hispanic population, Michael Heffernan has been able to put his language skills

to use. The life of a Peace Corps Fellow, according to Michael, has been "more exciting, more eye-opening" than he ever would have imagined. Moreover, the sensitivity that he brought back from his Peace Corps service enables him to identify with the situation of students who straddle cultures. When his students return home each day, they often exchange one set of cultural expectations and norms for another.



PC Fellow Olga Blancheri (RPCV Philippines) teaches Spanish to primary school students in Sparta, Georgia.

Photo by Jay Moore, Georgia College Media Services

For the length of the program, the Fellows themselves also live a life straddling at least two cultures. On the one hand, there is the world of their classrooms in the Detroit public schools; on the other hand, there is the world of the University of Michigan. For Michael, in some ways, this condition is best represented by the drive from Detroit to the "relative serenity, the openness" of the

suburban world of Ann Arbor.

The campuses of other Fellows/USA Programs are as diverse as they are interesting. The University of Texas at El Paso, which has the largest enrollment of Latino students in a four-year college, overlooks the Rio Grande and has campus buildings designed in the Himalayan Bhutanese style. Northern Arizona University's campus is within one hour's drive of the Grand Canyon, situated on a plateau 7,000 feet above sea level. The university has one of the largest Native American student enrollments. At Wichita State University, students stroll through a 330 acre campus that holds more than 50 outdoor works of art, including a large mural by Joan Miro.

All of the Peace Corps Fellows/USA Programs are unique in one way or another. From the curricula to the university settings, each of the programs offer the former Volunteers a chance to continue their professional development under the watchful eyes of faculty members. Wichita State University Fellows coordinator Robert Alley is anxiously awaiting the arrival of RPCVs. With a grant from the Kansas Department of Education, a team of professors and school district officials, led by Dr. Alley, has been planning special courses to prepare the Volunteers to teach in Kansas. They will be selecting experienced teachers

to provide on-site mentoring for the RPCVs over a two-year period. "The Volunteers will enrich the teaching force with their experience, maturity, and cultural perspective," Dr. Alley said, "They also will contribute to our university. Their experience will make the university different."

In addition to the teaching programs, RPCVs can also participate in public health and nursing Fellows Programs. The programs are designed to facilitate the fulfillment of Peace Corps' third goal -to bring a better understanding of other cultures on the part of the American people- by utilizing the RPCVs' skills and experiences gained through service overseas. After living and travelling abroad, more than 250 Peace Corps Volunteers are expected to enroll this year in Fellows/USA Programs in education, health professions, and possibly business and social work, and be assigned to work tackling some of America's toughest challenges. The Fellows/USA program can be seen as completing a rather special circle, creating a link between the third goal, and a



revised, *domestic* version of the first goal - RPCVs are simultaneously addressing domestic problems and fulfilling the third goal.

For more detailed information on the Fellows/USA Programs, contact Henry L. Fernandez; Peace Corps Fellows/USA Program; 1990 K Street, NW, Suite 7636; Washington, DC 20526.

For additional details or applications for the programs mentioned above, contact the program coordinators:

- Mr. Jerry Dyer; School of Education, Room 3112; The University of Michigan; Ann Arbor, Michigan 48109-1259.

- Dr. Bill Harp; Graduate Studies Coordinator; Center for Excellence in Education; Northern Arizona University; Box 5774; Flagstaff, AZ 86011.

- Dr. Thomas Wood; Assistant Dean; College of Education, Room 414; University of Texas at El Paso; El Paso, TX 79969-0569.

- Dr. Robert Alley; Department of Curriculum and Instruction; Box 28; Wichita State University; Wichita, Kansas 67208.

## BOOKS, BOOKS, BOOKS

(ICE Continued from page 23)

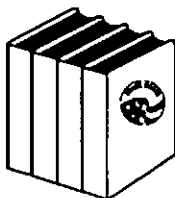
ICE is offering to Peace Corps Volunteers and staff the publications listed below on a first come, first served basis. To find out if they are appropriate for your project, please see the abstracts in The Whole ICE Catalog. To request a publication, write to Peace Corps/ICE, 1990 K St. NW, Room 8684, Washington, D.C. 20526.

### AGRICULTURE

AG011 Food or Fuel: New Competition for the World's Cropland

AG012 Farm Implements for Arid and Tropical Regions

AG017 The Homesteader's Handbook to Raising Small Livestock



### APPROPRIATE TECHNOLOGY/ENERGY

AT009 Micro-Hydro Power: Reviewing an Old Concept

AT015 Village Technology in Eastern Africa

### COMMUNITY DEVELOPMENT

CD006 Peace Corps Collaboration 1980-1981: Preliminary Report

CD025 Rural Development and the Developing Countries: An Interdisciplinary Introductory Approach

### EDUCATION

ED007 Fiber Glass/Plastics (Fundamentals of Service Series)

ED085 Understanding and Measuring Power

ED098 Basic English for Science and Technology: Vol. III

### ENVIRONMENT

EN004 A Chinese Biogas Manual: Popularising Technology in the Countryside

EN012 Fresh Water from the Sun: Family-Sized Solar Still Technology

### FISHERIES

FH021 Principles of Fishery Science

FH026 Textbook of Fish Culture: Breeding and Cultivation of Fish

FH057 Small-Scale Processing of Fish

### HEALTH

HE050 Handbook for Health Personnel in Rural Liberia

HE052 Opportunities for Control of Dracunculiasis

### SMALL BUSINESS DEVELOPMENT

SB015 The Pisces Studies: Assisting the Smallest Economic Activities of the Urban Poor

SB020 The Handspinner's Guide to Selling

### WATER/SANITATION

WS013 Manual for Rural Water Supply with Many Detailed Constructional Scale-Drawings

WS028 Water, Wastes and Health in Hot Climates

### WOMEN IN DEVELOPMENT

WD010 Village Women Organize: The Mraru Bus Service

WD015 Women in Development: A Resource List

WD043 Women, Water and Waste: Beyond Access

# Corn-grinding mill celebrated by Guatemalan villagers



Berry

**Editor's Note:** Since its inception in 1964, the Peace Corps Partnership Program has enabled more than 3,000 overseas communities to start realizing their self-help development goals. The following is one Peace Corps Volunteer's success story.

By Julie Berry PCV/Guatemala

In the highlands of Guatemala where I serve as a Peace Corps Volunteer, Tzumajhui is normally a tranquil village. It consists of an almost hidden cluster of adobe homes perched on an isolated hillside. Last summer, however, there was cause for great celebration and the small community was anything but quiet.

The reason for the festivities on July 4 was the completion of a corn-grinding mill funded with the help of the Peace Corps Partnership Program. There was a marimba band, skits by the children, speeches, gift-giving, a feast and a soccer game. The occasion will long be remembered as an important date in the development of the village.

As I write this, the mill has been in operation for one month. Women in Tzumajhui and the neighboring villages of Chipoj and Comonoj have all expressed their relief and happiness. They no longer have to dedicate their whole day to preparing meals. Now the time spent in line at the mill is minimal and actually a social occasion compared to the time spent previously performing the grueling

task of grinding corn by hand.

Since the mill has been finished, there has been a home-garden boom in Tzumajhui. Women in the village have already discovered one beneficial outlet for the extra time they have gained.

In order to measure the economic benefits, the community has planned to hold a meeting analyzing the costs of operating the mill, the earning potential of operation and possible ways of increasing profit to create a development fund. Currently, the mill is grossing 5 quetzales a day, or 150 quetzales a month.

Working with Guatemalan women establishing communal vegetable plots and family gardens, I found that one of the most difficult aspects that PCVs face is that their

assigned projects are often difficult to realize. It's not because of a lack of interest. People just have more basic needs which take priority. However, a secondary project geared to addressing these needs, such as the corn-grinding mill, sometimes can free the people for involvement with the PCV in activities within the Volunteer's primary area.

In two of the villages I have helped, the women simply did not have enough time to dedicate to this extra activity. The women of Tzumajhui spent nearly all day grinding corn into meal by hand on rocks or dirt in order to prepare their community's staple food — tortillas — for each meal. In the other community, Montecristo, the women carried the dried and cooked corn along with babies and children through the dark or rain to the nearest town 4 kilometers away to pay to have it ground by the mill. Though growing vegetables and improving nutrition are important, it is hard to



Men lay out blocks for the corn-mill house.

convince the women to take the time out from their routine if it means their families will go without tortillas.

In both communities, town meetings were called and the villagers decided that relieving the women of their daily suffering was their No. 1 priority. They organized committees and began to solicit corn-grinding mills for communal use.

A corn-grinding mill costs around 10,000 quetzales (\$2,000), an expense that is far beyond the means of the villagers who average a monthly income per family of 100 quetzales. I helped them to approach national agencies for donations and found that none were interested in extending aid to such isolated communities.

Based on the advice of a friend who is a former Peace Corps Volunteer, I turned to the Peace Corps Partnership Program. Beginning my last year of service (the villagers aren't the only ones who don't have much time!), I assumed I would be able to help only one community and decided on Tzumajhui because the situation was more dire there.

As with any Partnership project, the community must provide whatever it can. The people of Tzumajhui planned a proposal in which they would be responsible for building housing for the mill. In group meetings, we formally wrote up the proposal and provided information about the community according to Partnership guidelines. We mailed it off in March of 1991.

The Partnership process was quick and simple. Once the proposal arrived and was approved in Washington, it was circulated on a project listing sent to Partnership's large base of interested groups—including schools, returned PCV organizations, other service groups and businesses. These parties respond by sending donations if they choose to help your project.

Once the project cost is covered, the funds are sent to you via your Peace Corps office. The process only takes as

long as your project takes to interest donors — and is even faster if you have already located donors of your own. The Connecticut RPCV organization, my high school in Connecticut, and friends and family raised money for the first mill which was bought, installed and in use that June — four months later.

With the success in Tzumajhui, I turned to Partnership once again to try to similarly help Montecristo. I expected the process to be slower since I had exhausted my hometown connections. However, we submitted the proposal in August and already had the full amount by the end of October. FICAH, the Food Industry Crusade Against Hunger, had stepped in and covered the majority of the project costs.

The most important part of the Partnership Program is the cultural exchange that follows. Partners in the United States want to hear about the community and learn about the villagers' way of life. Tzumajhui's inauguration in honor of the corn-grinding mill and its donors was an event that the people wanted to share with their donors. We sent photos, drawings, letters and weavings to mark the accomplishment.

In Montecristo, even the children have become involved in the exchange by writing stories to share. The communities were overwhelmed to find that people from as far away as the United States cared enough to help them — and even more amazed to discover the continued interest in their culture. They really enjoy preparing packages to send and feel that even though the donation cannot be repaid, the kindness showed them can.

Thanks to Peace Corps Partnership, both mills are currently in operation — generating money for the community while easing the lives of the women and, best of all, freeing them to participate in the vegetable projects and improve their standard of living in other ways.

## SMALL PROJECT ASSISTANCE

# SPA Promotes Community Development

(ICE Continued from page 27)

Established in 1983, the Small Project Assistance (SPA) program joins the human resources of Peace Corps with the financial resources of USAID.

SPA consists of two components: the SPA grant fund, which directly supports community projects; and SPA technical assistance (TA), which provides training and technical assistance to PCVs, staff and host country nationals involved in these projects.

Requests for TA funds are made by Peace Corps country staff to the SPA Coordinator in Peace Corps/Washington. (Technical assistance funds either stimulate or directly support SPA projects.)

SPA grants are provided to community groups working with PCVs. The grants are for PCVs' secondary projects in the broad area of community development. The project should be initiated by the community and be viewed as a

community project. Volunteers in conjunction with the community submit the grant proposal to Peace Corps in-country staff.

SPA supports a wide range of community activities. With SPA grants.....

in Tunisia, a local organization is training teachers to recognize and respond early to children's learning disabilities;

in Costa Rica, a native Indian community is planting 100,000 trees to protect the environment;

in Gambia, a slaughterhouse was built to provide a place where cattle and other animals could be slaughtered without becoming a breeding ground for flies and disease.

Currently, SPA supports small, self-help efforts of this kind in 59 countries. These and other projects are described in SPA's annual report, which is available in all Peace Corps field offices.

## Remarks by Elaine L. Chao: Director of the Peace Corps on the occasion of her swearing-in ceremony The White House, Washington, D.C., December 2, 1991

Mr. Vice President, Secretary Kemp, Ambassador Hills, Senator McConnell, Senator Wofford, Congressman Petri, distinguished guests, and friends: Thank you all for being here.

Mr. Vice President, knowing how busy you are, I want to especially thank you for taking the time to be here to celebrate this occasion with my family and friends.

As I stand here as the new Director of the Peace Corps, I feel as if I have come full circle.

As some of you may know, I spent the early years of my life in Taiwan, the place of my birth and the place where my parents resettled after 1949. Taiwan was still a developing nation then, recovering from the aftermath of the war. Construction was going on everywhere. While growing up, I, like many other children, played with the red clay of the earth because that was all we had after the war. I

remember eating an occasional duck egg instead of the coveted chicken eggs because of the paucity of goods and supplies in those days. (Now, I find that duck eggs are considered a gourmet specialty in some circles here.) And, I remember how special it was to have chicken, not to mention beef or other meats, a specialty reserved for once a year, only on Chinese New Year.

In those early days, I dreamed of America, an exotic land seemingly so far away, so full of richness with a people so generous in spirit and deed. After all, my father risked everything he had to emigrate there, leaving behind for three long years, his young wife and three young children to seek a new life and more opportunities for all of us.

Taiwan is now, of course, one of the most industrialized nations in the Far East. But, those memories of living in a developing nation are part of who I am today and give me a profound understanding of the challenges of economic development, an understanding which will make my tenure as Peace Corps Director, I hope, a very special one. Moreover, I come to this position with an innate understanding of the peoples our Peace Corps Volunteers serve. Their dreams for

a better economic future, their ardent desires for freedom and democracy, and the tremendous hopes they place upon Americans. The opportunity to help other peoples around the world to better their lives is indeed an extraordinary calling for me.

As I begin my new responsibilities at the Peace Corps, let me mention the three families I have that will help me in this journey.

As you can see, my natural born family is here with me. My father, Dr. James S.C. Chao, and my mother, Mrs. Ruth

Mu-Lan Chu Chao, who raised a family of girls, not an easy task in any case, but especially not in the Asian culture. My father encouraged us to strive and excel not for material wealth, but because it was our responsibility to develop our individual God-given talents. My parents believed in us and consequently, we believed in ourselves. My

father also impressed upon his daughters, the guiding lifetime principles of loyalty, honor, and service. Service and contribution to our community and service and contribution to our society.

My mother, Ruth, is aptly named. Ruth is, indeed, the soul of faithfulness in biblical history. "Whither thou goest, I shall go." No one has exemplified that more. She is my father's best friend and soul mate who ensures that our home is a place of solace and strength and renewal.

Both of them have spent enormous amounts of time and effort on our upbringing. We also have a tradition in our family, one for all and all for one. Today is my day, and my family has gathered en masse from all over to show their support for me.

I would like to introduce my sister, May, who like me, went to a Seven-Sister school, albeit a rival school, Wellesley, and graduated from the Harvard Business School. May is special because she was born shortly before my father left for America. Her Chinese name, Shiao-Mei, means America, the beautiful.

(Continued on page 31)



Peace Corps photo by Brian G. Liu

## FROM HEADQUARTERS

(Continued from page 30)

I won't go much further with my family; don't worry; that's the problem with big families. I also have here my sister, Christine, who is an attorney with Dewey Ballantine in New York. My littlest sister, Angela, is a first-year student at Harvard. And, my two brothers-in-law, Jeff and Jos, who have added so much to our family.

My second family is the Peace Corps family which has welcomed me into their midst with such warmth and friendship. Having met the Peace Corps staff and visited the Volunteers out in the field, I am once again reminded of how many good, decent people there are in this world for whom material gains mean little, and contribution and service are the goals.

And, lastly, I want to mention the family of God. I am indeed blessed for all that I have, and for the new and exciting challenges that lay ahead for me and the organization that I love, the Peace Corps.

In the short time I have been at the Peace Corps, I have traveled to the Hudson Institute with the Vice President to announce the entry of Peace Corps into the Baltic nations. I have been privileged to head the Presidential delegation to Bulgaria to commemorate the opening of the American University in Bulgaria where I gave a speech before a cheering crowd of several thousand people in the freezing cold. Where the new university is housed in the former Communist Party headquarters. Where I stood next to the President of Bulgaria as the American and Bulgarian flags were raised to the accompaniment of the American and Bulgarian anthems.

I have visited our Peace Corps Volunteers in Honduras and have seen how they are helping in Latin America. I am



Peace Corps photo by Brian G. Liu

filled with excitement for the challenges that lay ahead. My tenure in the coming year will be marked by changing times that have rarely been seen in world history; new and emerging democracies courageously fighting for freedom and justice, and the maintenance of existing programs in parts of the world so in need of Peace Corps assistance.

As President George Bush noted when he honored the Peace Corps on its 30th anniversary, "The generous spirit of the American people has produced in this country a great and longstanding tradition of volunteer service." I am very proud and honored to have the opportunity to be associated with an organization that has made such valuable contributions and one which holds such a dear place in my heart. I am looking forward to the challenges ahead.

I thank you again for being with me on this special day. God bless you. God bless America.

## LIFE AFTER PEACE CORPS

### Gettin' Lucky



RPCV newlyweds Casey Barrs and Jo Nord visit Returned Volunteer Services Coordinator Nedra Hartzell in the Washington RPCV lounge where they first met.

"Any luck?" was the question Casey Barrs asked Jo Nord on July 11, 1990, in the RPCV Lounge in Washington. Having just been turned down for a position he really wanted, Casey's query was about Jo's job search. The question changed both their luck.

The Office of Returned Volunteer Services is pleased to announce the first—to the staff's knowledge—wedding resulting from RPCVs meeting in the RVS lounge. On December 24, 1991, Jo (RPCV/Thailand) and Casey (RPCV/Philippines and RUNV/Pakistan) were married in Washington. Shortly after the wedding (and before wedding photos with Abe at the Lincoln Memorial) Jo and Casey visited the RVS staff and shared a bit of the bubbly. Jo works as Volunteer Program Coordinator for Associated Catholic Charities and Casey as an Evaluator at the US General Accounting Office.

RVS hasn't yet hung a **MATCHMAKING AVAILABLE** shingle, but RVS Coordinator Nedra Hartzell cites this marital union as a fine example of networking.



# Employment trends back home

*As a Peace Corps Volunteer, being abroad during the recent recession may be fortuitous, even though you didn't plan it that way. As you contemplate your return to the United States, the information provided here by the Peace Corps Office of Returned Volunteer Services could be helpful in your readjustment as you make future plans. The data includes job and location trends.*



## RECESSION JOB GAINERS AND LOSERS

*Here are the states which have added and lost the most jobs since the current recession began in April, 1990.*

### Gained the Most Jobs

Texas	83,700
Washington	47,900
Colorado	34,000
Nebraska	33,200
Louisiana	30,500

### Lost the Most Jobs

New York	160,800
Massachusetts	152,500
Michigan	93,000
New Jersey	80,900
Pennsylvania	39,000

(Source: Bureau of Labor Statistics data, cited in *Business Week*, August 5, 1991. Reprinted with permission from *Career Opportunities News*, December 1991 issue, Garrett Park Press, Garrett Park, MD)



## HIGHEST PERCENTAGE OF JOBS REQUIRING A COLLEGE DEGREE

Washington, DC	39%	Oakland, California	33%
San Jose, California	38%	Bergen County, New Jersey	32%
San Francisco, California	38%	Seattle, Washington	32%
Boston, Massachusetts	36%	National Average	24%

(Source: *Money Magazine*, March, 1991. Reprinted with permission from *Career Opportunities News*, September 1991 issue, Garrett Park Press, Garrett Park, MD)



## BEST PLACES TO LIVE NOW

*According to the September, 1991, issue of Money Magazine, the following areas are the best places to live in the US.*

Provo and Orem, Utah	Billings, Montana
Bremerton, Washington	Fayetteville, Arkansas
Bryan, Texas	Madison, Wisconsin
Boise, Idaho	Austin, Texas
Lubbock, Texas	Lincoln, Nebraska

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## LOWEST AVERAGE PERCENT UNEMPLOYMENT IN YEARS 1983-89

*Note: All are state capitals or university towns.*

Iowa City, Iowa	2.5%	Lincoln, Nebraska	3.3%
Raleigh, North Carolina	3.2%	Columbia, Missouri	3.4%
Burlington, Vermont	3.2%	Washington, DC	3.6%

(Source: *Money Magazine*, March, 1991. Reprinted with permission from *Career Opportunities News*, September 1991 issue, Garrett Park Press, Garrett Park, Maryland.)