

PEACE CORPS TIMES



Lesotho

January–February 1988

From the Director

Every year one Volunteer is chosen from each Peace Corps Region to represent all Volunteers in that region during National Volunteer Week. This year, from April 17th through the 23rd, these three Volunteers will attend a round of events in Washington, D.C. and help with recruiting activities in their home states.

Each country is encouraged to participate in the program. This year the nominees are:

Inter-America

Belize	Norma Musar
Dominican Republic . . .	Beatrice Cravatta
Ecuador	Matt Moughamian
Honduras	Amalia Riquelme
Jamaica	Patricia Hurd
Paraguay	Ann Hirschey

NANEAP

Morocco	Thomas O'Brien
The Philippines	Alex Korff
Tonga	Sharon Gaughan
Yemen	Mark Eaton

Africa

Botswana	Amy Smith
Burundi	Colleen Flynn
Cameroon	Betty Preston
Central African Republic	Rebecca Rotberg
Ghana	Rick Bloome
Kenya	Susan Ferguson
Lesotho	Helen Miller
Niger	Tara Fuad
Niger	Nelson Cronyn
Tanzania	Bruce Meuller
Togo	John Keys
Sierra Leone	Rich Wekerle
Sierra Leone	Dana Wekerle
Swaziland	Gretchen Peters

The three who are finally selected will be touring the country representing each and every one of you and the work you do for peace.

We are strongly committed to a Leadership for Peace, our growth program for the future, which was mandated by the Congress. During National Volunteer Week our hope is to increase the public's awareness of Peace Corps which will greatly enhance our efforts for future growth.



Also during this special week, returned Peace Corps Volunteers will be giving special programs about Peace Corps and voluntarism in classrooms and to community groups all across the nation... an important part of Peace Corps' Third Goal.

On another note, I am very pleased to tell you that at a recent press conference in Washington, D.C., that Foreign Minister Wu of China said that his country was considering inviting Peace Corps to serve there. We have recently begun a program in the African nation of Chad and have begun recruiting for a program in Pakistan.

The work that you are doing now and the spirit you have individually and collectively brought to Peace Corps, play, and will continue to play an important part in our future growth.

Sincerely,

Loret Miller Ruppe
Peace Corps Director

Career Questions?

We are planning an issue devoted to Career Planning in the near future. If you have special questions or needs, please write to the Times and we will try to address them in that issue. Please have your questions into our office by the end of May.

In our next issue we will feature the Volunteers in Botswana. Other upcoming photo features will include Cameroon and the Eastern Caribbean. The Volunteers and staff in Zaire have just started working on a feature for their country. And, we hope to bring you a feature on Sri Lanka sometime this year. If you are interested in working on a feature for your country, please contact the Times and we will see what can be done.



Peace Corps Times

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To the Times

Dear Peace Corps Times,

I'm an ex-PCV from Costa Rica, 1966-1968. I saw a copy of the Peace Corps Times in my county library. I wasn't even aware that it was being published. I was thrilled and read every line. I felt such a connection with all the volunteers now serving around the world. Where I am located I don't have contact with ex PCVs to share experiences with.

Is it possible to be put on a mailing list for my home address? I would really enjoy keeping up with what is going on in the Peace Corps. It was one of the greatest experiences of my life and now my 12 year old daughter says she can't wait to join the Peace Corps. If there is a charge for the magazine please let me know.

Linda Bailey Horne
Florence, SC 29501

Dear Linda,

Returned Volunteers may receive the Times for one year after service. Since you apparently haven't received it previously, we will be happy to put you on the list. As we are not allowed to offer subscriptions per se, there is no charge. We are publishing your letter here on the chance that other RPCVs in your area may see it.

The Editor

NOTE TO VOLUNTEERS: You may continue to receive the Peace Corps Times for one year after you leave Peace Corps, but you MUST request it. Few PCVs return to their homes of record so we do not mail it automatically. When you have a permanent address, please write and let us know.

Also—Linda's letter brings up the question of reconnection. You will probably want to contact the National Council of Returned Peace Corps Volunteers and join upon your return. The address is NCRPCV, Suite 900, 1319 F St. NW, Washington, D.C. 20004. Membership is \$30.

* * *

Dear Peace Corps Times,

I was reading through the July-August issue and came across the Director's "award winning" letter for the Beyond War Award. While I had no problem with most of it, in the last paragraph, she wrote something that greatly disturbed me: "I believe that the Beyond War Foundation should honor these 120,000 current and Returned Peace Corps Volunteers, this new breed of veterans, veterans against war, veterans of a continuing people to people movement for peace through mutual development."

I am myself very much a pacifist and you might wonder why I object to this statement. The reason is that as a conscientious objector myself I know that there are many

other COs who are not as lucky as I, who have in fact been drafted. These people were forced against their will to serve in the military, to become a part of something which was entirely contradictory to their conscience. I also believe that many people who volunteer for military service soon see what "being all you can be" really means and soon become COs themselves. For these people I feel it is unfair for you to imply by saying that PCVs are against war, that all folks in the military are for war.

My instinct tells me that perhaps Loret did not mean to imply what I've just said, but I feel the implication is there and I would hope that in the future she chooses her words more carefully.

Jacob Moss
PCV Togo

Dear PCV Moss,

Thank you for your very thoughtful letter. In the "Beyond War" letter the reference to veterans means simply "persons of long experience and skill." There was no intended inference to those who have served in the military nor did it mean that military veterans are/were for war.

The majority of the people in the world want peace. But relatively few, unlike yourself and your colleagues, have or take the opportunity to give two years of their lives to work for it.

The paragraph was intended to salute the 120,000 Peace Corps veterans who have actively worked for peace and understanding and continue to do so.

The Editor

Dear Peace Corps Times,

In the Sept.-Oct. issue I was pleased to read the letter by Mette Korsholm of Copenhagen. I was one of the PCVs at last year's staging and have many good memories of this Danish team of archeologists. Their work was very interesting and I also enjoyed learning their traditional dances as well as learning Tunisian dancing along with them.

I would like to request Mette's address so that I may write to this team. I would like to see them again here in Tunisia.

Michael Jones
PCV Tunisia

* * *

Dear PCV Jones,

By now you have already received Mette's address. However, in case there are others in your group who would like to contact the team, we are providing it here.

Mette Korsholm
Vardegaade 23, 2. TV
DK-100
Copenhagen, Denmark

Barbara Ferris New WID Coordinator

In many respects, women are development in Peace Corps countries. They produce the majority of the food, fetch water and firewood, and are responsible for the health and well-being of their families. Volunteers work with women at the grassroots level in agriculture, fisheries, rural development, microbusiness, health education and community development projects.

Named to be the new Coordinator for Peace Corps' Women in Development (WID) is Barbara Ferris, RPCV/Morocco, 1980 to 1982.

Ferris has worked in community development since the early 70s. Her work has taken her to Senegal, Niger, the Ivory Coast, Morocco and Japan.

As coordinator, Ferris provides training, technical and resource assistance to Peace Corps Volunteers, staff and communities in project planning, implementation and evaluation. "I depend on Volunteers in the field to keep me informed of their projects and needs in order for PC/W to support them," she said. "And to begin that support from Washington, our office will be publishing a quarterly newsletter for all our Volunteers who are working in all program areas. We look forward to a good response from the field so we can better assist Volunteers with strengthening their programs."

Ferris earned her bachelor's degree in sociology at Ohio State University and her master's in public administration at American University in Washington, D.C.

Barbara Ferris



About the Cover—In Lesotho, Mamokete Lenela, after a quarter-mile walk to a spring, waters her garden. Mamokete is ten years old and lives in Ha Mopeli village. Photo, courtesy of Lesotho PCV Jean Miller.

Lesotho—Kingdom in the Sky

The Best Hope for the Kingdom in the Sky

It's tough to carry a full watering can with a baby on your back. Tougher still when you're only ten years old. But to Mamokete Lenela, it's all in a day's work.

Work is no stranger to this child whose home is a thatched-roofed, dung-walled rondavel in Ha Mopeli, a remote village in northern Lesotho (pronounced Le-SOO-too). It begins before she leaves for school and continues after she returns. She must help with the cooking and cleaning, wash her own clothes, and care for the youngest of her five brothers and sisters. She also carries water from a spring a quarter of a mile away, balancing the ten-litre bucket on her head with such precision that she can sail down the dirt path without spilling a drop.

She sandwiches her gardening chores into her daily routine because she's a member of the Ha Mopeli Balemi Ba Bacha (BBB), a club for young farmers. It's her only outside activity, and she takes her membership seriously for two reasons. First, it will help to put food on her family's table. But the second reason is just as compelling. A new resident is living in the village; a Peace Corps volunteer who will work with the BBB for the next two years. Mamokete felt shy when she first met the Peace Corps worker; she had never seen an American before. But the volunteer has helped to get the dam repaired and the garden planted, and the club members have learned new ways to grow better vegetables. Now the volunteer wants them to help decide what other projects the club will carry out. Mamokete is excited about these activities. So, without complaint, she climbs the five levels of the terraced garden to the dam 250 feet above, pausing occasionally to tighten the blanket that supports the baby on her back. The four daily trips to the dam are necessary. They keep her vegetables from withering under the sun that blazes through the thin atmosphere.

Lesotho, often called "The Kingdom in the Sky," is a tiny, dry, mountainous country with little industry, few natural resources, and below-subsistence farming. Slightly larger than the state of Maryland, it is completely surrounded by the Republic of South Africa.

Its people, called Basotho, were once successful farmers in a thriving agriculture nation, but they lost most of their fertile lowlands to the Boers in the late 1800s. Forced to raise more food for an expanding population in the twentieth century, the Basotho farmers pushed upward, bringing the rugged mountains under cultivation. The slopes were stripped of grass and furrowed by improper plowing, setting the stage for the soil erosion that now plagues Lesotho.



Ha Mopeli Balemi Ba Bacha (BBB) club members do repair work on their dam

The situation was further compounded by the herds of cattle that fed on the communally-owned grasslands.

(Ownership of cattle is a deeply-ingrained tradition in the Basotho culture. The animals, used mainly for ceremonial occasions, are rarely eaten or sold, but they contribute significantly to the spread of erosion. The Lesotho Ministry of Agriculture reports that pasture lands are severely overgrazed—some by as much as 300 percent.)

As erosion advanced accompanied by frequent periods of drought, crop yields steadily declined. Unable to make a living by farming and with few alternatives at home, more than half of Lesotho's able-bodied men went to work in the mines of South Africa. They left old men, women and children to cultivate the land, further reducing the level of agricultural productivity. Lesotho is now forced to rely upon South Africa for more than half of its food as well as most other consumer products. And the Basotho men still seek employment there.

The villagers of Lesotho are poor. Most live in rondavels. There is no electricity, no running water, none of the conveniences we take for granted. Oxen are used to plow the fields, but cultivation and harvesting are done by hand. Meticulous by nature, Basotho women fight a battle with dust they can't hope to win, sweeping and washing daily. The village diet of papa (a stiff, hominy-like substance made of corn meal), boiled greens and bread seldom varies. The future looks bleak. Can the forces that have caused the United Nations to rank Lesotho as one of the world's poorest countries be

reversed? Will the Basotho ever again be self-sufficient? Asked these questions, an elderly school teacher shakes his head. "The children," he says finally. "They'll be the ones to change. Yes, the children are the best hope."

Concerned Basotho leaders agree. Balemi Ba Bacha is one of the organizations they have founded to combat the country's increasing dependence upon South Africa. Patterned after the 4-H clubs, it is open to young people aged 10-20. Its primary objective is to attract youth back to farming as a way to improve the economy.

Several years ago, the Lesotho government asked the Peace Corps (which has been active in Lesotho since 1967) for volunteers to serve as advisors to the BBB. They wanted people with farming or gardening backgrounds, who were willing to learn the local language and teach improved agricultural methods to club leaders and members. Peace Corps responded by providing volunteers who had completed a rigorous technical and language-training program.

Today half a dozen advisors work with BBB groups throughout the country. And they work more efficiently with the help of the African Food Systems Initiative (AFSI), a program which all Lesotho-trained agriculture volunteers must complete. Designed and implemented by the Peace Corps in 1986, AFSI has a three-pronged focus: to increase food production; to build and improve water supplies and to control erosion. Lesotho was one of four African countries chosen for the pilot project.

AFSI has divided the country into sections and each contains a "core team" composed of water technicians, nursery specialists, horticulturists, advisors and extensionists. The team meets regularly to exchange information, receive updates on procedures, and to draw upon one another's skills. The intensive, cooperative nature of this effort is predicted to result in more rapid and successful completion of crop, erosion and water projects.

Ha Mopeli's dam repair is a good example of AFSI in action. The earthen dam at the top of the terraced garden was in bad shape. Used to water cattle before the village chief gave it and the surrounding land to the BBB, it had weakened on one side and a serious depression had formed. The dam had overflowed twice during the previous rainy season, destroying beds of vegetables on two levels below it. The AFSI water technician inspected the site. Acting upon his recommendations, the club and its leaders began the repair. It was grueling work, requiring the movement of many loads of clay from the bottom of the dam to the repair site. It took several weeks and help from the parents to finish the job. But the youngsters learned a valuable lesson in dam repair, made possible by the expertise immediately available in their advisor's core team.

The youngsters have also planted the communal garden. They will keep a portion of the crops for their own use; the rest will be sold for profit. A project to raise laying hens is in the works and soon they will build a chicken house. Through demonstrations in crop rotation, fertilizer application and intensive gardening practices, the advisor has shown them how to improve vegetable production. They will learn the proper use of pesticides. They'll be shown how to keep records in both the poultry and the produce-for-sale projects. With the help of the core team nursery specialist, they will learn to plant fruit trees and trees and grass to control erosion. They'll also receive instruction in nutrition and hygiene.

But it won't be all work and no play. Experienced Basotho are being recruited to teach knitting, crocheting and embroidery—skills the girls want to acquire. The boys are anxious to learn about woodworking and construction. And hopes are high that the club might soon visit a neighboring BBB. If so, there will be a concert. An ongoing songfest, it's the favorite pastime of the Basotho people.

Thabo Mphuthi belongs to the Ha Mopeli BBB although he's often an absentee member. Twelve years old, he's been a herdboy since the age of six. Wearing the traditional loin cloth and colorful Basotho blanket, he

swings the long stick he uses for a prod as he and his dog drive his father's cattle far beyond the village in search of pasture. Herdboys often wander for weeks in the summer months, looking for new grasslands. They are vulnerable to drenching rains, sudden electrical storms, and nights that turn cold in the high altitudes. They subsist on milk from their cattle and birds and small animals which they kill and roast over an open fire.

Soon, however, his younger brother will take over the herding duties and Thabo will be free to attend school and to participate more actively in BBB. In the meantime, he slips into the garden as often as possible to weed and water his plot, depending upon his sister to look after it when he's gone. Right now BBB is high on his list of priorities.

The success of Ha Mopeli's Balemi Ba Bacha won't be measured during the next two years. It will be determined only after the advisor has gone. If members and leaders have been sufficiently trained and motivated, if the village continues its encouragement and support, Thabo Mphuthi may someday earn his living from a farm in Lesotho instead of a mine in South Africa.

PCV Jean Miller

Editor's Note: The Times would like to thank PCV Jean Miller in Lesotho for sending this fine story about her country. As always, we invite PCVs to submit articles as well as Letters to the Editor. **Country newsletter editors** are again reminded to send copies of their newsletters directly to the Times at Room 1100, 806 Connecticut NW, Washington, D.C. 20526. We like to share your material with other countries but can't unless you send your publication to us. Your Country Director will be happy to "pouch" them to the Times' office.

(Health Tips—from page 9)

If you notice a suspicious change in your skin, keep it under observation. Basal and squamous cell carcinomas grow slowly so you needn't rush to your Medical Officer, but don't ignore a skin change either.

Office of Medical Services

Editor's Note: Studies show that skin cancer from over-exposure to the sun may not appear until more than 20 years after the damage is done. Once thought healthy, deep tans are the culprits of premature skin aging, avoidable skin cancers and other dermatological conditions. Volunteers who serve in high altitudes where the temperatures are somewhat cooler should not be lulled into a false sense of security—you're just that much closer to the sun. As this article states, skin cancer is one of the easiest cancers to cure, it is also one of the easiest to prevent. Wear your hats and use your sunscreen. We'll all be glad you did!

Herding cattle on communally-owned grassland in the Kingdom in the Sky.

(Lesotho photos, courtesy of PCV Jean Miller.)

Best Shot Photo Contest

The photos are coming in fast and furious and we love it! The following are the winners for January and February.

Best Babysitter—Guadalcanal girl tends younger brother while parents work in the garden. This photo, along with several others, was submitted by Thomas and Peggy Hanley, originally from Daytona Beach, Florida. They teach English and live on the campus of Avu-Avu Provincial Secondary School. The school is located on the Southeastern Coast of Guadalcanal, commonly known as the "weathercoast" because of the extremes in weather patterns the area experiences. The Hanleys finished their first year in November and hope to stay for two more years.

"A Dirham, A Kiss," was the title on the photo from TEFL teacher Amy van der Linde, Morocco. Amy is shopping in Casablanca in a small "hangout." The Dirham is the currency there and she says the price was well worth it. Amy is from Vermont and is a graduate of the University there with a degree in fashion advertising. She certainly looks "chic" in this photo.

"Cool Shades," was how Daniel Dell, Jr., titled this photo. Dan was serving in Togo when this was taken. He has requested his prize, film, to go to all the PCVs at his site.

The "Catch of the Day" photo was submitted for Chris Kita, a fisheries Volunteer in Liberia.

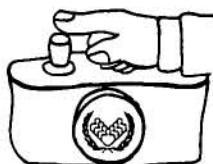
"Gregg, Not Elvis," was what this photo was titled. Gregg Baker of Washington, D.C. sings "Pakagarbusa," a Visayan song to members of the cooperative he served with in Mabini, Bohol, the Philippines. The



Best Babysitter Photo—submitted by Thomas and Peggy Hanley, now serving in the Solomon Islands.



Best "Casablanca" Photo—submitted by Morocco PCV Amy Van der Linde who is in the photo. She requested bubble gum, M & Ms and Reeses Pieces which her Country Director carried back.



Best Sunglasses Photo—submitted by Dan Dell, Jr., who was then serving in Togo. Dan requested more film and to go ahead and send it even if he had returned, which we think he has. So, ask for it at your headquarters.

Best Shot Photo Contest



Best Fish Tale Photo—from Liberia fisheries Volunteer Chris Kita.

photo was taken at his "despidida" or farewell party. Gregg says one of the things he misses most about Peace Corps life is the singing.

"The Ferris Wheel" was taken by Nina Bagby during the local celebration of the Festival of Dosain at her site in Nepal. The wheel is made of bamboo by the village men especially for the children during this holiday week. Nina works with the Nepal Bank Limited in Tohua. She graduated from Southern Illinois University and has a master's degree from the University of Illinois. She's from Marion, Ill., but will live in Orlando, Florida when she comes home. (Ferris wheels . . . Orlando . . . is there a Disneyworld connection here?)

James Kennedy didn't put a title on this photo of himself and Mr. Macomba in Botswana. However, we would have liked to have said something like "Lloyd Bridges look-alike and friend." James is a dead ringer for Lloyd in the reruns of "Sea Hunt."

You Too, Can Be A Winner!

All Volunteers and staff are invited to participate in the "Best Shot" Photo Contest which is an ongoing feature in the Times. (The response has been terrific!)

The photos should reflect your Peace Corps experience . . . your assignment, site, the people you work and/or play with, your home, your friends . . . nearly anything will be acceptable. Black and white prints are best for reproduction but the Times will accept color slides and prints.

Be sure to write your name and address on each photo or slide so we can return them to you. If you're nearing close of service you may want to have them sent home instead of back to country. Also, the Times must keep the photos until they are used so

(continued on page 8)



Best Farewell Party Photo—submitted by Gregg Baker from his party in the Philippines. Gregg says he certainly misses all the singing they used to do.



Best Medical (?) Humor Photo—submitted by Brian Aldinger who is seated on the right. Brian says they are in Lesotho. The photo was actually taken by Rick Pollard, RPCV Nepal, 1974-1977.

Best Shot Photo Contest

it may be three or four months (what with the mail and all) before your pictures are returned.

Tell us about yourself . . . what you do, where you're from in the USA, how long you have been in country, what your job is . . . anything you'd like to see in print. If someone else took the photo, let us know who it was. If you took the photo please tell us who or what the subject is. If it's another PCV tell us something about him/her too.

The prizes go to the person who actually sends the photo to the Times. However, you may want the actual photographer to receive the certificate. Please give some thought to the prize and the certificate before you mail the photo.

Prizes are negotiable, depending on the winners' whims. (Winners is correct because we can use more than one photo per issue.) Favorites will probably include M & Ms, film stationery so you can write home . . . tell us what you have in mind. Prizes are being donated by the Peace Corps Times Auxiliary.

"Food contamination and poisoning and consequent health problems and economic loss are increasing throughout the world," reports Ceres. "Worst affected are the developing countries where rapid urban growth and industrialization are leading to increased and inadequately monitored use of chemicals in agriculture and microbiological contamination caused by poor food processing." With their 'less sophisticated controls over food handling and more lax restrictions concerning chemical additives, adulterants and labeling,' developing countries not only face increased risk of certain health problems, but serious economic losses as well. On the international market, contaminated food can encounter detentions and even long-term embargoes. The United States alone detains millions of dollars worth of food from developing countries at its borders each year. While food safety is a low priority for many governments, import restrictions—and the consequent losses in foreign earnings—can motivate these governments to enforce higher standards of food safety. But such enforcement takes time, warns Richard Dawson, a nutrition expert at the UN Food and Agriculture Organization. "You can't go in and regulate overnight; it defeats your whole purpose. Education is the first part, policing the second."

World Development Forum



Best Ferris Wheel Photo—taken by Nana Bagby at the Festival of Dosain in Tohua, Nepal.



Best Botswana Friends Photo—submitted by PCV James Kennedy who is serving there. He is with the day watchman, Mr. Macomba.

From Your Newsletters—Sea Breezes

Stress In Peace Corps?

It is thought that the chief cause of stress is change. Let's itemize some of these changes 1. New job 2. Difference culture 3. Money problems and 4. Temporary loss of family and friends.

The new job frequently isn't what you expected—too much, too little or not well defined.

The different culture raises questions. Will I be able to adjust? Will I be accepted? Will I accept?

The monthly allowance does not leave much left for fun and relaxation after you have taken care of shelter and food.

You really miss your family and friends and wonder if a two year separation is what you need or want. How can Volunteers handle this stress before they get into trouble?

- Stress builds when work seems boring, nonproductive, difficult or endless. Start by planning your work day so you are using time and energy more effectively.
- If possible, plan to avoid too many changes too soon.
- Reduce anxiety and stress by keeping a journal, and talking feelings over with newly acquired friends.
- Be realistic in your expectations of yourself, your job and others.
- Make relaxation and time out an important part of your day; spend time doing what you like to do.
- Don't be embarrassed to say, "I'm frustrated. I don't always like my job. I'm lonely. I don't like to be poor. I'm having a rough time dealing with all these changes."

Remember, the best way to handle stress is by admitting that it exists.

Beth Brackett
St. Kitts

schedule a lot more comfortable word to use than deadline. Overly specific and otherwise troublesome words can be a turn off like—exact, precise or accurate. By the way, don't use "comfortable." Accessing funds is not designed to make you comfortable.

Forget "maybe, possibly, hopefully" and never use "best guess." Substitute "long range, overview or time frame." Think in terms of benefits, progress and facilitating. Then couple these words with constructive, feasible, planned or the real clincher—developmental.

Of course, your methodology must harmonize with the existing economic cultural infrastructures! We must interact and interface with an attitude of inquiry rather than of critique to enhance entrepreneurial development.

Finally, euphonious linguistic combinations that suggest scholarly study might include "thesis, symposium, conference, research, address, analysis essay, in depth, historic or historically" but not the word "scheme."

Get it? Never ask for money and don't use the word scheme.

Bill Ross
St. Lucia

The preceding articles are from the Eastern Caribbean newsletter, Sea Breezes. The Eastern Caribbean includes the islands of Anguilla, Antigua, Barbados, Dominica, Grenada, Montserrat, St. Kitts/Nevis, St. Vincent/Grenadines and St. Lucia.

Editor's Question—Bill, did you ever work for the government?

Health Tips

Prevention of Common Skin Cancer

Skin cancer is the most common form of cancer in the United States with one in eight Americans falling victim to the disease. Basal cell carcinoma is the most common skin cancer in fair-skinned individuals. Squamous cell carcinoma is the second most prevalent. Both carcinomas are readily curable when detected and treated early. Only infrequently do they spread to other parts of the body.

The main cause of both basal and squamous cell carcinoma is ultraviolet light from the sun. The evidence for this includes these facts:

- Skin cancer tends to occur most frequently on sun-exposed parts of the body—the face, ears, neck, scalp, shoulders and back. In rare cases, however, skin cancer develops on non-exposed areas.
- People who have fair skin, light hair and blue, green or gray eyes; work in occupations that require long hours outdoors (such as farmers and fishermen), and/or spend their leisure time in the sun are particularly susceptible. Skin cancer is less common among dark-skinned persons.
- The incidence of skin cancer in light-skinned persons is proportional to proximity to the equator. Most Peace Corps countries are much closer to the equator than the U.S. so more caution is imperative.

Prevention is the Key

Declare "war" on ultraviolet light damage by Wearing protecting clothing, Applying

sunscreen and Refraining from unnecessary exposure to the sun.

WEAR PROTECTIVE CLOTHING—such as long-sleeved shirts, long pants, shoes and a wide-brim hat.

APPLY SUNSCREEN—Sunscreen strength is indicated by the SPF (Sun Protection Factor) number. This number indicates how much longer a person using the sunscreen can remain exposed to the sun. For example, a person who could usually remain in the sun for one hour without burning could remain in the sun for 15 hours without burning if he used an SPF 15 sunscreen. Popular SPFs are 6 or 8 for persons who rarely get sunburned and 15 or more for persons who sunburn easily. REMEMBER, you must reapply sunscreens periodically, especially after swimming or profuse sweating. Follow the directions on the label.

REFRAIN FROM THE SUN—Avoid the midday sun. Try to schedule outdoor activities in the morning and late afternoon when ultraviolet light from the sun is much less intense than at noon.

Early Signs

Examine your body regularly if you are at high risk. Consult your Medical Officer if you observe a:

- Persistent sore that hasn't healed in 3 or 4 weeks,
- Reddish patch especially one that bleeds or crusts, but does not heal,
- Smooth growth in the skin with a raised border and a central indentation,
- Shiny bump or nodule that is pearly or translucent,
- Shiny scar-like area with poorly defined borders.

(continued on page 5)

Shriver Peace Worker Award Winners

Last summer the first two winners of the Shriver Peace Worker Awards were announced—Tom Burwell, a Volunteer in Belize and Pamela Wessels, who was serving in Mali. The award is a year's study at the Kennedy Institute of Ethics at Georgetown University.

Burwell began his studies last September and Wessels enrolled in January. The following article is part of Burwell's first report on the program. Wessels will do an article for the *TIMES* later in the year.

First things first: I wish to say "thank you" to everybody involved in my participation as a Shriver Peace Worker. How a person can be so lucky as to be in a situation as I find myself I will never really comprehend, but I want all to know that their patience and understanding are not taken for granted.

And patience and understanding are what it takes. As anyone who has spent an extended period of time outside this country will attest "re-entry" into the mainstream of American life can be a challenge in itself. (And how much more mainstream can a place be than Washington, D.C.?) But, I have felt a great deal of support coming from the staff of the committee and I anticipate that soon it will be hardly noticeable that I have been almost totally out of touch for more than four years.

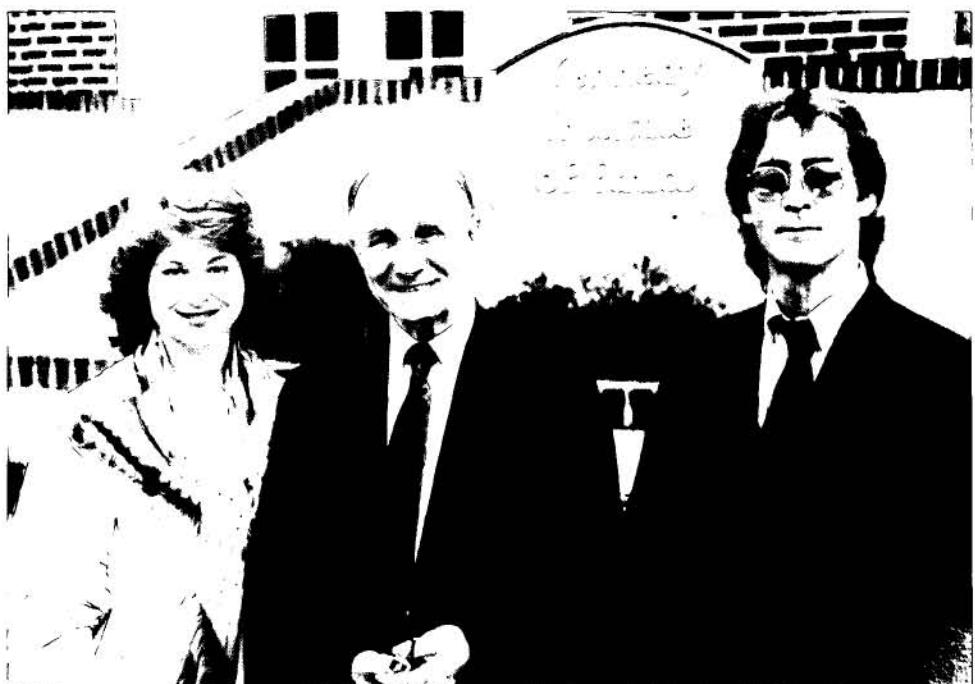
As to what I have been doing in the months I have been back, besides acquainting myself with the cultural changes and subway schedules, it has been a very busy time. Herb Kramer's assistance has been invaluable and he has never been too busy to take time for my questions, no matter how inane or unrelated.

Dr. Edmund Pellegrino and his staff at the Kennedy Institute have been most helpful.

My formal study includes a course in philosophy. We are reading Plato, Descartes and John Stuart Mill; one at a time of course. I am also enrolled in a Spanish course. I realize in the initial weeks, much to my horror, that I had somehow been placed in a class far beyond my basic skills. I have been struggling to keep up and close the gap ever since and finally the struggle is paying off.

Courses for which I will not receive a grade include a tutorial on ethics and a seminar on mental retardation and ethics. While these endeavors may not yield the most tangible results in terms of grades and credit, I do believe they will ultimately make themselves felt in my personal and professional life.

As if I were not lucky and pleased enough regarding my courses at school, the internship that the program sponsors has developed very nicely. For someone who has already cut down a small forest in his short career as a woodworker; someone who has personally milled some of the last mahogany in Central America; someone who has watched, from the decks of a commercial



Shriver Peace Worker Award Winners—Pamela Wessels and Tom Burwell with Dr. Edmund Pellegrino at the Kennedy Institute of Ethics, Georgetown University.

fishing boat, the death of the salmon industry on the Oregon coast; someone who witnessed the boom and bust of the energy industries in Colorado and Wyoming; someone who desires to be part of managing the resources of the future; I can imagine no better place in Washington than at the Natural Resources Defense Council. The staff has a very careful approach towards balancing the use and conservation of the world's resources.

The Shriver Committee promised me a year of study, work and reflection. As my life in Washington has found its pace, I find that less and less time is available for reflection. That does not disturb me too much. Two out of three is not bad. There will be plenty of time for the sorting-out of the experience (beyond what is necessary to keep a healthy working balance, anyway) somewhere down the road.

Tom Burwell

Global Plan to Save the Forests: The Tropical Forests Action Plan, a multi-billion dollar scheme drawn up by international development agencies, "aims to achieve balance between the harvesting and planting of trees by the year 2000," reports *SOUTH* magazine. Environmentalists, however, are critical of the plan. They say some of the projects place too much emphasis on commercial forestry and that they may prove to be of scant benefit to local communities. The Environment Defense Fund is preparing a detailed report to the World Bank about the impact of one such project in India where most of the eucalyptus planted in the common lands for fuel and fodder has ended up as raw material for a rayon and pulp manufacturing company. In addition, the tree plantations are sapping moisture from the soil and reducing food crop yields.

"The onus," says Laurie Udall of the Environment Defense Fund, "is on the aid agencies to show that they are funding environmentally sound projects. We are saying there has got to be proper planning and implementation, and that they have to involve people on the ground from the word go."

World Development Forum

Apply Now

All second and third year PCVs are invited to apply for the Shriver Peace Worker Award, Fall 1988 Session. The award provides academic expenses at the Kennedy Institute of Ethics at Georgetown University, living expenses, books and travel for the academic year. Upon successful completion of the year's program each Peace Worker will be given a cash grant of \$2,500. Your Country Headquarters has detailed information about and applications for the program.

From the Country Director of Sri Lanka to the Volunteers: "Should you ever doubt the value of your contribution to Sri Lanka, keep in mind these words of wisdom."

To be is to do.—Socrates
To do is to be.—Sartre
Do be do be do.—Sinatra

We're Not Out Here Alone

Cooperating With Other Volunteer Agencies—A Peace Corps/Nepal Experience

In the Kingdom of Nepal six foreign countries provide volunteers to assist His Majesty King Birendra's Government in achieving its priorities in development. Peace Corps, beginning its twenty-sixth year with 135 PCVs, is the oldest and largest. Next in numerical strength are the Japanese Overseas Cooperation Volunteers (JOCV) with 80; the British Volunteer Service Overseas (VSO) with 68; German Volunteer Service (GVS) with 39 and the Netherlands (SNV) with 33. The newest arrival in 1987, the Danish Volunteer Service, currently has 20 volunteers with their families. All six agencies are well established and are working within Nepal government guidelines for providing technical assistance. Each agency conducts pre-departure training and further in-country training to prepare volunteers to fulfill their assignments.

In the spring of 1987, I arranged to meet with the person in each agency with the management responsibility for in-country training of volunteers. Because Peace Corps Nepal's Cross-Cultural component in pre-service training had been getting "negative reviews" from a number of trainees, I decided to share our problem with the other training managers, and see if they also had any concerns about their Cross-Cultural training. I explained that our trainees were concerned that Peace Corps was attempting to "make them into Nepalis" and saying that they hesitated to interact with their hosts fearing that their behavior would be culturally insensitive or offensive. Some of the training managers with whom I met cited similar concerns. Others said they thought their training was too narrow in scope with only a handful of lectures on topics such as religion, the caste system and the history of Nepal. Others spoke of problems they witnessed on the job between volunteers and their Nepali counterparts indicating lack of volunteer cultural adjustment in the work environment. All agencies agreed that there was a need to improve Cross-Cultural training and we began to meet as a group of managers to discuss further our current programs and needs. From these meetings emerged a proposal to jointly sponsor a Cross-Cultural Seminar with leadership from an expert resource person in the field. The NANEAP region agreed to provide the necessary funding for a consultant as an indication of support in the six agency cooperative venture to improve volunteer training. After securing George Renwick as the consultant, we sent him background material on our agencies and the jobs of volunteers, as well as specific information on Cross-Cultural training in particular; the objectives, content and methods employed in recent trainings. Fur-

ther discussion produced a list of topics which we hoped would be addressed in the seminar. Topics included: What is the impact on volunteers of Nepali culture, including the Nepali work environment? How does volunteer behavior affect Nepalis with whom they live and work? How can volunteers move successfully through cultural adjustment to become independent culture learners? What constitutes an appropriate pre-service and in-service Cross Cultural training curriculum? What competencies are required for effective Cross-Cultural trainers and how to train Cross-Cultural trainers?

In response, the consultant sent us a suggested outline for the two days, proposing a high degree of participation and interaction for this multicultural event.

Participants included two current volunteers, the Program Officer responsible for training management from each agency, as well as a representative from each of five Nepali Language Training Institutes who provide contract language and Cross-Cultural training for the British, German and Dutch volunteers. Also participating was an official (and former United Nations Volunteer in Cameroon) from the Ministry of Foreign Affairs, Foreign Aid Division, whose assignment is liaison with all six agencies for His Majesty's Government. In the two days before the seminar, Basanta Adhikary, Nepali Program Officer for the German Volunteer Service who served as coordinator for the project, accompanied the consultant for group interviews with all the participants as well as conversations with two well-known experts on Nepali culture.

As the program got underway, facing each other around the u-shaped tables were twelve Nepalis and fourteen foreigners—seven cultures in all. To spend two days together exploring Cross-Cultural training in this setting would be a new experience for everyone in the room.

Acknowledging that developing awareness of one's own culture and sharing that awareness across cultures can be useful in early stages of volunteer training, participants met with persons from their own culture. Once they had identified what they believed to be distinctive characteristics of their own culture, they interviewed persons from the six other cultures to listen to what they saw as distinctive. The characteristics shared did show differences between all seven cultures. The Nepalis emphasized their "religious tolerance" and their "fear of making mistakes." The British were "proud to be British" while the Japanese said they were "hardworking in all aspects of life." The Dutch characterized themselves as "outspoken, harsh and critical of each other." The Germans saw that "membership in clubs with people sharing the same attitudes" was distinctive for their culture. The Danes saw themselves as "highly indi-

vidualistic with the power and freedom to depend only on themselves" as individuals. The Americans thought that being "pragmatic problem-solvers" was characteristic of American culture. This exchange resulted in a climate of openness, which deepened as the day progressed.

With the assumption that the most important way to learn to conduct Cross-Cultural training is to look at one's personal experience of living in another culture, volunteers led the way in describing first their experience of the culture environment of Nepal and its impact on them, then their work experiences in Nepal, cultural differences and effects on them. Among the many frustrations volunteers shared were lack of a sense of accomplishment in their jobs, as well as discouragement with the health and sanitary conditions in the country. Volunteers also found adjusting to their lack of personal privacy stressful. Next the Nepalis identified the effects of volunteers' cultures and customs on them. They stated a number of problems they had. Among the most difficult for them were volunteers being "impatient" and "workaholics" and volunteers "viewing themselves and their culture as superior."

Following this discussion one participant commented "I think it surprised both Nepalis and foreigners to find out how difficult it can be to accept one another." These exchanges were rated as among the most valuable aspects of the workshop, and helped us see that more of this type of sharing may need to be included at appropriate times in training Nepali staff as well as volunteers.

Again, in the focus on culture fatigue and effective coping strategies, volunteers initiated the conversation, sharing their personal experiences in a very moving way. In the ensuing discussion there were thought provoking interventions from Nepalis. For example, in response to a female volunteer who said that she had learned to curb her natural tendency to be outspoken, a Nepali said he thought she was being a hypocrite. A lively debate on the meaning of Cross-Cultural behavior modification followed that exchange.

The second generated a number of possibilities for further cooperation. Among the possibilities identified by participants were:

—Designing a pre-training NEEDS ASSESSMENT to determine the knowledge, attitudes, and skills trainees bring to cross-cultural training, and how much they perceive they need training in this area to carry out their assignment. The VSO (British) have already started this project and they will be joined by other agencies.

—Observing each other's Cross-Cultural training, sharing resources such as case studies, and assisting each other in as-

(continued on page 12)

Life After Peace Corps

Next Step: Graduate School?

Graduate school is often the next step for returning Peace Corps Volunteers. Returned Volunteer Services offers the following suggestions and advice to those considering graduate study.

Why Pursue Further Education?

Carefully consider your reasons for returning to school. Your goals and interests need to be considered in conjunction with future trends and employment opportunities. Graduate school's purpose is to gain new expertise and to specialize, rather than simply to gain an additional degree. In the international development field, for example, technical degrees such as agriculture and forestry are more marketable than general degrees such as international affairs and international relations.

What Programs Are Available?

Gather as much information as possible. Your country office, the Embassy or USIS office may have copies of Peterson's Guides to graduate programs. Read about the areas in which you are interested. If Peterson's is not available to you, Returned Volunteer Services will send you information upon request. Be specific about your areas of interest. Request that universities send catalogs and program descriptions to you. Most universities will not pay overseas postage so RVS will forward up to FIVE packets of information to you. Show your return address as: Your Name, PCV/Your Country, Returned Volunteer Services, Peace Corps, Washington, D.C. 20526.

Talk with the experts in your field, those who are doing what you would like to do. Find out what paths their careers have taken and solicit their best advice. Find out what they do and do not like about their work. If such experts are not available to you overseas, locate the *Career Consultants Directory* in your Peace Corps library. These experts have agreed to respond to your inquiries about specific career fields. Take advantage of their generosity and write to them with your questions.

Financial Aid

Always ask about financial aid possibilities. Some key words to use are fellowships and assistantships. The former are full scholarships and living allowances for which competition is keen. Your Peace Corps service may well enhance your competitive status for such awards. Teaching or research assistantships are often available and offer tuition remissions and salaries for

Fastest-Growing Occupations, 1986-2000

(Numbers in thousands)

Occupation	Number	% Rise			
Paralegal personnel	64	103.7	Computer programmers	335	69.9
Medical assistants	119	90.4	Radiologic technologists and technicians	75	64.7
Physical therapists	53	87.5	Dental hygienists	54	62.6
Physical and corrective therapy assistants and aides	29	81.6	Dental assistants	88	57.0
Data processing equipment repairers	58	80.4	Physician assistants	15	56.7
Home health aides	111	80.1	Operations and systems researchers	21	54.1
Podiatrists	10	77.2	Occupational therapists	15	52.2
Computer systems analysts	251	75.6	Operators of peripheral data-processing equipment	24	50.8
Medical records technicians	30	75.0	Data entry keyers, composing	15	50.8
Employment interviewers	54	71.2	Optometrists	18	49.2

Source: U.S. Bureau of Labor Statistics

part-time work. Resident assistantships, where one lives in and/or directs an undergraduate residence hall, offer the same package plus living quarters. Some larger university financial aid offices offer a scholarship search computer package. One pays a fee, enters his name, and field and level of study and receives a printout of potential (and sometimes obscure) scholarship sources. Your alma mater may offer this service. Check it out. RVS offers a short synopsis of those programs which offer special deals to returned Volunteers. Your country library should have a copy of it as well.

Credit for Peace Corps Service

Many undergraduate and some graduate schools offer credit for previous work experiences which meet rigid qualitative criteria, criteria which Peace Corps almost certainly will meet. Contact the Experiential Learning, Prior Learning Assessment or Career Development offices at your chosen institution for assistance.

Be sure to contact Returned Volunteer Services should you have any questions not addressed here.

Nedra Hartzell

(Nepal—from page 11)

sessing our current training objectives, curriculum and methods.

- Integration of language and Cross-Cultural training will receive major attention. One place we will begin is to identify important Nepali words for which there is no real translation. A second approach will be to add culture notes to language lessons.
- Joint projects which will require more in-depth planning include:
 - an intercultural study to analyze interaction of Nepali and foreigners,
 - an analysis of the adjustment process

in Nepal of foreigners and Nepalis working with them,

—conduct joint training to orient language teachers to work with foreigners and to serve as effective cultural informants,

—orientation for Nepali counterparts and supervisors in working with foreigners is a high priority for some agencies,

—having as a resource for training video tapes of interculturally competent volunteers interacting well with Nepali counterparts in culturally difficult situations,

—identifying and working with experts who could serve as in-depth interpreters of Nepalese culture not simply as lecturers, on separate topics such as religion or history,

—supporting one or more promising Nepali trainers in receiving additional training as a Cross-Cultural training resource.

In the week following the seminar, Agency Directors met with George Renwick, and reiterated their support for continuing cooperation in training. Four days later, the representatives of the agencies who had participated in the seminar formed an on-going "Cross-Cultural Workgroup" to begin implementing some of the proposed projects.

At the closing session of the seminar, Mr. Khatry from the Foreign Ministry stated that it is in the interest of Nepal for the agencies not to compete but to cooperate. He challenged us to further cooperation. We accepted that challenge.

Dr. Nancy B. Geyer
Nepal Training Officer

Geyer, a behavioral scientist, received her doctorate from Union Graduate School in Ohio and master's degrees from Columbia University and Union Theological Seminary. Prior to her appointment in Nepal she served as Training Officer in the Philippines.

Feature

Peace Corps Farmer-to-Farmer Program

Hunger remains one of the most critical problems in many developing countries. Many of the emerging nations can satisfy a significant part of their food requirements through better understanding of modern agricultural processes. To assist in that understanding, a pilot program providing volunteer agricultural experts to developing countries has just begun in Peace Corps.

The Peace Corps Farmer-to-Farmer Program (FTF) is the result of an accord between Peace Corps, U.S. Agency for International Development (AID), and Volunteers in Overseas Cooperative Assistance (VOCA). AID will provide funds through VOCA for the implementation of a 2-year Peace Corps pilot program. Under the Peace Corps program, Peace Corps Volunteers (PCVs) and host country farmers will have access to the technical expertise of volunteer American farmers on a short-term basis to improve agricultural production and increase farm income. One hundred FTF Volunteers will be programmed over the 2-year pilot phase.

The primary goal of the program is to facilitate the transfer of technical expertise from experienced American farmers to host country farmers and to PCVs who are assigned to agricultural projects in developing countries. Peace Corps' involvement in the FTF program will lead not only to an increase in the level of agricultural expertise but also to an expansion and diversification of the PC Program itself. This program will provide a broader range of participation in the Peace Corps by American citizens at the local level.

Farmer-to-Farmer

In the Peace Corps program, Peace Corps Volunteers and staff will identify agricultural projects requiring technical assistance, will act as translators, will coordinate transportation and housing, will provide orientation, and will monitor and evaluate Farmer-to-Farmer projects. Selection of projects from requests submitted by the field will be made jointly by the Regions and the Office of Training and Program Support. VOCA will be responsible for recruiting volunteers and providing funds for their travel and living expenses.

PC/Washington has designated Lynne



Farmer-to-Farmer Signing Ceremony, September 16, 1987. From the left: Loret Miller Ruppe, Director/Peace Corps; Wayne Boutwell, Chairman of the Board/VOCA; Congressman Bereuter of Nebraska; Jay Morris, AID; Paul Hebert, Board member/VOCA.

Lewis and Maggie Forester of the Office of Training and Program Support (OTAPS), directed by Mary Killeen Smith, as the Farmer-to-Farmer coordinating team. Working with Phil Jones, Program Manager and Agriculture Sector Specialist, it will be their responsibility to receive, review and approve projects, request U.S. farmer specialists from VOCA, assist with the cross-cultural training of the Farmer-to-Farmer Volunteers, and coordinate with the requesting PCVs to ensure that all in-country requirements of the volunteers are adequately satisfied.

Lewis says that "the strength of the program is its ability to respond to field generated requests for technical assistance. The availability of highly trained American volunteers to provide much-needed specialized assistance is anticipated to have a large impact upon farmers of developing countries."

The Agency for International Development (AID) has overall responsibility for the Farmer-to-Farmer program and has identified VOCA as the managing contractor. VOCA, a non-profit organization, has provided short-term technical assistance to cooperatives, government agencies, and farm organizations in developing countries since 1970.

Congressman Doug Bereuter of Nebraska encouraged implementation of Section 1107 of the Food Security Act of 1985 which earmarks one-tenth of one percent of the P.L. 480 budget for the program. The original legislation was created under Section 4 of the Agricultural Trade Development and Assistance Act of 1954, as amended (P.L. 480). Congressman Bereuter praised the joint Peace Corps/VOCA program, saying,

(Continued on page 14)

"It is fitting that the program will become part of the Peace Corps, an organization that has a tradition of mobilizing valuable human resources for volunteer programs. Farmer-to-Farmer has much to offer host nations and volunteers."

VOCA's Program

VOCA is now completing the second year of its own Farmer-to-Farmer Program and the results are more than encouraging. VOCA Program Coordinator, William R. Brands, said that an outside consulting group evaluated the pilot program and estimated conservatively that the increased incomes achieved on the sample farms were at least double the cost of the entire Farmer-to-Farmer Program. Thirty FTF projects were completed under the pilot phase of VOCA's program.

Logistical Arrangements

Peace Corps is responsible for identifying and making recommendations regarding the most appropriate housing and transportation available at each project site. VOCA will provide funds for living expenses and can provide funds for transportation if local resources are not available. Those requesting an FTF Volunteer should provide the following logistical information.

1. Provide information regarding the most appropriate housing available.
2. Provide information regarding available amenities, ie., indoor plumbing, water, electricity, air conditioning, mosquito netting, etc.
3. Provide information on transportation to project sites utilizing community resources when available. VOCA can provide funding for transportation; transportation estimates should be provided when funding is required.
4. Provide information on language translation assistance that will be available to FTF Volunteers.
5. Provide information regarding the location of the nearest non-PC physician and hospital in case of an emergency.

Requests should be submitted to the Regional desks with information copies to OTAPS FTF Program Specialists.



Guests arrive for tour of Honduran fruit and canning cooperative, HORTIFRUTA. Teresa de Vasquez is explaining operation of the canning factory. Guests include Jose Velasco, Regional Director, Inter-American Operations (Washington, D.C.), John Evans, Chief of Operations, Inter-American Operations and Cecilia Otero, Training Officer, Peace Corps Honduras.

Additional findings included:

- Many farmers had already modified their farming practices and many of these changes were showing greater financial return.
- Substantial communication between U.S. farmers and their host country counterparts continued after visits were completed.
- VOCA recruitment and placement of volunteers were found to be excellent.

Some specific examples of progress are:

- Changes to milking machine vacuum lines increased production 20 percent within one week.
- Purchase of new milking machines raised production 25 percent, allowing rapid repayment of the investment.
- Improved hygiene in milking practices stopped milk rejection by the processing plant.
- No-cost changes in peanut planting raised production by 25 percent.

An example of the diversity of the program and the level of expertise provided by VOCA in previous projects is Mrs. Doris Stivers. Accompanied by her husband, Stivers volunteered to help a Honduran fruit and vegetable canning cooperative begin operations. The project was initiated by a PCV who was working in the community.

The "factory" Mrs. Stivers found on arrival in Honduras lacked the basic necessities for hygienic canning operations. She and the canning cooperative employees began setting up a clean, efficient operation in the factory. Stivers taught the employees how to process for canning, how to ensure proper

ICE Almanac

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The ICE ALMANAC features a variety of Volunteer ideas and technologies which can be adapted locally, and highlights particular program areas with notes and recommendations from programming specialists in the Office of Training and Program Support.

Information Collection and Exchange (ICE) is Peace Corps' central technical information unit. Contributions, requests for technical information or correspondence concerning the ALMANAC should be sent to: Peace Corps, ICE, Rm. M-707, 806 Connecticut Ave., NW, Washington, DC 20526.

levels in the containers, and how to avoid bacterial invasion of the process. Her success in working with the cooperative, HORTIFRUTA, is one of many displays of what an expert on short-term assignment can accomplish.

Another excellent example of expert advice bringing about solid results is that of Mr. Schuhmann. Mr. Schuhmann of Kentucky was in the printing business most of his life but his true love was breeding and raising rabbits. When VOCA received a request for an expert on rabbit breeding, it

How to Request a Volunteer

In order to request an FTF Volunteer, PCVs and staff should follow the guidelines below:

1. Identify the major agricultural problems which require FTF Volunteer assistance.
2. Identify basic causes of the problems and how technical assistance can help address the constraints (example: provide assistance in more effective utilization of scarce inputs or identify pests or diseases and provide recommended treatments).
3. Provide specific information regarding the tasks the volunteer will be required to complete, and include an approximate time frame for the completion of the tasks.
4. Specify what the goal of the project is and what you hope to achieve (increase maize production, improve dairy sanitary conditions, etc.).
5. Specify if timing is dependent upon planting, harvesting, or rainy seasons.
6. Provide as much project information as possible. For example, a crop production request should include information regarding the type and variety of crop, average acreage, average yields per acre, and traditional crop production practices. A livestock project should include the type and number of animals, husbandry and feed practices, and end product, i.e., meat, milk, eggs.
7. Provide information regarding the PCV's assignment and his/her role with the project. If the PCV will not be working directly with the FTF Volunteer, please identify a Host Country counterpart to do so.



Farmer-to-Farmer Volunteer Mrs. Doris Stivers of Denton, Maryland, helps employees of Honduran fruit and canning cooperative, HORTIFRUTA, check fill level in jars of freshly canned pepper relish.

contacted the National Rabbit Breeder Association which, in turn, contacted Schuhmann who has a national reputation among breeders. Schuhmann and his wife, Cassie, agreed to visit 48 commercial breeders in Honduras in a 29-day period. The program brought about excellent results, and, according to Schuhmann, "That's the whole purpose of the program. We feel we can teach more on a one-to-one basis working with the people instead of just having our government send the money."

Program Coordinator Brands concluded, "Use of truly expert American farmer volunteers has provided a much needed and highly rewarding experience for both host country farmers and the Farmer-to-Farmer Volunteers."

gramming assistance. As Maggie Forester said, "We welcome any questions or requests for clarification from PCVs. This is an exciting opportunity for Peace Corps and for host country farmers. It will be up to all of us to see that we make maximum use of the expertise available under the Farmer-to-Farmer Program."

Peace Corps Director Loret Miller Ruppe summed up the feeling about the Farmer-to-Farmer Program, declaring, "In much of the Third World, food production is a matter of life or death. Now, with the Farmer-to-Farmer Program, we are going to the world's countryside to help others help themselves. We're not waiting until television again shows us films of starving and dying children."



Peace Corps FTF Future

Requests for FTF Volunteers have been received from eight countries including Benin, Cameroon, Honduras, Mali, Nepal, Paraguay, Tonga, and Tunisia. The program anticipates placing FTF Volunteers in these countries by late February, 1988. VOCA generally requires 90 days to identify, recruit and make travel arrangements for volunteers, although it can frequently do so in less time when it is necessary to place a volunteer more quickly. Farmer-to-Farmer Volunteers can be placed in the field for periods of 30-120 days.

Lewis and Forester stress that PCVs and staff will develop project requests for technical assistance based upon identified farmer needs, problems, and production goals. PCVs having project ideas, but requiring help in developing them, can contact the FTF Program Specialists for pro-

FARMER-TO-FARMER EXPERTISE AVAILABLE

Agriculture credit, marketing and distribution
Agriculture extension
Apiculture
Cooperative development and management
Crop protection and extension
Farm mechanics
Fisheries
Food processing
Irrigation
Post harvest handling and storage
Range management
Small and large animal husbandry
Soil science and conservation
Veterinary science

An Integrated Planning Process

In designing and managing community projects, you will at some point come to terms with the assumptions you are making about the impact and the implementation of the project. Personally, I feel that it is less painful (more fulfilling) to examine these assumptions up-front rather than in retrospect.

Assumptions can be the most critical factors in a development project. Many projects fail because planners make unrealistic assumptions, or forget to define and examine the implicit assumptions they are making.

Sandra Mack, RPCV Honduras, sent me the following information which I thought might be of interest to some of you who are beginning to consider doing secondary projects. It may help you to identify some assumptions that you have made which you may want or need to examine a little further. Because of space considerations, we have condensed the background information; use your Peace Corps Resource Center and the Whole Ice Catalog for more ideas on project planning, needs assessments, and feasibility studies.

Honduras Integrated Planning Process for Community Projects

Honduras is one of the largest SPA programs in the Peace Corps world, accepting an average of 15 applications each month. These have ranged from the more traditional projects of potable water systems, community latrines, and agricultural improvement to highly creative yet practical income-generating projects and a successful youth environmental education program. Host country nationals and the PC staff are very proud of the successes they have had at the community level with these projects. The philosophy of the SPA program, "a little money can do a lot of good," is continually being proven by PCVs in Honduras and worldwide.

PC Honduras has recognized the fact, however, that not all development projects are successful and some, ironically, have long-term negative impacts on their host country. These damaging effects can come in several forms, such as destruction of the physical environment, health problems, cultural insensitivities or economic burdens, or a combination of several of these. When projects are not properly planned, a little money can do a lot of damage though intended to do a little good.

A planning tool, to help the development worker identify potential negative impacts before the project is implemented, can be

very useful in designing successful projects. Given that few PCVs are "Jacks or Jills of all trades," it is no wonder that, for example, a natural resource sector Volunteer, might need help in predicting potential socioeconomic problems that might occur. By the same token, a business Volunteer might not readily consider health problems inherent in a project plan. These are not malicious acts but extremely unfortunate oversights.

For these reasons PC Honduras has taken the initiative in adopting and testing an Integrated Planning Process. This process is designed to help project planners predict, on short-term and long-term bases, the impact a proposed activity will have in both negative and positive terms. The integration of this kind of planning process allows the Volunteer and the community to identify and minimize those negative impacts.

In this simple process the PCV and the community can consider specific factors under the general titles of Physical Environment, Health, Socioeconomics, Culture and Energy, and can identify the red flags of potential negative impacts. This kind of tool is also helpful for program managers and coordinators in evaluating and making recommendations for projects.

This type of planning is not a new idea in development work. Several large development assistance organizations, including AID, have recently adopted similar (though much more complicated) processes.

The following information is the "essence" of this process. In Honduras, each answer would be incorporated into a grid, and scored. Asking the questions of yourself and other community members, and noting the answers, however, is the first important step in making this assessment and can suggest areas of the project plan which may need to be reexamined. Furthermore, the following list is not all inclusive; a broader scope for each area, or additional questions and concerns may need to be addressed for any one plan or community.

To identify areas where possible adverse effects may occur, the basic question that should always be asked is: **"How will this project affect . . .?"**

If we insert in this question the components that together make up the environment, we will get answers (possible warning signs) for those situations where negative consequences may "inadvertently" result. Furthermore, the questions should be asked not only for the immediate future but also for the long-term (5, 10, 20 years down the road).

HEALTH

Will people have more or less food? Will their diets be better balanced?

Disease Vectors—Will the project create

more standing water? Will the project increase or create fast flowing water? How will it affect existing water sources?

General Public Health—Will community sanitation be affected? Is preventative or curative care enhanced or inhibited?

Population Density—How much will population density increase as a result of the activities? What contamination conditions will be altered? How? Will health care services be affected? How?

Will chemicals (including medicines) be used? Will the people be trained in their proper and safe use? Are there alternatives? Are they toxic?

Will there be exposure to animal borne diseases?

SOCIOECONOMIC

Will the per capita production of staples or cash crops change?

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

The S.P.A. Program is a unique program which joins the human resource capabilities of the Peace Corps and the financial resources of the Agency for International Development. The program, established in 1983, currently supports small self-help efforts through direct grants to community organizations in 35 countries.

There are two components to the S.P.A. program: the S.P.A. fund which directly supports community projects; and the Technical Assistance (T.A.) Agreement which provides training and technical advice to PCVs, staff and Host Country Nationals who are working on field projects.

S.P.A. grants are made by PC/Country Offices to community groups working with PCVs in the areas of food production, small enterprise development, renewable energies and health.

Funds are available through PC/Washington to provide in-service training for PCVs and HCNs, and to provide program consultants for countries. The T.A. activities stimulate and/or directly support S.P.A. projects.

If you have an idea for a project in your community in one of the above areas, more information is available from PC country offices or by writing the S.P.A. Coordinator, OTAPS, PC/Washington.

Will the project alter the supply of goods, food, firewood, water?

Will the project require people to use more or less water, pasture, etc.? Will it eliminate any of these resources now available? Will it restrict access to these resources?

Will the project demand more work, or more "coverage" of government services? Will it cause an additional administrative workload?

CULTURAL

How will it affect existing education/training facilities? Will it provide alternatives? What about traditional learning methods?

Will the project encourage overall community development? Will it affect other new or on-going efforts? How?

Traditional land use—Will the project restrict existing use, harvesting, grazing pat-

terns? Many projects promote "better" land use but at the (social) cost of someone or some group being restricted from using land, vegetation, water in accustomed ways.

Time—How will the project affect individuals' use of time? How will individuals use new "saved" time?

ENERGY

How will the project affect the demand for (or supply of) firewood? Will it increase the dependency on fossil fuels? Are alternative energy sources available?

PHYSICAL ENVIRONMENT

Surface Water—Does this activity affect run-off? Flood discharges? Water flow?

Groundwater—Quantity? Quality? Does the project alter its chemical composition?

Vegetation—Will natural cover be reduced or increased? How will natural regeneration be affected? Will there be additional or fewer demands on trees, bushes or grass? Are monocultures of non-native species being introduced?

Soils—Will the project increase or drain soil fertility? Is "optimal" land use affected? Will erosion be more or less likely?

Does the project follow some existing overall natural resource management plan? Does the project improve or contribute to the deterioration of factors such as fisheries, wildlife, natural features?

The answers to each of these questions are not easy yes or no responses. The how of the effect is the key and the discussion of each answer is the process for identifying new, creative approaches to sometimes long-standing issues. These discussions, in turn, can result in accomplishment, not just effort.

Good luck.



Networking

The Intermediate Technology Development Group

Helping development workers learn "how to do it" with local materials and expertise is the focus of the Intermediate Technology Development Group (ITDG). "It" can by anything from designing and producing illustrations for field workers, to operating and maintaining an irrigation scheme, to making soap. ITDG was founded in 1965 by Dr. E.F. Schumacher and follows the principles outlined in his classic book, *Small is Beautiful: Economics As if People Mattered* (available from ICE; catalog number AT013). ITDG promotes the development and use of small-scale, low-cost technologies appropriate to the needs of people in developing countries through various programs, including a very active publications branch.

ITDG programs focus on helping people identify and acquire appropriate technologies by answering technical inquiries, offering training programs, and undertaking consultancy assignments. Project staff located in several countries in the developing world are involved in long-term programs which tap the resources of local and international organizations to help firmly establish appropriate technologies. Micro hydro sites in Sri Lanka, food drying and preservation systems in Peru, and fuel efficient stove production in Kenya are some of the ITDG's

programs. Following the slogan, "If it's not appropriate for women, it's not appropriate," ITDG is working together with the United Nations Development Fund for Women (UNIFEM) in the Women and Food Cycle Technologies (WAFT) project to make available information on simple, low-cost technologies to support a range of food activities from crop cultivation through food processing and marketing. For more information on these and other activities write to:

Intermediate Technology Development Group
Myson House
Railway Terrace
Rugby CV21 3HT
United Kingdom

Intermediate Technology (IT) Publications Ltd. is the publishing and materials distribution arm of ITDG. Manuals produced by IT Publications are intended for field use; they are heavily illustrated and easy to use. IT Publications also publishes directories, bibliographies, guides, and other tools to help people locate information. In addition to its own line of manuals, periodicals and audio-visuals, IT Publications distributes materials from other well-known publishers, including the International Development Research Centre of Canada and the American National Academy of Sciences' Board on Science and Technology for International Development.

Currently, ITDG experts are compiling a series of topical packs of technical materials from various sources. Book packs currently available are: The Water Pack; The Appropriate Technology (General) Pack; and The

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GIVE!

The ICE staff works hard to provide you with the most relevant, up-to-date technical information for your projects. Not surprisingly, the most useful materials we distribute are those which have been developed over the years by Volunteers like you working in agriculture, education, forestry and a host of other areas.

We depend on contributions from PCVs and staff in the field to build our collection of appropriate technical materials. Volunteers' contributions are frequently published as how-to manuals. They often appear as articles in the ICE Almanac. And they make up the bulk of the reports, designs, lesson plans and other documents in the ICE Resource Center.

We are vitally interested in the results of your work. Take time to write up your fisheries project or your design for a better appropriate technology mousetrap and send it to ICE. Your fellow PCVs around the world will thank you for it!

Sector Updates

REPRINT SERIES

An Expanded Collection of Language Informant Techniques, by Gary Engelberg. Designed to assist Volunteers in continuing their language training past the classroom into the field. Places "control of the learning situation" into the hands of the Volunteer by listing a series of educational techniques based on outside sources, including *Where Do I Go From Here*, by Charles Kraft; *A Guide for Language Study in the Field*, by Arthur Levy; and *Monolingual Informant Techniques for Peace Corps Volunteers*, by Judith Feinstein. Also contains appendices with excerpts from these works. 70pp.

Mushroom Cultivation in Thailand, by David A. Pottebaum. Lucid handbook designed for Volunteers of all backgrounds seeking to understand mushroom culture. Topics include mushroom cultivation in beds, logs, and plastic bags, mushroom spawn propagation, and control of pests. Appendices provide examples of growth media preparation as well as construction plans for necessary equipment and important mushroom information. Illustrated with linedrawings, it also contains a bibliography and an English/Thai word list. 85pp.

Tools for Teaching: A Visual Aids Workshop and Instruction Manual for Health Educators, by Jean Rogers Ryan. Designed to train health educators in the use of visual aids in primary health education. Contains a series of 10 sessions describing the design and development of a particular project. Each lesson plan lists purpose, necessary materials, and activity sequences. Also includes an overall course outline and syllabus, suggested list of supplies, workshop record sheet and followup, homework assignments, and a take-home examination. 227pp.

The above are available free through ICE to all PCVs and staff.

AGRICULTURE

AG184
A Methodology for On-Farm Cropping Systems Research, by H.G. Zandstra, E.C. Price, et al. 1981 (The International Rice Research Institute, P.O. Box 933, Manilla, The Philippines) 147pp. \$16.70.

Discusses research methods for the different components of the cropping systems, such as agronomic experimentation on small farms, baseline surveys, site description, evaluation of farmers' cropping sys-

tems, design of intensive cropping patterns, and the use of yield/loss trials for pest control. Good programming tool.

Available free through ICE to all PCVs and staff working in related projects.

AG183

Coming Full Circle: Farmers' Participation in the Development of Technology, by Peter Matlon, Ronald Cantrell, et al. 1984. \$12.00.

Discusses that participation and communication between farmers and researchers is essential when developing and evaluating technology for farmers' use. Covers communication problems, farmer/researcher dialogue, the farmer's role, technology evaluation, and survey costs and rural economics research. Useful for program design.

Available free through ICE to PC offices/resource centers in country only.

AG152

Beekeeping Handbook, by B. Clauss. 1982 (Agricultural Information Service, Ministry of Agriculture, Gaborone, Botswana) 76pp. \$1.33.

Detailed and clearly written manual providing all the information needed to start beekeeping. Topics include necessary equipment, the nature of a colony, beginning a colony, how to handle bees, pests and problems, and costs and measurements of hives. Includes a glossary and is extensively illustrated with diagrams and photographs. For use in the following countries: Belize, Botswana, Burkina Faso, Central African Republic, The Gambia, Guatemala, Honduras, Paraguay, Senegal, Sierra Leone, Tunisia, Western Samoa, and Zaire.

Available free through ICE to PC offices/resource centers in country only.

AG156

Guidelines for Agricultural Training Curricula in Africa, FAO. 1982 (Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, 00100 Rome, Italy) 205pp. \$12.00.

Prepared for intermediate agricultural education at the diploma and certificate level as well as in-service training programs for agricultural extension agents and rural development workers. Designed to equip students with technical knowledge of nutritional considerations and interventions in development projects. Discusses two alternatives: adding a separate course on food, nutrition, and agriculture to educational programs, and inserting food and nutrition concepts into curricula. Appendices include notes on vitamins and nutrients. Illustrated with tables and graphs.

Available free through ICE to PC offices/resource centers in country only.

AG200

Sorghum and Pearl Millet Disease Identification Handbook, by J.C. Girard, R.A. Frederikson, et al. 1978 (International Crops Research Institute for Semi-Arid Tropics, 1-11-256 Begumpet, Hyderabad 500016 A.P. India) 88pp. \$6.88.

Helps aid agricultural scientists in identifying common diseases and parasites of sorghum and pearl millet. Describes over 30 different diseases and parasites. Contains full-color plates of plants afflicted with each disease. Includes a general disease identification key providing names and symptoms of various maladies.

Available free through ICE to all PCVs and staff working in related projects.

AG181

Plant Propagation: Principles and Practices, by Hudson T. Hartmann and Dale E. Kester. 1983 (Prentice-Hall, Inc., Englewood Cliffs, NJ 07632) 727pp. \$42.67.

Updated textbook on all phases of plant propagation, including seeds, cuttings, grafting, budding, layering, division, and tissue culture micropropagation. Evaluates each propagation type in a theoretical and applied aspect and discusses related topics such as plant nomenclature and disease control. Also highlights new developments in plant control, including disepic micropropagation, seed germination control, and

Publications listed as "available through ICE" are free to PCVs and staff according to the distribution policy indicated for each title. For the benefit of our non-Peace Corps readers, complete ordering information has been provided for all titles.

PCVs and staff may order ICE publications by letter or cable from: Peace Corps Information Collection and Exchange, Rm M-707, 806 Connecticut Avenue N.W., Washington, D.C. 20526 USA.

Please note: additional copies of limited-distribution titles and materials which are listed as "not currently available from ICE" must be purchased directly from the publisher using in-country funds. PCVs should contact their in-country staff regarding assistance in making these work-related purchases.

root initiation. Illustrated, with resource list and glossary.

Available free through ICE to PC offices/resource centers in country only.

A6193

Tomatoes in the Tropics, by Ruben L. Vilalreal. 1980 (Westview Press, Inc., 5500 Central Avenue, Boulder, Colorado 80301) 174pp. \$28.50.

Discusses the advances in breeding and growing practices to make tomato growing in the tropics both productive and profitable. Addresses nonspecialists who make agricultural decisions and scientists who need technical information. Includes appendices, a directory of tomato scientists, and a glossary of terms. Useful for programmers, trainers, and project designers.

Available free through ICE to all PCVs and staff working in related projects.

A6189

Basic Calculations in Agriculture and Animal Production, by Heleen Hennink and Nicolet van der Smaqt, 1986 (Ministry of Agriculture and Fisheries, Agricultural Education Department, P.O. Box 20401, 2500 EK, The Hague, Netherlands) 74pp. \$4.50.

Contains practical mathematical problems to train those needing to improve calculation skills in areas of agriculture and animal production. Suitable for teaching groups or self-teaching at lower secondary level, but not designed as a comprehensive learning guide about agriculture. Topics include basic mathematical skills and situational problems in irrigation, crop production, and animal husbandry.

Available free through ICE to all PCVs and staff working in related projects.

ENERGY

EN097

Micro-Hydropower Sourcebook: A Practical Guide to Design and Implementation in Developing Countries, by Allen R. Inversin. 1986 (NRECA International Foundation, 1800 Massachusetts Ave., NW, Washington, DC 20036) 285pp. \$18.00.

Provides information on implementing micro-hydropower schemes and documenting experiences from around the world. Topics include measuring head and discharge pressure, streamflow characteristics, site selection, civil works, references, and appendices on preparing components. Illustrated extensively with diagrams and photographs.

Available free through ICE to all PCVs and staff working in related projects.

EN100

An Evaluation of the Relative Fuel Efficiencies of Traditional and Improved Cooking Systems Along the West African Coast, by Timothy Tage Bolander and Robert Paul Jamison. (ICE Reprint, 1987) 186pp. Free.

A compendium of profiles and fuel-efficiency performances of 30 different types of stoves commonly used in West Africa. Each profile includes a diagram, list of advantages and disadvantages, and testing data charts describing fuel efficiency of the model. Stoves covered include commercial and domestic wood-burning systems as well as sawdust, charcoal, and kerosene-burning systems. Includes comparative analysis and an outline for a stove program.

Available free through ICE to all PCVs and staff working in related projects

EN099

A Construction and Dissemination Manual for Fuel Efficient Portable Metal Stoves and an Improved Commercial Wood-Burning Oven, by Robert Paul Jamison. (ICE Reprint, 1987) 58pp. Free.

Thoroughly covers the production of portable metal stoves and commercial wood-burning ones which would be highly fuel efficient in West African countries. Discusses types of stoves, design considerations, templates, and construction techniques. Extensively illustrated with line diagrams. Includes appendix listing testing data of the fuel efficiency of five different stove models.

Available free through ICE to all PCVs and staff working in related projects.

EN096

Wind Energy Activities in Africa, by Alan Wyatt and Sam Baldwin. 1982 (Volunteers in Technical Assistance, 80 S. Early St., Alexandria, VA 22304) 56pp. \$12.75.

Survey providing overview of past and present wind energy activities in Africa. Outlines general trends in the present situation, and offers suggestions for private sector and governmental involvement in the development of this energy source. Also includes capsule descriptions of wind energy programs in 26 African countries as well as contact lists for each nation.

Available free through ICE to PC offices/resource centers in country only.

CONSTRUCTION/ HOUSING

CH025

Rural Building Construction, by John van Winden. 1986 (Stichting Kongregatie F.I.C.,

Brusselsestraat 38, 6211 Maastricht, The Netherlands) 4 Vols. \$24.00.

Comprehensive course book, in four volumes, designed for people who are involved in technical vocational training. Primarily meant for students, but this course is also useful to teachers because of the extensive and planned way in which the subjects are written. Volumes consist of: basic tools needed in rural building, and how to use them; basic masonry and carpentry techniques; essential construction techniques; and the making and reading of construction drawings.

Volume 1: Reference Book

Volume 2: Basic Knowledge

Volume 3: Construction

Volume 4: Drawing Book

Information is provided in understandable language. Illustrated.

Available free through ICE to all PCVs and staff working in related projects.

EDUCATION

ED111

Visual Aids for Nonformal Education, by Jane Kathryn Vella. 1979 (Center for International Education, University of Massachusetts, Amherst, MA 01003) 43pp. \$4.00.

Provides models and modes of operation for field workers to produce simple, inexpensive visual aids to clarify lessons for instructors in nonformal education. Describes four types of visual aids: found objects, charts, pictures, and models. Discusses producing and using these. Illustrated with line drawings. Includes bibliography.

Available free through ICE to all PCVs and staff working in related projects.

ED111

A Manual of Literacy for Preliterate Peoples, by Sarah C. Gudschinsky. 1973 (Summer Institute of Linguistics, Ukarumpa, E.H.D., Papua New Guinea) 180pp. \$5.60.

Designed for Volunteers working to promote literacy skills among preliterate peoples in developing nations, with emphasis on providing a bridge to a second language. Discusses the teaching of reading, construction primers, classroom techniques, and working with special problems such as orthography and dialects, and multilingualism. Includes appendices containing worksheets for literacy primers, sample lessons, and lesson parts for teachers' guides.

Available free through ICE to all PCVs and staff working in related projects.

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SPECIAL EDUCATION

SE045

More With Less: Aids for Disabled People for Daily Living, or Mas con Menos: Adaptaciones para Minusvalidos en la Vida Diaria, by Gerry van der Hulst, Marian Velthuys, et al. (TOOL, Entrepotdok 68al 69a, 1018 AD Amsterdam, The Netherlands 020-264409) 90pp. \$5.00.

Fully illustrates aids made from simple and cheap materials that are available in many places and can be adaptable to the technology and culture of those countries. These aids will help those that are physically handicapped to function as independently as possible in their own living environments. Each illustration is in both English and Spanish.

Available free through ICE to PC offices/resource centers in country only.

SE046

Disabled Village Children, by David Werner. 1987 (The Hesperian Foundation, P.O. Box 1692, Palo Alto, CA 94302) 654pp. \$7.00.

Extensive resource guide providing information concerning the most common disabilities of children. Designed primarily for rural areas with limited resources, but also useful for therapists and professionals. Divided into three parts describing rehabilitation with the child and family, offering ideas for starting community programs, and suggesting methods for establishing workshops and constructing rehabilitation equipment. Illustrated with over 4,000 line drawings and 200 photographs.

Available free through ICE to all PCVs and staff working in related projects.

FISHERIES

FH092

Mending of Fish Nets, by L. Libert and A. Maucorps. 1981 (Fishing News Books Ltd., 1 Long Garden Walk, Farnham, Surrey, England) 100pp. \$9.00.

A comprehensive step-by-step guide on the repairing of fish nets. Covers materials used, knots, cutting, braiding, and the different ways of mending nets. A good how-to book, useful for all fisheries PCVs. A good teaching and training tool.

Available free through ICE to all PCVs and staff working in related projects.

FH091

Fish and Shellfish Farming in Coastal Waters, by P.H. Milne. 1979 (Fishing News Books Ltd., 1 Long Garden Walk, Farnham, Surrey, England) 208pp. \$16.29.

Discusses the engineering aspects for site selection, design, and construction of fish farms in coastal waters. Includes illustrations, appendices, and a glossary of terms. Good reference with practical information.

Available free through ICE to all PCVs and staff working in related projects.

FH087

Common Carp 1: Mass Production of Eggs and Early Fry, by Drs. A.G. Coche, L. Horvath, et al. 1985 (Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, 00100 Rome, Italy) 87pp. \$18.50.

First part of an illustrated manual on the large-scale propagation of the common carp, based on recently developed, advanced Hungarian technology. Detailed, easily comprehensible text discusses biology of reproduction, propagation methods, organizing and managing hatcheries, fertilizing and managing eggs, and rearing larvae. Includes tables on the reproductive biology and artificial propagation of common carp. Extensively illustrated with watercolor diagrams.

Available free through ICE to PC offices/resource centers in country only.

FH088

Common Carp 2: Mass Production of Advanced Fry and Fingerlings in Ponds, by Drs. A.G. Coche, L. Horvath, et al. 1985 (Food and Agriculture Organization of the United Nations, Via delle Terme di Caracalla, 00100 Rome, Italy) 85pp. \$18.50.

Second part of an illustrated manual on the large-scale propagation of the common carp, based on recently developed, advanced Hungarian technology. Detailed, understandable text covers biology of juveniles' production in earthen ponds, production of advanced fry and fingerlings, production organization, and the overwintering season. Includes table on the production of advanced carp fry and fingerlings. Extensively illustrated with watercolor diagrams.

Available free through ICE to PC offices/resource centers in country only.

HEALTH

HE257

Practising Health for All, by David Morley, Jan Rohde, and Glen Williams. 1986 (Oxford University Press, Walton Street, Oxford OX2 6DP, England) 333pp. \$8.95.

Provides a wide range of case studies describing typical problems that arise when implementing primary health care, and how those problems can be overcome. Contains information on the political commitment to primary health care, community participation, the process of program development, and lessons for planning, implementing, and evaluating primary health care.

Available free through ICE to all PCVs and staff working in related projects.

HE174

Child Survival: Strategies for Research, by W. Henry Mosley and Lincoln C. Chen. 1984 (Center for Policy Studies of the Population Council, 1 Dag Hammarskjold Plaza, New York, NY 10017) 401pp. \$10.00.

Discusses the issues of child mortality in developing countries. Covers malnutrition, morbidity, breastfeeding, infectious and parasitic diseases, maternal education, and other child survival topics. Case studies, references, tables, and charts are provided.

Available free through ICE to all PCVs and staff working in related projects.

HE180

My Name is Today, by D. Morley and H. Lovel. 1986 (Macmillan Publishers, Ltd., 4 Little Essex Street, London WC2R 3LF, England) 359pp. \$2.54.

Discusses child health, society, and poverty in the developing world through illustrations, graphs, and line drawings. Covers children's needs, limited resources, causes of illness, pregnancy, primary health care, health worker training, diarrhoea, malnutrition, and oral rehydration.

Available free through ICE to PC offices/resource centers in country only.

HE159

Show and Tell: A Worldwide Directory of Nutrition Teaching-Learning Resources. 1985 (UNESCO, 7 Place de Fontenoy, 75700 Paris, France) 269pp. \$15.00.

Collection of in- and out-of-school educational materials useful for students, teachers, trainers, and health personnel. Each item lists its country of origin; title, author, and language; its format and content; a contact individual or agency; and comments and suggestions for usage. Includes alphabetical and geographical indexes as well as listings of bibliographies, catalogues, newsletters and periodicals,

and organizations. Written in four languages; English, French, Spanish, and Arabic.

Available free through ICE to PC offices/resource centers in country only.

HE190

Rehabilitation Approaches to Drug and Alcohol Dependence, by Behrouz Shahandeh. 1985 (International Labor Office, CH-1211 Geneva 22, Switzerland) 91pp. \$8.50.

Twenty-five examples of successful programs in rehabilitating persons dependent upon alcohol and drugs, and reintegrating them into an active socio-economic life. The cases describe the problem in depth and discuss the rehabilitation process and experience, community participation, work-related programs, policy development and implementation, and innovative rehabilitation programs. Suitable for employer and worker organization programs as well as private sector efforts.

Available free through ICE to PC offices/resource centers in country only.

HE179

Understanding the Nursing Process, by Leslie D. Atkinson and Mary Ellen Murray. 1986 (Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022) 139pp. \$15.95.

Designed for students entering nursing education, with simple terminology and practical theoretical material presented. Introduces process of developing a consistent framework for approaching patient care. Employs 4-step approach of assessment, planning, implementation, and evaluation. Illustrated with diagrams and contains bibliography and appendix describing care plans spanning infancy to old age. Also includes a 72-page, removable Nursing Diagnosis Pocketbook for reference.

Available free through ICE to all PCVs and staff working in related projects.

HE037

On Being in Charge: A Guide for Middle-Level Management in Primary Health Care, by Rosemary McMahon, et al. 1980 (World Health Organization, Publications Center, 49 Sheridan Ave., Albany, NY 12210) 366pp. \$15.00.

Handbook of management principles intended to help health workers who are responsible for the support, supervision, and evaluation of health auxiliaries and village health workers. Discusses some of the main functions of the health care manager, such as how to set priorities, how to make the most of limited resources, and how to man-

age health care services with the goal being the provision of a better health care system. Includes chapter exercises and questions to improve the reader's management skills.

Available free through ICE to all PCVs and staff working in related projects.

Aprendiendo a Promover la Salud, by David Werner and Bill Bower. 1984 (The Hesperian Foundation. P.O. Box 1692, Palo Alto, CA 94302) 622pp. \$10.00.

Spanish version of *Helping Health Workers Learn*. Designed for instructors of health workers in rural developing countries. Unlike *Where There Is No Doctor*, focuses more on educational techniques than medical treatment techniques. Provides very basic and simple teaching procedures to help health workers identify health care needs in rural areas. Includes techniques for learning through observation, conceptualization, and activities for the student. Simply illustrated and very basic in its delivery of the teaching method.

Available free through ICE to all PCVs and staff working in related projects.

HE123

The New Our Bodies, Ourselves, by the Boston Women's Health Book Collective. 1984 (Simon and Schuster, Inc., Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020) 647pp. \$14.95.

Information on women's health. An updated version of the 1973 edition, *Our Bodies, Ourselves*. Subjects encompass sexuality, common medical and health problems, social diseases, childbearing, abortion, and parenthood.

Available free through ICE to all PCVs and staff working in related projects.

SMALL ENTERPRISE DEVELOPMENT

SB085

Small-Scale Maize Milling, by M. Allal, J. Crabtree, et al. 1984 (International Labor Office, CH-1211 Geneva, Switzerland) 143pp. \$10.00.

Designed for public planners and evaluators as well as custom and small-scale merchant mills in developing nations. Discusses technical information on different milling techniques for producing whole, bolted, and supersifted meal. Techniques described include manual shelling and the use of plate, stone, and hammer mills. Illustrated with sketches of equipment, floor

plans, and labor and skill requirements. Includes appendices listing equipment manufacturers and suppliers and institutions involved in grain processing.

Available free through ICE to all PCVs and staff working in related projects.

SB086

Findings '86: A Primer of Successful Enterprise Development-I, by Thomas W. Dichter. 1986 (Technoserve, 148 East Avenue, Norwalk, CT 06851) 13pp. \$3.00.

Outlines principles of creating community-based agricultural enterprises in developing nations. Lists the principles of Technoserve, a private volunteer group working in Africa and Latin America. Discusses economies of scale, market participation, and opportunity costs. Also offers guidelines for determining enterprise viability, staff selection, and grassroots work.

Available free through ICE to PC offices/resource centers in country only.

SB087

Findings '86: A Primer of Successful Enterprise Development-II, by Thomas W. Dichter. 1986 (Technoserve, Inc., 148 East Avenue, Norwalk, CT 06851) 18pp. \$3.00.

Continuation of the first guidebook, with an emphasis on practices of Technoserve enterprises. Describes day-to-day operations of several enterprises and community participation. Discusses setting fees, signing contracts, and the steps to implementing the enterprise. Also includes four basic principles to realize when developing businesses.

Available free through ICE to PC offices/resource centers in country only.

SB089

Findings '86: Who Runs the Show?, by Thomas W. Dichter. 1986 (Technoserve, Inc., 148 East Avenue, Norwalk, CT 06851) 13pp. \$3.00.

Discusses overseas staffing patterns as a key to effectiveness in enterprise development, based on Technoserve's experiences. Addresses the benefits of attaining an indigenous overseas professional staff and reasons why expatriates are not absolutely essential. Discusses ways to obtain and retain local talent in enterprise development.

Available free through ICE to PC offices/resource centers in country only.

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(Sector Updates from 21)

SB088

Findings '86: Demystifying "Policy Dialogue", by Thomas W. Dichter. 1986 (Technoserve, Inc., 148 East Avenue, Norwalk, CT 06851) 9pp. \$3.00.

Addresses the topic of how private voluntary organizations can have an impact on host country policies. Discusses why PVOs should engage in policy dialogue and the problems with the standard view of constraints on policy dialogue. Provides three instances where Technoserve influenced policy dialogue with a reliable data resource. Offers suggestions for effective PVO participation in policy reform.

Available free through ICE to PC offices/resource centers in country only.

SB093

Recycling From Municipal Refuse: A State-of-the Art Review and Annotated Bibliography, by Sandra Johnson Cointreau, Charles G. Gunnerson, et al. 1984 (World Bank Publications, 1818 H. Street, NW, Washington, DC 20433) 214pp. \$10.00.

Two-tiered technical paper providing a state-of-the-art overview of recycling from municipal refuse, and an excellent bibliography with abstracts of over 200 published references on recycling. The overview focuses on techniques and conditions relevant to developing countries. Provides insight into the informal network of incentives and relationships that affect recycling. The annotations are an extensive compilation of published references containing technical, economic, environmental, and cultural information about recycling.

Available free through ICE to PC offices/resource centers in country only.

SB094

Improve Your Business: Handbook, edited by D.E.N. Dickson. 1986 (International Labor Office, CH-1211 Geneva 22, Switzerland) 129pp. \$6.12.

Suitable for trainers and individual business people, this manual provides the basics to succeed in business on the premise that business improvements are the result of creative entrepreneurs. Consists of eight sections dealing with buying and selling; manufacturing and service operating; bookkeeping; costing and pricing; marketing; management accounting; office work; and planning. Supplements test with illustrations and practical examples. Order with the Workbook.

Available free through ICE to all PCVs and staff working in related projects.

SB095

Improve Your Business: Workbook, by D.E.N. Dickson. 1986 (International Labor Office, CH-1211 Geneva 22, Switzerland) 83pp. \$6.13.

Contains eight sections of problems corresponding to the eight sections of the Handbook. Each section asks a set of questions, then gives a number of business exercises. Finally, shows how to set up an action program to solve problems. Useful for trainers and extension workers. Order with the Handbook.

Available free through ICE to all PCVs and staff working in related projects.

TR027

Cross-Cultural Reentry, edited by Clyde N. Austin, PhD. 1986 (Abilene Christian University Press, Abilene, TX) 288pp. \$14.95.

An excellent resource for Peace Corps Volunteers returning home. A collection of writings chronicling the experiences and problems faced by American citizens returning to the U.S. after living abroad. Includes an introduction to and guidelines for reentry from a psychological perspective, as well as personal recollections of reentry by federal employees and business people. Contains useful appendices categorizing and suggesting solutions for problems associated with relocation. Describes possible reentry programs.

Available free through ICE to PC offices/resource centers in country only.

TR029

The Bold Experiment: JFK's Peace Corps, by Gerald T. Rice. 1985 (University of Notre Dame Press, Notre Dame University, South Bend, Indiana 46556) 349pp. \$15.95.

An excellent chronicle of the first few years of the Peace Corps' development after its founding in 1961. Factual account of precedents for the Peace Corps, the legislative maneuvering to launch the program beginning with the idea's conception during the 1950's, and the early recruitment programs. Traces the experiences of the first groups of Volunteers in 1961 and their adjustments to indigenous conditions as well as to global political events. Concludes with a commentary on the original goals of the Peace Corps Act.

Available free through ICE to PC offices/resource centers in country only.

TRAINING

TR022

Language Acquisition Made Practical, by E. Thomas and Elizabeth S. Brewster. 1976 (Academic Publications, Summer Institute of Linguistics, 7500 Camp Wisdom Road, Dallas, TX 75236) 382pp. \$9.50.

Highly recommended for all PCVs and others learning a foreign language. Stresses learning how to speak a language by showing how to prepare and utilize conversational skills and how to practice and evaluate one's new skills. Describes a 5-day beginning learning cycle, followed by specific long-term guidances such as topics for cycles, drills for understanding, and help in pronunciation and grammar. Also contains appendices which include self-rating checklists, suggested progression schedules, and suggested progress report form.

Available free through ICE to all PCVs and staff.

TR026

Helping Adults Learn, by Alan B. Knox. 1986 (Jossey-Bass Publishers, 433 California Street, San Francisco, CA 94104) 262pp. \$11.95.

Designed for instructors in all types of adult education programs, is also a good resource book for trainers in country. Draws from real-life examples to outline major aspects of planning and implementing adult learning programs. Discusses constructing supportive learning environments, selecting and using various educational materials and activities, and conducting program evaluations. Also includes extensive list of resources for further reading, selected from pertinent studies and books from the past decade.

Available free through ICE to PC offices/resource centers in country only.

WID

WD025

Women Organizing, by the International Women's Tribune Center. 1984 (International Women's Tribune Center, 777 United Nations Plaza, New York, NY 10017) 114pp. \$15.00.

A collection of IWTC newsletters on women's organizing and networking strategies. Focuses on communication channels between women's groups in different countries and how they contribute to their effectiveness. Concentrates on the wide range of political, social, and economic initiatives undertaken by women.

Available free through ICE to PC offices/resource centers in country only.

WD026

Women Taking Hold of Technology, by International Women's Tribune Center. 1984 (International Women's Tribune Center, 777 United Nations Plaza, New York, NY 10017) 38pp. \$4.50.

Information related to technologies that are appropriate to the needs of women around the world. Covers a wide variety of concerns including ways to increase income or to use land more productively. A collection of newsletters providing resource listings of materials, projects, and appropriate technology groups.

Available free through ICE to all PCVs and staff working in related projects.

WD027

Women Using Media for Social Change, by International Women's Tribune Center. 1984 (International Women's Tribune Center, 777 United Nations Plaza, New York, NY 10017) 32pp. \$4.50.

A collection of IWTC newsletters on women and media issues. Presents some of the major issues related to women and the media worldwide. Includes specific examples of how women in different parts of the world are using a variety of media methods, tools, and strategies to tackle the enormous tasks of disseminating information by, for, and about women and their involvement in community issues. Contains resource listings on organizations and media materials.

Available free through ICE to PC offices/resource centers in country only.

WD064

Rural Development and Women in Africa, 1984 (International Labor Office, CH-1211 Geneva 22, Switzerland) 157pp. \$11.40.

Report on the 1981 seminar on Rural Development and Women in Africa, held in Dakar, Senegal. Discusses food production and processing, commercialization and modernization of agriculture, migration, organization and policy implications. Stresses the practical approaches that women's roles should be considered in development strategy; that women be given equal access to technologies, land, and input; and that women be allowed to organize. Excellent background reading for researchers, planners, and field workers.

Available free through ICE to all PCVs and staff.

WD028

Women in Development: A Resource Guide for Organization and Action, 1984 (New Society Publishers, 4722 Baltimore Avenue, Philadelphia, PA 19143) 225pp. \$14.95.

A systematic exploration of the relationship between women and multinationals, rural development councils, and other planning institutions. Covers food production, health, appropriate technology and income generation, migration and tourism, education and communication. Identifies relevant resources and literature of each topic, lists groups involved in such areas, and records some of their experiences. Extensively illustrated with photographs and diagrams.

Available free through ICE to PC offices/resource centers in country only.

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WS076

Farm Irrigation Structures, Handbook No. 2, by A.R. Robinson. 1983 (University Services Center, Colorado State University, Fort Collins, CO) 503pp. \$10.00.

Provides information on small structures used in irrigation, especially on-farm water management. Discusses surface systems and enumerates the available successful design systems available. Also emphasizes structures that can be constructed with local materials and labor. Includes bibliography and diagrams as well as appendices describing concrete preparation, irrigation structure designs, and standards for pipe irrigation systems.

Available free through ICE to all PCVs and staff working in related projects.

WS075

Circular Concrete Irrigation Turnout: Design and Construction, Handbook No. 1, by Hafiz Sadrul Hasan, W.D. Kemper, et al. 1982 (Engineering Research Center, Colorado State University, Fort Collins, CO) 45pp. \$10.00.

Provides information essential for the design, construction, and use of an irrigation channel turnout, based on a successful effort in Pakistan. Includes the development, fabrication, and installation of circular turnouts and design alternatives. Also contains appendix discussing the use of concrete for small jobs. Illustrated with photographs and diagrams.

Available free through ICE to all PCVs and staff working in related projects.

WS083

Interwater: Directory of Sources of Information and Documentation on Community Water Supply and Sanitation, compiled by the International Centre for Community Water Supply and Sanitation. 1986 (IRC, P.O. Box 93190, 2509 AD The Hague, The Netherlands) 298pp. \$20.00.

A directory of organizations willing and able to supply information on community water supply and sanitation in order to facilitate information exchange in developing countries. Over 225 entries are arranged by country, providing name and address of each organization as well as its activities, information services, and geographic areas related to water supply and sanitation. Also includes subject index, alphabetical listing of institutions, and a list of other directories of organizations involved in the water supply and sanitation sector.

Designed as an initial guide to planning small-scale water projects and discussing projects with community leaders. Topics include water and health, water and environment, development and protection, water energy, aquatic products, agriculture, and waste water treatment. Also includes a bibliography of cited references and a list of addresses to contact for references. Illustrated with line diagrams.

Available free through ICE to all PCVs and staff working in related projects.

Books, Books, Books

To reduce inventory due to the purchase and publication of new technical materials, the following publications are being offered to Volunteers and staff on a First Come, First Served basis.

AGRICULTURE

- AG011 —Food or Fuel: New Competition For the World's Crop-land
- AG012 —Farm Implements For Arid and Tropical Regions
- AG027 —Tropical and Subtropical Fruits
- AG054 —Complete Guide to Pest Control
- AG089 —Small Scale Food Production: The Human Element
- AG103 —Life Home Gardening Handbook
- AG112 —Tropical Yams and Their Potential
- AG128 —Report and Recommendations on Organic Farming
- AG147 —Resource Efficient Farming Methods For Tanzania

APPROPRIATE TECHNOLOGY

- AT023 —The Complete Guide to Blacksmithing
- AT032 —Food Drying

CASE STUDIES

- CS002 —Peace Corps in Special Education
 - CS003 —Forestry Case Studies
- ### EDUCATION
- ED057 —TEFL Handbook, 82-83
 - ED099 —AHA! Insight

ENERGY

- EN046 —A Blacksmith's Bellows

NATURAL RESOURCES/ FORESTRY

- FC086 —Proceedings of the Kenya National Seminar on Agroforestry

FISHERIES

- FH006 —Introduction Aux Programmes de Pecheerie Vol. I
- FH026 —Textbook of Fish Culture
- FH045 —International Symposium on Tilapia in Aquaculture

HEALTH

- HE050 —Handbook For Health Personnel in Rural Liberia
- HE075 —Contact 1: Principles and Practices of Primary Health Care
- HE077 —Family Planning: Its Impact on the Health of Women and Children
- HE083 —Nutrition Training Manual Catalog
- HE124 —A Book About Birth Control

REPRINT SERIES

- R0021 —Conseils de Sante a la Famille Africaine
- R0022 —Extending Freshwater Fish Culture in Thailand
- R0027 —Health and Sanitation Lessons (Africa)

- R0027A —Fiches D'Education Sanitaire (Afrique)

SMALL ENTERPRISE DEVELOPMENT

- SB015 —The Pices Studies
- SB039 —Expanding the External Markets For Third World Crafts
- SB054 —African Enterprise: New Business in the Mountain Kingdom of Lesotho
- SB057 —Group Lending to the Rural Poor in the Dominican Republic

TRAINING

- T-037 —TEFL/Crossover Agricultural Training Manual Vol. I
- T-37A —TEFL/Crossover Agricultural Training Manual Vol. II

WOMEN IN DEVELOPMENT

- WD005 —International Directory of Women's Development Organizations
- WD033 —Women in Food Production
- WD043 —Women, Water and Waste, Beyond Access
- WD048 —The Unfinished Assignment: Equal Education For Women

WATER/SANITATION

- WS038 —Village Water Supply, A World Bank Paper
- WS059 —Alternatives For Lower Income Groups

sistants. Includes references and a bibliography.

Available free through ICE to all PCVs and staff working in related projects.

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Building Technology Pack. For information on acquiring these packs using the IT Book Token Scheme, write to:

IT Book Token Scheme
9 King Street
London WC2E 8HW
United Kingdom

ICE carries a number of IT Publications materials (see the Whole ICE Catalog) and distributes its periodicals Appropriate Technology and Waterlines to Peace Corps posts. Other IT materials are available from some overseas distributors as well as from their bookshop in London. To receive a complimentary IT Bookshop Catalogue contact:

IT Publications (Mailing List)
Unit 25
Longmead, Shaftesbury
Dorset SP7 8PL
United Kingdom

WD059

Participation of Women in Water Supply and Sanitation: Roles and Realities, by Christine van Wijk-Sijbesma. 1985 (International Reference Centre for Community Water Supply and Sanitation, P.O. Box 93190, 2509 AD The Hague, The Netherlands) 191pp. \$23.00.

Suitable for planners of water supply and sanitation projects as well as for research workers. Review of 775 documents discussing the contribution of women to water supply and sanitation. Examines the traditional involvement of women in this sector, and describes their potential roles in future projects as planners, workers, and auxiliary as-